DEAN OF STUDENTS
2013-2014 Annual Report

Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Mission Statements</td>
<td>1</td>
</tr>
<tr>
<td>II. Executive Summary</td>
<td>3</td>
</tr>
<tr>
<td>III. Professional Staff</td>
<td>4</td>
</tr>
<tr>
<td>IV. Professional Staff Involvement</td>
<td>5</td>
</tr>
<tr>
<td>V. Office of the Dean of Students</td>
<td>8</td>
</tr>
<tr>
<td>VI. Center for Diversity and Inclusion</td>
<td>35</td>
</tr>
<tr>
<td>VII. Disability Resource Office</td>
<td>48</td>
</tr>
<tr>
<td>VIII. Housing and Residential Life</td>
<td>62</td>
</tr>
<tr>
<td>IX. Substance Abuse and Violence Education Support services</td>
<td>82</td>
</tr>
<tr>
<td>X. Trio – Student Support Services</td>
<td>92</td>
</tr>
</tbody>
</table>
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 educational and individual success. Student affairs fosters 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. Provide an Engaging 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. Support and enhance a campus culture and co-curriculum characterized by inquisitiveness, active engagement, diverse perspectives, cross-cultural awareness, character development, personal responsibility, and global citizenship
     - B. Sustain and advise an inclusive array of student organizations and programming that cultivates leadership and empowers self-governance
     - C. Build a sense of campus community through collaborative partnerships to support student learning, development and success
2. Promote Student Development, Retention and Success

- **Addresses RU 7-17 Strategic Directives 1.1, 2.1, 2.3, 4.2, 4.5**
- **Division Objectives**
  A. Provide and assess programs, services and learning outcomes and promote continuous improvement
  B. Enhance 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, Accessible, and Inviting Student-Focused Facilities That Enhance Student Life

- **Addresses RU 7-17 Strategic Directives 1.1, 2.3, 2.4, 4.3, 4.4, 4.5**
- **Division Objectives**
  A. Develop facility staffing, equipment, maintenance, renovation and operation plans consistent with universal building design
  B. Mobilize student and institutional support to fund future capital projects, including Hurlbert Center expansion, housing, intramural sports fields, and outdoor recreation areas
  C. Incorporate an array of housing options (traditional, suite, apartment, graduate, living/learning) into facility renovation and construction planning 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. Recruit, hire and retain talented and diverse administrative and support staff dedicated to excellence and student learning, development and success
  B. Create stimulating professional climate for student and full time staff with an emphasis on continuing staff development, involvement with RU and community councils, and professional association membership, conference presentations, and leadership opportunities
  C. Develop and implement a long range staffing, compensation, and restructuring plans to support and sustain quality and continuity of programs and services
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.

The Office of the Dean of Students (DOS) started the year with a search underway for the Associate Vice President for Student Affairs/Dean of Students. SSS continued to face staffing challenges. Staff in DRO and CDI worked closely and collaboratively with SSS to provide support and assistance. 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 information and data specific to that area. The individual and collective summaries demonstrate and reinforce a commitment to student service. This commitment is exhibited through research, awareness of best practices, on-going review and enhancement, delivery of service and support, and feedback received.

A summary of 2013-2014 highlights includes:

- Launch of Virginia Leadership Academy hosted at Radford University.
- Reorganization of the Office of the Dean of Students
- Creation of Office of Student Standards and Conduct
- The number of students receiving service through DRO again reached an all-time high - 606
- Washington Hall reopened in time for fall 2013 move-in
- SAVES collaborated with Dr. Matthew Turner’s media class to create promotional and situational videos for Step UP! bystander intervention training
- SSS took a group of students to Washington, DC.
- The Black Alumni track saw a 300% increase in attendance during Alumni weekend
- RHA Winter Wonderland found sponsors for 145 families – 30 more than last year
- The 1st Annual Assistive Technology Open House was held in McConnell Library
Office of the Dean of Students
Associate Vice President for Student Affairs/Dean of Students  
Irvin Clark  
Heth 279  831-6297  iclark6@radford.edu

Association Dean of Students  
Susan Trageser  
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Assistant Dean of Students  
Eric Bell  
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Assistant to the Associate Dean of Students  
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Assistant for Conduct and SAVES  
vacant  
Heth 207  831-5321

Center for Diversity and Inclusion  
Director  
Crasha Townsend  
Tyler 025  831-5765  cperkins5@radford.edu

Assistant Director  
vacant  
Tyler 025  831-5765

Administrative Assistant  
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Disability Resource Office  
Director/ADA 504 Coordinator for Students, Parents, and Visitors  
Angela Devore-Green  
Tyler 54  831-6350  amdevore@radford.edu

Coordinator & LD/ADHD Specialist  
Courtney Bell  
Tyler 54  831-6350  cbell7@radford.edu

Coordinator of Adaptive Technology  
Nivisha Shah  
Tyler 54  831-6350  nshah2@radford.edu

Coordinator of Deaf and Hard of Hearing Services  
Jesica Myers  
Tyler 54  831-6350  jmyers7@radford.edu

Administrative Assistant & Note Taker Coordinator  
Kristina Contreras  
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Office of Housing and Residential Life  
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Director of Housing Operations  
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Heth 226  831-5375  jporzolek@radford.edu

Assistant Director for Retention Programming  
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Area Director  
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Area Director  
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Area Director  
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Coordinator of Facilities and Maintenance  
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Administrative Assistant  
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Administrative Assistant  
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Substance Abuse and Violence Education Support Services  
Coordinator  
Julie Dill  
Heth 207  831-5709  jdlill7@radford.edu

Licensed Clinical Social Worker  
Rhoda Janosik  
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RU Aware Counselor  
vacant  
Tyler  831-5709

Assistant to Conduct and SAVES  
vacant  
Heth 207  831-5709

Trio - Student Support Services  
Director  
Heth 199  831-6382

Academic Specialist  
Faith Cooper  
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Academic Specialist  
Eric Wall  
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Administrative Assistant  
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Professional Staff Involvement

RU Committee Involvement

- Risk Advisory Committee
- Living Learning Communities Committee
- Scholar Citizen Initiative
- Joint Commission
- Summer Bridge Initiative Committee
- Consent Campaign
- 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
- Director of Student Standards and Conduct Search Committee
- Student Conduct Case Manager Search Committee
- Employee Relations Specialist, Human Resources, Search Committee
- Associate Director, Human Resources, Search Committee
- Area Director Search Committee
- Administrative/Professional Faculty Grievance Committee
- NRV Alcohol Safety Program
- 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 Director for Mechanical Services Search Committee
- Director of Leadership and Programming Search Committee
- Radford University Police Department Interview Panel
- AP Faculty Senate
- Wellness Committee
- Diversity Dialogues
- Diversity, Equity & Action Committee
- Athletics Admissions Committee
- Military Advisory Committee
- Center for Student Engagement in Community Service Initiative Committee
- Women’s Studies Committee
- Advising Meetings
- Diversity Reception Committee
- Diversity Week Planning Committee
- Black Alumni Weekend
- MLK Commemorative Committee
- Club Programming Committee (CPC)
- Ignite Student Leadership Conference Program Chair
- Assistant Director of Diversity and Inclusion Search Committee
- Recognizing Excellence in Diversity Awards Committee
- Coordinator of Disability Resource Office Search Committee
- Retention Committee
- Assistant Director of New Student Programs Search Committee
- Director of Fitness and Wellness Search Committee, Chair
- Assistant Director of Retention Programming Search Committee Chair
- Sustainability Committee
- Language and Culture Institute Committee
- Laundry RFP
- Cable RFP
- Pocahontas, Bolling, Draper Construction RFP
- Student Evaluation of Faculty
- Diversity & Equity Action Committee
- Coordinator of Adaptive Technology Search Committee Chair
- Commencement Committee
- University 150 Planning and Instruction Committee
- Student Affairs Staff Development Committee
- Emergency Response Team
- Blue Ribbon Committee
- Director, Student Support Services Search Committee
- Coordinator, Greek Life, Search Committee

**National/Regional/Local Conference/Workshop/Webinar Attendance**

- NAPSA National Conference
- UVA Sexual Misconduct Among College Students Conference
- Virginia Association of Educational Opportunity Program Personnel (VAEOPP) Drive-In Conference
- Mid-Atlantic Educational Opportunity Program Personnel (MAEOPP) Conference
- National Center for Student Leadership (NCSL) – Student Leadership Conference, New Orleans, LA
- White House Task Force to Protect Students from Sexual Assault: Public Listening Session Webinar
- UVA Threat Assessment Team/FBI Seminar
- Crisis Intervention Training
- Campus Sexual Assault Response Team (SART) Training
- AHEAD Regional Conference
- Virginia Student Services Conference (VSSC)
- ACUHO-I
- University 100 – multiple sections taught
- 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
- Team Building and Customer Service3
- SafeZone Training
- Human Resources Search Committee Charge
- Workplace Harassment
- Electronic Personnel Action Forms (EPAF)
- Salome Heyward and Associates Webinars:
  - Testing Headaches, Nightmares and other Dramas
  - Ignore Access to Technology at Your Peril
o Revisiting the Definition of “Reasonable”
o Employment Issues
o Update Your Policies and Procedures
• Eastern Sociological Society’s Annual Mtg & Mini Conference on Deafness in Society
• 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
• Implementing Guidance: Sorting out the Latest OCR Guidance on Sexual Assault webinar
• People Admin Training
• University Travel Training
• Sexual Harassment in the Workplace Training
• CQ5 Content Development Training
• Beyond Binaries: The Experience of Trans Identified Students in Campus Residential Environments
• Developing eTexts on the RU Campus
• ASL Classifiers Workshop
• Improving Organizational and Writing Skills Using Kurweil
• Developing and Sustaining Assistive Technology
• Harassment Training
• Regional AHEAD Conference at Randolph Macon
• National Incident Management Training
• Website Development
• Student Conduct Board Training
• Retention at RU: Developing Strategies to Promote Student Success
• Managed Ongoing Awareness and Trust Training
• Women in Leadership Luncheon
• Black Men’s Summit
• Grant Writing Workshop
• Mid-Managers Institute

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
• Quest, Parent, Student, Transfer and Express presentations
• Behavioral Consultation Team overview for College Leadership Teams.
• Dean of Students Overview, presentations
• “What to Do When You Don’t Know What to Do: Engaging with the At-Risk Student Population” – Our Turn presentation
• Managing Class Room Behaviors, presentation for graduate teaching assistants/fellows
• UNIV 100: Introduction to Higher Education
• “Invisible Disabilities”
• Assistive Technology Training; multiple offerings
• DRO Overview and “How Faculty Provide Reasonable and Appropriate Academic Accommodations Under the ADA”: New Faculty Orientation
• 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, Admissions Counselors, Resident Assistants, and Art Department
• “Intro to American Sign Language – Fingerspelling and Numbers” – Our Turn presentation
• “Working with Student who are Deaf and Hard of Hearing” – Our Turn presentation
• “Defining Reasonable Accommodations” – Our Turn presentation
• “What to Do When a Student Self Identifies” – Training for Quest Assistants
• Emergency Advocate Training, Women’s Resource Center, fall and spring
• University 150
• Leadership Seminar Facilitator – Leadership, Teambuilding, Motivation and Advocacy for Learning. Virginia Science Technology Engineering and Applied Mathematics (STEAM) Academy Radford University
• Moderator – Land the Job You Want – Resume and Interview Tips from HR Professionals. Virginia Young Professionals Summit Virginia Tech
• African American Male Symposium Panelist, National Association of Student Affairs Professionals (NASAP)
• Moderator: Student Government Association: Campus Violence Panel Discussion Radford University
• Diversity presentations, 20+ UNIV 100 classes
• Diversity in the Residence Halls in-service training
• Introductory presentations on diversity (including but not limited to: Student Activities, Admissions, RU Tour Guides)
• Ally Training
• NPHC History and Culture Explored for Executive Greek Leadership Conference
• Peer Instructor Diversity Training
• University 100 Instructor Diversity Training

**National/Regional/Local Leadership Roles/Advisement**

- Student Government Association (SGA), Primary Advisor
- SGA Off-Campus Senator, Advisor
- VACUHO Technology Coordinator
- VACUHO Governing Council (multiple members)
- VACUHO CHO Rep
- VSSC Conference Planning Team
- Ignite Student Leadership Conference: Program Chair
- Kappa Delta Rho, Advisor
- Director of Student Standards and Conduct Search Committee, Chair
• Conduct Case Manager Search Committee, Chair
• Director of Leadership and Programming Search Committee, Chair
• Director of Student Support Services 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
• Coordinator of Adaptive Technology Search Committee, Chair
• Director of Fitness and Wellness Search Committee, Chair
• Assistant Director of Retention Programming Search Committee, Chair
• Sr. Student Affairs Budget and Administration Search Committee, Chair
• ACPA Advisory Board Member
• NASAP President
• Women’s Resource Center Board Member
• Inclusion and Equity Commission, National Board Member
• NAACP – Radford, Christiansburg, and Floyd, College Youth Advisor

Membership in Organizations
• American College Personnel Association (ACPA) College Student Educators International
• National Association of Student Personnel Administrators (NASPA)
• National Pan-Hellenic Council (NPHC)
• Zeta Phi Beta Sorority, Inc.
• Association on Higher Education and Disability (AHEAD)
• Order of Omega, Honorary Initiate – Greek Honor Society
• Virginia Association of College & University Housing Officers (VACUHO)
• American Colleges & Universities Housing Officers-International (ACUHO-I)
• Association of Student Conduct Administrators (ASCA)
• National Association of Student Affairs Professionals (NASAP)
• Georgia Association of Public Administrators (GAPA)
• Georgia Housing Officers Association (GHO)
• Southeastern Association of Housing Officers (SEAHO)
• National Association for the Advancement of Colored People (NAACP)
• Southern Association for College Student Affairs (SACSA)
Office of the Dean of Students

Overview of Area

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 2013-2014 academic year, the staff included an Associate Vice President for Student Affairs/Dean of Students, Associate Dean of Students, 2 Assistant Deans, 3 Administrative Assistants (1 vacant), 8 graduate assistants/interns (1 vacant) and 6 undergraduate work study students (1 vacant).

Mission/Vision

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

**AY 2013-2014 Highlights**

1. Housing and Residential Life Staff, Area Directors and Residence Directors, returned to hearing conduct cases.
2. HRL Staff were trained and supplied hearing officer manuals.
3. Graduate assistants were given formal conduct officer training.
4. C-BORD (HMS) provided training for HRL and DOS staff.
5. Conduct Board Training was held in Spring 2014.
6. Presentations were made to the leadership teams of each College to share information on the Behavioral Consultation Team and advocacy services provided by DOS.
7. Reorganization of the conduct functions into a new stand-alone Office of Student Standards and Conduct with a funding for new Director and Case Manager positions.
8. DOS co-organized and co-hosted the Virginia Leadership Academy.
9. A professional development committee for Student Affairs was organized under the leadership of the AVPSA/DOS.
Personnel Changes

Following a national search, Dr. Irvin Clark, joined the DOS staff in the role of Associate Vice President for Student Affairs and Dean of Students. Stacey Griffin, Assistant to SAVES/Conduct, left the DOS staff during the fall semester. With the reorganization, it was determined not to fill Ms. Griffin’s former position in favor of the new Case Manager role. It is anticipated that both the Director for Student Standards and Conduct and Case Manager positions will be filled with the successful candidates starting employment before the 2014-2015 academic year begins.

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. This was the second year of a more intentional approach and tracking of general inquiries and requests for support in DOS. DOS provides the same guidance and consultation to families, faculty and staff.

During the 2013-2014 academic year approximately 244 requests from students, faculty, staff and families were fielded through the Associate Dean of Students. This represents a 15% increase in contacts from the previous academic year. 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.
Absence notifications increased by 113% from the previous academic year. Just as with the 68% decrease from the previous academic year, a trend or cause has not yet been identified.
determined, or linked to specific DOS efforts. Future numbers coupled with the consistent approach of DOS will assist in better determining impacts.

![Medical Withdrawals 3 year Comparison](image)

<table>
<thead>
<tr>
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<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
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<tbody>
<tr>
<td>Pending</td>
<td>11</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Processed</td>
<td>42</td>
<td>65</td>
<td>58</td>
</tr>
</tbody>
</table>

Exceptions to the University’s Withdrawal Policies or Non Academic Withdrawals, more commonly referred to as medical withdrawals, range from medical injury to mental health concerns as well as other personal student circumstances (e.g. Loss of a parent during the semester, etc.). The difference in medical withdrawals in 2013-2014 and the previous academic year is not statistically significant.
Conduct:

All graph statistics represent data from July 1, 2013 to June 30, 2014
2013-2014 Students Charged under Conduct

Total students charged: 1344

- On Campus: 853
- Off Campus: 491
Students Charged Under Conduct - 3 yr Comparision

<table>
<thead>
<tr>
<th>Year</th>
<th>On Campus</th>
<th>Off Campus</th>
</tr>
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<tbody>
<tr>
<td>2011-2012</td>
<td>717</td>
<td>506</td>
</tr>
<tr>
<td>2012-2013</td>
<td>590</td>
<td>499</td>
</tr>
<tr>
<td>2013-2014</td>
<td>853</td>
<td>491</td>
</tr>
</tbody>
</table>

2013-2014 Alleged Standards Violations

Total Violations Alleged: 2508
Alleged Standards Violations - 3 year Comparison

<table>
<thead>
<tr>
<th>Year</th>
<th>On Campus</th>
<th>Off Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>2631</td>
<td>1061</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1222</td>
<td>1105</td>
</tr>
<tr>
<td>2013-2014</td>
<td>1626</td>
<td>882</td>
</tr>
</tbody>
</table>

Total Violations Alleged: 3692 2327 2508
Again the consistently high number of students placed on deferred suspension reflects the continued implementation of a “developmental” approach to student conduct. Thresholds related to student behaviors were adjusted, providing an opportunity for a student to demonstrate learning from their mistake and remain enrolled at the University.
Dean of Students Reorganization:

Upon the arrival of Dean Clark to Radford University, the administration of the campus student conduct process fell within the DOS. The conduct functions overshadow the advocacy work done by DOS in the eyes of the RU community; deterring students in need of support from reaching out to DOS. Two Assistant Deans of Students administer the conduct functions and report directly to the Associate Vice President for Student Affairs/Dean of Students (Assoc. VPSA/DOS). Supervision of the campus conduct process is time intensive and often necessitates the supervisor be readily available to provide consultation and guidance in the resolution of cases. Given the role, responsibilities and priorities of the Assoc. VPSA/DOS this is neither possible nor realistic.

While the conduct case load remains relatively consistent, between 1050 – 1250 cases per year over the last three academic years, the complexity of the cases referred continues to increase, thus taking more time to resolve. Should the proposed revisions to the Standards of Student Conduct be approved, responsibility for student organization conduct will return to the DOS. Organizational conduct issues are always complex, if only due to the number of individuals involved, and require more time to resolve. The creation of an Office of Student Standards (SSC) and Conduct and Director and Case Manager roles provide an office and staffing structure that best meets the needs of the functions and community.

A Director provides an additional staff member to assist in the resolution of the most serious and/or organizational allegations and provide the supervision and support required of the conduct functions. The result is more timely response to behaviors, which promotes a community that is conducive to student learning and growth; thus aiding in student retention efforts. The working titles of the Assistant Deans will be changed to Associate Director and Assistant Director, more appropriately reflecting their experience and skill levels.

In the current organizational structure, administrative support is provided to both the conduct functions and SAVES by a singular position. Given the needs of the conduct functions, Coordinator of SAVES and their respective programs and services, the shared role does not provide adequate support. The Coordinator of SAVES has had to function with a minimum of clerical support for a position that plays important roles in alcohol education (alcohol.edu, social norming, alcohol task force, grant writing and administration) as well as sexual assault counseling, intervention, and educational programming. The fulltime Administrative Assistant position has been eliminated with the funding transferred to SSC for a Case Manager position. A Case Manager will have responsibilities that directly assist with case resolution functions and provide administrative support. The requisite case resolution functions of SSC are not able to be provided by an Administrative Assistant role. A 1500 hour Administrative Assistant position in SAVES will provide the support necessary for programs and services to address the needs of the community in the areas of sexual assault and substance education and support.
The Dean of Students suite (207 Heth) currently houses two Assistant Deans working with student conduct, Associate Dean of Students providing advocacy, Coordinator of SAVES, two administrative assistants (one supporting the Associate Dean and the other shared by conduct and SAVES), seven graduate assistants, two graduate interns, and five work study students. Housing the Associate Dean and SAVES in the same suite with the conduct functions is a deterrent for students who are seeking support, in crisis, have been hospitalized, or violated in some way. Victims of sexual assault or other violence may be reluctant to seek support out of fear of running into their alleged perpetrator facing conduct allegations and required meetings in the same office suite.

The Associate Dean and Administrative Assistant will move to the former Vice President for Student Affairs (VPSA) office suite (274 Heth Hall). The Director for Student Standards and Conduct will be housed in Heth 214 (current Associate Dean Office).

The SAVES Coordinator, 1500 hour Administrative Assistant, along with associated graduate assistants/interns will remain in the 207 Heth Hall suite. A new door will be cut into the suite to allow SAVES to have its own entry and identity, thus seeking to address concerns outlined above.

The separation of functions through the creation of an Office of Student Standards and Conduct and restructuring of space provides clarity of function and ease of seeking support (especially from the student walk-in perspective) making it easier for students to pursue services and ask for assistance needed to encourage their academic and personal success; thus directly impacting student retention.

Virginia Leadership Academy:
The Virginia Leadership Academy (VLA) is an intensive three-day leadership academy that allows newly elected campus leaders and their advisors – from Student Government and other organizations having campus-wide impact at their college or university – to share ideas and solutions, receive training and personal consultations from current Student Affairs Vice Presidents, Deans of Students, and invited leadership experts. The Academy also promotes intentional team development and synergy in planning among a cross section of student leaders and advisors from each campus. Finally, the academy will facilitate networking with peers from colleges and universities across the Commonwealth of Virginia. This is a working conference stressing group discussions and sharing of information, with facilitators who actively engage participants in generating solutions to shared issues and concerns.

The main objective for Virginia Leadership Academy (VLA) is to facilitate an exchange of ideas across a diverse group of Student Affairs and Student Leadership experts to newly elected SGA and campus-wide leaders. The VLA will allow the newly elected leaders the opportunity to learn more about their elected positions and provide campus leaders with useful tools, contacts and networks to bring forth the confidence needed to effectively prepare for their new campus leadership roles.

The theme for VLA 2014 was "Take The Lead". An elected SGA or campus-wide officer is not someone who walks around with a title. An elected campus-wide officer is about being the voice of the students, modeling a collaborative approach to governance, and fostering the development of future leaders. The VLA theme “Take The Lead” was selected as a platform for newly elected campus-wide officers to better understand the process of value creation in their roles on the executive boards of their organizations.

OBJECTIVES AND LEARNING OUTCOMES

The conference focus is around sessions and team-building activities that address aspects of student government leadership. Topics of discussion included, but were not limited to:

- Unlocking your Leadership Potential
- Recruiting and Retaining Student Volunteers
- Creating an Environment for Effective Campus-Wide Organizations
- How to Delegate to Others
- Getting Things Done through Others
- Leadership and Technology: Ideas that are Working

This conference is intended to help student government and campus-wide leaders achieve the following objectives:

- Reduce student apathy.
- Learn new approaches to renew student and faculty interest in student government.
- Improve student input on your campus.
- Improve student participation in campus governance and campus-wide activities.
- Assist in forming "plans of action" for resolving your own campus concerns.
- Provide the necessary skills and ideas enabling you to "make a difference" on your campus next year.

Discussions and various team-building exercises will:

- Enable campus leaders to understand the different aspects of leadership.
- Assist campus leaders in realizing their own strengths.
- Encourage campus leaders to hone their leadership skills
- Provide campus leaders with the opportunity to be recognized as leaders among peers from around the state.

Conference Learning Objectives

With a commitment to continuous learning and development, VLA will:
- Inspire campus leaders to accept leadership roles
- Increase awareness challenges faced by campus leaders
- Build a network of collaborative campus leaders working towards the betterment of campus-wide organizations around the State of Virginia.

Twenty-nine (29) students from four Universities participated in VLA 2014. Feedback from their experience and participation has been overwhelmingly positive. Radford University will host VLA again in May 2015 before it will rotate and be hosted by other campuses in the Commonwealth. University of Mary Washington has already agreed/requested to serve as the host campus for 2016 and 2017.

In the chart above twenty-four (24) or 83 % of the twenty-nine (29) participants responded affirmatively that VLA enabled them to further develop their existing leadership skills.
72% or 21 participants indicated they learned new leadership skills through participation in VLA as shown above.
When asked what they would do differently following VLA participant responses included:

- “Pull together multiple campus leaders and create a new president’s council.”
- “Delegate better and play to people’s strengths more.”
- “More interactive, activity based programming.”
- “Be more open to suggestions and ideas to make the organization better and how to be a more effective leader.”
- “Seek out opportunities for growth and participation among members to help out recruitment and retention efforts.”

When asked why other student leaders should attend VLA participant responses included:

- “They would be in for an awakening. Everything was very transferable.”
- “Great for new and emerging leaders to have opportunity to work with other campus leaders and to have an exchange of ideas.”
- “MMMMMM. Why shouldn’t they is the real question. It is an amazing experience and opportunity to learn and grow. You will have nothing to lose.”
- “To learn about themselves and the communities they serve.”
- “Because it helps them realize that other leaders are going through the same problems. It is also a great time to get new ideas from different universities.”
VLA TESTIMONIALS and PHOTOS:

“This is a premiere experience for VA university leaders. Come to this and I DARE you not to walk away with new knowledge, experience and partners throughout VA.”

“A great way to start being an effective leader.”
“VLA was an amazing and unique opportunity to simultaneously learn about leadership on other campuses and about my strengths as an individual leader. It was a great chance to connect with campuses across Virginia and I had such a blast!”
**Professional Development:**

The Associate VPSA/DOS has been appointed to chair the Division of Student Affairs. The Staff Development Committee believes that the best possible educational environment for all students can be achieved when the college invests in the professional skills, academic knowledge, personal health, and cultural proficiency of all of its employees. Thus, provision for continued professional development opportunities for Division of Student Affairs (DOSA) employees is essential for their effectiveness in advancing student success.

**Operational Principles**

The following principles provide a framework for professional development and serve as criteria for making decisions on professional development activities. In general, these principles foster professional development by providing resources to build the ability of staff to meet the goals of the university.

Professional Development is defined as an activity that has as its goals the development of skills, competencies and personal qualities that will provide the potential for better performance and satisfaction on the job. To that end, the DOSA Staff Development Committee plans, coordinates and provides financial support for a variety of activities that engage staff in an active and creative intellectual life.

We group our principles under these headings:

1. **Contribution to Student Success:**

   Professional development activities must have either a direct or an indirect student benefit. These benefits to students should increase their success as measured by agreed-upon learning outcomes at the institutional, program and course levels.

   Benefits to students may accrue through:
   - Improvement of the delivery of the service which a staff member provides
   - Enhancement of the content for a specific course or program of instruction or student service
   - Enhancement of cultural proficiency of the staff member
   - Improvement of leadership skills
   - Enhancement of knowledge of shared governance
   - Improvement of technological skills
   - Enhancement of employees’ health and wellness

2. **Meeting University Needs**

   Professional development activities include those that meet the needs of DOSA employees as expressed in needs assessment surveys, workshop evaluation forms, and internal documents such as program reviews, accreditation self-study reports, district and
college strategic plans, shared governance committee activities, and academic and classified senate or management initiatives. Moreover, the Staff Development Committee should be proactive in identifying university needs and encouraging employees to explore ideas and competencies that facilitate continuous improvement at the organizational and individual levels.

3. Allocation of Resources

Since resources are always limited, we believe that professional development activities should be designed to provide the greatest effect on the college, its programs and its students. Consequently, college resources should be allocated to activities that have broad institutional impact. At the same time, we recognize:

   a. the value of the individual’s rejuvenation through individual professional development activities, such as attendance at professional conferences;

   b. that professional development may involve activities which are beyond staff’s ordinary or current job descriptions but are likely to be integrated into their present or future contribution to the college and

   c. the importance of professional development for all DOSA employees, which requires that resources be fairly allocated among departments, employee categories and types of activities.

Resources for professional association conference attendance will be evaluated with regard to the employee’s level of engagement in the association through conference presentations, association leadership involvement, and record of past association involvement. Employees are actively encouraged to establish long-term professional association membership, attend national, regional and state conferences, regularly present at conferences, and aspire to leadership positions.

4. Accountability

We evaluate what we do and learn from our evaluations. We recognize the importance of ensuring appropriate accountability for those who engage in professional development activities. We abide by state, district and college policies and regulations as well as by the requirements of funding sources. Our policies and operations are open.

Responsibilities

The responsibility for professional development for DOSA lies with many constituencies. Ultimately, in an effective organization, the responsibility for professional development lies with each employee. The Vice President for Student Affairs and Staff Development Committee must nurture a climate where continued personal and professional growth is valued and pursued by every employee. As well, the Staff Development Committee is responsible for ensuring that adequate opportunities for staff development exist. At present, the responsibilities of the Staff Development Committee are:
- Plans and conducts activities for all employees that lead to enhanced student success
- Provides a forum for explorative and open discussion of new and innovative procedures and strategies
- Supports technology innovation and training
- Develops a process to distribute information to staff on workshops, seminars and available resources related to staff and instructional improvement
- Provides programs for community awareness
- Develops a comprehensive staff development plan
- Fulfills committee obligations to college strategic planning

Staff Development Goals and Strategies

The goals of the Staff Development Committee are aligned with the goals of the DOSA, namely, promote student retention and success, staff retention, safe and inviting facilities, and diverse co-curriculum. Most directly, the Staff Development Committee supports these goals through the development of skills, knowledge and attitudes in these areas:

- **Teaching and Learning Competence** – by building a training program in the development, implementation, and assessment of culturally proficient student learning outcomes
- **Cultural Proficiency** – by developing a training program and providing opportunities for DOSA employees to have cultural experiences that contribute to and broaden the cultural proficiency of the DOSA community
- **Technological Competence** – by developing a technologically competent organization
- **Health and Wellness** - by encouraging and promoting healthy life choices among all DOSA and staff
- **Organizational Competence** – by creating an environment that provides objective and effective training and learning opportunities to ensure and promote organizational competence

**Goals for Academic Year 2013-2014**

1. Evaluate and enhance the RU conduct process through an examination of the Standards of the 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 the Student Conduct during the 2014-2015 academic year. Preference would be to implement at the start of the academic year.
- Develop plan to educate community on Standards of Conduct, regardless of version. Plan to include all media.
- Identify and establish opportunities and procedures for integrating restorative justice practices into 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 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 to 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 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 it on the DOS website and through other media and interactions.

5. **Clarify and develop policies and practices related to other DOS functions**
   - Produce policy descriptions and publicize it on the DOS website and with an electronic notice to the University Community.

**Goals for Academic Year 2014-2015**

**Goal 1:** Implement the revised Standards of Student Conduct for the 2014-2015 academic year.

*VPSA- 2B: Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles*

**Goal 2.** Finalize the reorganization of the Dean of Students Office with a focus on advocacy, and creation of the Office of Student Standards and Conduct with a focus on the Radford University conduct process.

*VPSA- 2B: Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles*

**Goal 3.** Further revise and develop the materials related to the medical withdrawal process.

*VPSA- 2B: Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles*

**Goal 4.** Enhance the provision of advocacy services, and awareness of services within the campus community.

*VPSA- 2B: Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles*
Proposed Improvements/Changes to be Implemented in 2014-2015

- Implement use of Symplicity-Advocate conduct software
- Implement Symplicity-CARE software for Behavioral Consultation Team and Advocacy functions
- Restructuring of conduct to include; Director, Associate Director, Assistant Director and Case Manager positions the Office of Student Standards and Conduct
- To reduce the amount of paper used in the conduct process
- Brand and promote Advocacy within the Dean of Students Office
Center for Diversity and Inclusion

Overview of Area

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, 3 Graduate Interns/Assistant, and 6 Office assistants (work study students).

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.

AY 2013-2014 Highlights

1. CDI has seen an increase in student attendance at events and usage of its space. CDI has currently out grown its space for the students groups that we support. They have went from having non-existent executive boards to at minimum 8-10 leaders and a general assembly of 30 students in attendance. Student groups are now having to seek out space to meet as well as to host their programming.
   a. Program attendance: More than 4,219 students, staff and faculty members were in attendance at 60 CDI events and programs.
   b. CDI Center usage/count: More than 3000 students, staff, faculty members, parents and community members visited us this year in CDI
2. Black Alumni Track for Family Weekend
   a. Saw a 300% increase in attendance.
   b. Offered additional events for BAW
   c. Registrations tripled from last year; 100 + registered
   d. Events
      i. Alumni Business meeting: 20
      ii. State of the Black Union: 75
iii. Open House: 100
iv. Alumni Yard Show: 500
v. Social 300

3. Hispanic Heritage Month programming
   a. Guest in Resident: Anne Galinsky (immigration)
   b. Guest in Resident: Ernie G (Latino empowerment)
   c. Movie showing: Motorcycle diaries

4. LGBT Awareness programming:
   a. Coming Out Day information table
   b. Ally Training workshop session
   c. Ally Week – weeklong series of events to create allies
   d. Webinar, Beyond Binaries: Supporting our Bisexual, Pansexual and Fluid identity students
   e. LGBT Awareness forum: You Got Questions We Got Answers
   f. Drag Show: “The Queen of Hearts”
      i. Well received and attended, with an estimated attendance of 200 students and staff.
      ii. Due to students positive response there will be another show held in the fall, on Oct. 24. The theme will be “Shock Therapy.”
   g. National Day of Silence

5. Academic Internship experience
   a. Hosting 2 Virginia Tech graduate students as interns
   b. Hosting 1 North Carolina A&T graduate student as intern
   c. Hosting 2 undergraduate Radford students as interns
   d. Supported two graduate students in attending the NASPA conference to learn more about a career in student affairs. One student just graduated and will start her first fulltime position at Longwood University in the fall.

6. Faith based activities:
   a. Faith Fair: Event to showcase the different student organizations representing faiths here on Radford’s campus. RUCMA – Campus Faith Leaders
   b. Party on the Plaza: Collaborative social event done by RUCMA – Campus Faith Leaders during Family Weekend
   c. Jewish outreach in programming
   d. Increased collaboration efforts by campus ministries

7. Culture in the Community:
   a. 2nd Annual Diversity Reception - This was a collaborative effort between President Kyle, DRO, Diversity and Equity, Waldron College and CDI. We were able to celebrate victories in diversity on Radford’s campus. It featured keynote speaker: Dr. Nathaniel Bishop (RU Alumni/President of Jefferson College for Health and Sciences)
b. 2nd Annual MLK Cultural Excursion: This year we traveled with more than 35 students to Atlanta, GA to visit the birth home of Dr. King and other historical sites as they relate to King. Students were also able to see HBCU’s compete in a Battle of the Bands performance.

c. 1st Annual RU MLK Service Day: Serviced over 7 locations in the NRV, with more than 50 volunteers

i. Publicity:
   http://www.radford.edu/content/radfordcore/home/news/releases/2014/january/MLK_Day-of-Service.html

8. The R.E.D. Awards – Recognizing Excellence in Diversity. Keynote Speaker: Ms. Christina Brogdon. There were 70 attendants at this event

9. Multicultural Congratulatory Celebration – a time to honor and celebrate students from diverse backgrounds as they graduate from Radford University. Keynote: Dr. Irvin Clark. There were more than 175 people present.

**Personnel Changes**

- There were two graduate assistants added to staff this year. The two graduate students, are 10 hour a week positions.
- There is an approved new position, Assistant Director. This position was filled in June 2014, and the new staff member Natalie Farjado will start on July 10.
Performance Data

CDI - Attendance/Participation Levels

- Black Alumni Weekend*
- CDI Open House
- Multicultural Congratulatory
- Service Learning Volunteers

2012-2013  |  2013-2014
---|---
Black Alumni Weekend* | 300 | 50
CDI Open House | 150 | 100
Multicultural Congratulatory | 100 | 150
Service Learning Volunteers | 50 | 25

Student Groups (Increase in numbers each year)

- Student Groups 2011-2012 (starting amount 6)
- Student Groups 2012-2013 (increase/reactivation of 7 orgs.)
- Student Groups 2013-2014 (increase/reactivation of 6 orgs.)
Goals for Academic Year 2013-2014

1. Increase programming geared towards men and faith
   a. Several events targeted towards each population
   b. Increased outreach and communication with campus ministry leaders
2. Develop graduate internship/assistantships to provide programming for various areas of diversity
   a. Recruit interns to gain experience in CDI (graduate and undergraduate)
   b. Graduate Assistant retreat
   c. Increase advertisement of CDI as internship site
3. Increase advertising of CDI sponsored events
   a. Increase collaborative efforts with University relations
   b. Purchase branding items (tshirts, bulletin board, signs, etc…)
   c. Create a brochure for CDI
4. Promote awareness of CDI with students, staff and faculty
   a. Increase social media presence
   b. Continue active participant on committees
5. Increased accountability from group Presidents to be a part of the CDI Council of Presidents
   a. Attendance at President’s Council meeting
   b. 1:1 Meetings with student group presidents

Goals for Academic Year 2014-2015

Goal 1: Increased outreach to Asian, Latino and white students
VPSA - 1A. Support and enhance a campus culture and co-curriculum characterized by inquisitiveness, active engagement, diverse perspectives, cross-cultural awareness, character development, personal responsibility, and global citizenship

Goal 2: Increase conference participation for student leaders to gain valuable leadership skills and networking
VPSA – 1B. Sustain and advise an inclusive array of student organizations and programming that cultivates leadership and empowers self-governance.

VPSA – 1C. Build a sense of campus community through collaborative partnerships to support student learning, development and success

Goal 3: Provide greater opportunity for student leadership through student programs
VPSA – 1B. Sustain and advise an inclusive array of student organizations and programming that cultivates leadership and empowers self-governance.

VPSA – 1C. Build a sense of campus community through collaborative partnerships to support student learning, development and success
Goal 4: Continue outreach initiatives to males and faith based leadership  
*VPSA - 2A. Provide and assess programs, services and learning outcomes and promote continuous improvement*

Goal 5: Continue to strengthen CDI’s relationship with student groups and other departments  
*VPSA - 2B. Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles*

Goal 6: Increase permanent staff for office  
*VPSA - 4A. Recruit, hire and retain talented and diverse administrative and support staff dedicated to excellence and student learning, development and success*

**Proposed Improvements/Changes to be Implemented in 2014-2015**

1. Increase permanent staff for office  
   a. Assistant Director  
   b. Graduate Assistants  
2. Increased outreach to Asian, Latino and white students  
   a. Invite diverse speakers to campus  
   b. Encourage student groups to create more programming and do outreach to include more students from these backgrounds  
3. Continue to increase CDI’s visibility through a branding campaign  
   a. Walking billboards: shirts (giveaways to students), CDI center staff polos  
   b. Branding mark  
   c. Brochures  
4. Increased publicity for CDI’s events and programs  
   a. Hashtag campaigns on all publicity/live tweeting  
   b. Multiple sites of publicity: tv, social media and print  
5. Increase conference participation for student leaders to gain valuable leadership skills and networking  
   a. Attend National Student Leadership Conferences  
   b. Attend NASPA: Encourage careers in student affairs (graduate/undergraduate)  
6. Continue to strengthen CDI’s relationship with student groups and other departments  
   a. Encourage co-programming  
   b. Collaborate with Scholar Citizen Initiative  
   c. Maintain a calendar for organizations to promote collaboration and to avoid duplication of efforts and audiences
7. Continue outreach initiatives to males and faith based leadership
   a. Identify convener for RUCMA
   b. Encourage greater male leadership in student groups
8. Provide greater opportunity for student leadership through student programs
Pictures on Right (starting from top):

1- Nathaniel L. Bishop speaker at the 2nd Annual RU Diversity Reception

2– Students and staff putting up the traditional Jewish tent (Sukkah) to celebrate a high Jewish holiday outside of the Bonnie.

3 – Alumni visiting for the Black Alumni Reunion. Those pictured are a part of NPHC Greek organizations.
Pictured

1. Drag Show performance
2. Student dancers from RUHype performing at the Taste for Diversity program in Dalton Dining Hall
3. MLK Commemorative program keynote with Dr. Michael E. Dyson
Pictured:

1. MLK Service Day Students rebuilding homes in Pulaski, VA after damage done by tornadoes.
2. MLK Service Day – Students in Blacksburg, VA volunteering at Blacksburg Public library
3. Student group, Men of Standards at the annual Taste for Diversity program in Dalton Dining hall.
Pictured:

1. 2nd Annual Diversity Reception. Students preparing for the flag display.
2. MLK Commemorative Trip – Atlanta, GA
   b. MLK Center
Pictured:

1. Drag Show – Queen of Hearts
2. MLK Commemorative Trip - Atlanta, GA
   a. Ebenezer Baptist Church Museum
   b. MLK Center exhibit of civil rights era
Pictured:

MLK Service Day - Radford, VA

1. Beans and Rice, working with children in the community.
2. Student volunteers on the playground.

MLK Commemorative Trip

Ebenezer Baptist Church Museum
Disability Resource Office

Overview of DRO

The Disability Resource Office (DRO) adheres to the guidelines and regulations mandated by The Americans with Disabilities Act of 1990 (ADA). This law prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, and transportation. It also mandates the establishment of TDD/telephone relay services. Radford University’s DRO was established in 1990 to provide services to students while in the educational environment. In 1990, the small DRO office was staffed with one graduate student serving less than fifty (50) students per year to what we now consider a comprehensive, full-service office complete with study area, assistive technology lab, and 4 testing rooms serving over 606 students with documented disabilities. Additionally, the DRO serves parents and visitors who request accommodations while on campus. The increases in trends are directly tied to improved awareness of individual rights under the ADA of 1990 and the ADAAA (ADA Amendments Act) of 2008. The ADAAA states that the new definitions should be “construed in favor of broad coverage of individuals to the maximum extent permitted by the terms of the ADA and generally shall not require extensive analysis.”

The Disability Resource Office was staffed with a Director, three Coordinators, an Administrative Assistant, two graduate assistants and four undergraduate work study positions.

Mission/Vision

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, parents, and visitors with documented disabilities. Academic accommodations shall not compromise the University's academic standards. The Disability Resource Office is committed to the University's goal of removing physical and learning barriers that might infringe upon an individual's opportunity to fully participate in the university experience.

AY 2013-2014 Highlights

1. 606 Students Served – Highest number in the history of serving students
2. Full-time A/P position Coordinator of Adaptive Technology approved and secured
3. Successful collaboration with IT Enterprise Systems in creation of comprehensive database for confidential data storage, accommodation packaging, and reportable data
4. Implemented CART (Communication Access Real-time Translation) services for deaf and hard of hearing students who do not use sign language as their primary means of communication.

5. April is Autism Awareness Month: DRO hosted an Autism Awareness Interactive Event in the Bonnie to engage students in simulation activities to increase awareness of those living with Autism. The University also participated in a global initiative (sponsored by the DRO and RU’s chapter of AutismSpeaksU club) to *Light It Up Blue* to create compassion for those living with Autism. While the campus was covered in a blanket of blue in support of the initiative, President Kyle and over 100 students/faculty/staff, gathered at the blue water fountain for a university photo.

6. Disability Awareness Week focused on ADHD, Traumatic Brain Injuries and Therapy Animals.

7. 1st Annual Assistive Technology Open House in McConnell Library.

8. DRO contribution and participation in retention efforts lead by Noel Levitz.
9. Raymond Smith, US Naval Veteran and DRO registered student highlighted on RU Homepage. Raymond is a Senior in the Waldron College: Social Work major.

10. Biology major and deaf student, Kelsey Wessman, recently visited the US Virgin Islands as part of her Tropical Biology class. Kelsey uses sign language interpreters to communicate in the classroom and other University settings, including an island paradise!
**Personnel Changes**

The DRO welcomed Nivisha Shah as Coordinator of Adaptive Technology on December 10\(^{th}\), 2013. A national search was conducted and the committee unanimously chose Nivisha Shah as the successful candidate for the position.

**Performance Data**

AY 2013-2014 the Disability Resources Office (DRO) served 606 students, a 27% increase in total number of students served when compared to AY 2012-2013.

### Total Students Served 2013-2014

#### Category Summary AY 2013-2014

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<th>Category of Students</th>
<th>Total</th>
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<td>New</td>
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<tr>
<td>Returning</td>
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<tr>
<td>Housing</td>
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<td>Provisional</td>
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<tr>
<td>Prospective</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>606</strong></td>
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</table>

*Some students receive housing and classroom and testing accommodations*
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<thead>
<tr>
<th>Total Students Served</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>1 Year % Change</th>
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</thead>
<tbody>
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<td>New</td>
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<td>209</td>
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<tr>
<td>All</td>
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<td>476</td>
<td>606</td>
<td>27%</td>
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</tbody>
</table>

* Student receiving a housing accommodation may also be receiving classroom and testing accommodations.

## Three Year Comparison of Students Served

![Graph showing the comparison of students served over three years](chart.png)
### Number of Students by Primary Diagnosis AY 2013-2014

<table>
<thead>
<tr>
<th>Primary Diagnosis</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADHD</td>
<td>192</td>
</tr>
<tr>
<td>Autism</td>
<td>12</td>
</tr>
<tr>
<td>Deaf or Hard of Hearing</td>
<td>15</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>122</td>
</tr>
<tr>
<td>Medical</td>
<td>144</td>
</tr>
<tr>
<td>Mobility</td>
<td>3</td>
</tr>
<tr>
<td>Neurological</td>
<td>11</td>
</tr>
<tr>
<td>Psychiatric</td>
<td>72</td>
</tr>
<tr>
<td>Speech</td>
<td>4</td>
</tr>
<tr>
<td>Temporary</td>
<td>15</td>
</tr>
<tr>
<td>Visual</td>
<td>8</td>
</tr>
<tr>
<td>Unknown</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total Number of Students</strong></td>
<td><strong>606</strong></td>
</tr>
</tbody>
</table>
Assistive Technology Services AY 2013-2014

<table>
<thead>
<tr>
<th></th>
<th>Number of Students Using AT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate Text</td>
<td>96</td>
</tr>
<tr>
<td>Kurzweil</td>
<td>89</td>
</tr>
<tr>
<td>Dragon NaturallySpeaking</td>
<td>38</td>
</tr>
<tr>
<td>JAWS/My Reader</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>226</strong></td>
</tr>
</tbody>
</table>
Three Year Comparison for Assistive Technology

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>1 Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate Text Requests</td>
<td>212</td>
<td>234</td>
<td>178</td>
<td>-23.93 %</td>
</tr>
<tr>
<td>Students Served</td>
<td>33</td>
<td>43</td>
<td>44</td>
<td>2.27%</td>
</tr>
</tbody>
</table>
Deaf and Hard of Hearing Services

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>1 year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Using Sign Language Interpreting services or CART Services</td>
<td>9</td>
<td>6</td>
<td>8</td>
<td>25%</td>
</tr>
<tr>
<td>Total D/HOH Students</td>
<td>11</td>
<td>11</td>
<td>12</td>
<td>8%</td>
</tr>
<tr>
<td>Academic Courses Interpreted</td>
<td>57</td>
<td>24</td>
<td>15</td>
<td>-37%</td>
</tr>
<tr>
<td>Interpreting Requests for Tutoring (classes)</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>--</td>
</tr>
<tr>
<td>Academic Courses Captioned (Remote CART)</td>
<td>N/A</td>
<td>N/A</td>
<td>36</td>
<td>100% - New Service</td>
</tr>
<tr>
<td>Other RU-Sponsored Events Interpreted</td>
<td>52</td>
<td>29</td>
<td>75</td>
<td>+62%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpreting/CART Hours by Category</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>N/A</td>
<td>2291.25</td>
<td>2562</td>
<td>11%</td>
</tr>
<tr>
<td>Testing</td>
<td>N/A</td>
<td>144</td>
<td>192</td>
<td>25%</td>
</tr>
<tr>
<td>Tutoring</td>
<td>N/A</td>
<td>80</td>
<td>90</td>
<td>11%</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>189.75</td>
<td>215.00</td>
<td>12%</td>
</tr>
<tr>
<td>Interpreting Service Hours</td>
<td></td>
<td>2705</td>
<td>3059</td>
<td>12%</td>
</tr>
</tbody>
</table>
Total Interpreting Hours 2013-2014

Note Taking and Test Taking Services AY 2013-2014

<table>
<thead>
<tr>
<th>Note Taker Requests</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Note Takers*</td>
<td>536</td>
</tr>
<tr>
<td>Notes Distributed</td>
<td>2976</td>
</tr>
<tr>
<td>Tests Proctored</td>
<td>1366</td>
</tr>
</tbody>
</table>

*Some note takers serve multiple students
### Three Year Comparison of Note Taking and Test Taking Services

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>1 Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note Taker Requests</td>
<td>n/a</td>
<td>449</td>
<td>659</td>
<td>47%</td>
</tr>
<tr>
<td>Note Takers*</td>
<td>n/a</td>
<td>318</td>
<td>536</td>
<td>68%</td>
</tr>
<tr>
<td>Notes Distributed</td>
<td>n/a</td>
<td>2184</td>
<td>2976</td>
<td>36%</td>
</tr>
<tr>
<td>Tests Proctored</td>
<td>n/a</td>
<td>762</td>
<td>1366</td>
<td>79%</td>
</tr>
</tbody>
</table>

*Some note takers serve multiple students

### Goals set 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 and fully implement database for confidential data storage and reporting
4. To develop and implement a disabilities services survey using QUALTRICS
S.W.O.T Analysis

ALL staff S.W.O.T. analysis was performed end of semester fall 2013. Results are as follows:

STRENGTHS:

- Strong and proficient leadership
- Competent and professional staff members with strong backgrounds in Disability Services
- Effective and timely services to students, parents, and visitors
- Organized and inviting office atmosphere
- Signature programming in both fall and spring semesters
- Excellent outreach and collaboration with on campus offices and constituencies
- Unique and effective support for students with sight loss, hearing loss and students in need of adaptive technology.

WEAKNESSES:

- Inadequate and restricted space for serving high volume of students
- Limited budget for specific disability support programs and necessary professional development
- Understaffed in providing:
  - front desk support
  - improved note taking services
  - appropriate accommodations for test proctoring
  - additional follow up and one-on-one support to students
- Minimal planning and preparation time due to need for additional staff (i.e., Disability Services Specialist, work-studies, and GA’s)

OPPORTUNITIES:

- Collaboration and support of the LARC to increase and improve tutoring services for students with disabilities
- Creation of embedded department websites for specific accommodations (i.e. note takers, testing, etc…)
- New and sufficient space to serve and support high volume and upward trending numbers of students with disabilities.
- Cross training of employees
- Additional campus and community outreach and collaboration to educate and increase awareness
• Networking with other SA professionals

THREATS:

• Potential OCR grievances against the University or department
  o Breach in confidentiality
  o By student employees
  o Restricted office space
  o Limited testing space
    o Lack of reasonable and appropriate accommodations when test proctoring
    o Lack of understanding on faculty member’s behalf in providing necessary
      accommodations as recommended by DRO
  o Staff to students ratio to high which could result in multiple oversights which could also
    result in an OCR grievance
  o Late student requests and student/parent perception of reasonable and timely services
  o Moderate to High risk of inadequate or unaccommodating housing for medical related
    disabilities
  o Moderate Risk of Conduct violations due to multiple students testing in confined spaces

Goals for Academic Year 2014-2015

DRO G:1. Assess and track Disability Resource Office auxiliary services and use student
feedback to benchmark progress and/or adjust service provision.
VPSA G:2 O:A. Provide and assess programs, services and learning outcomes and promote
continuous improvement

DRO O:1: Create, distribute and compile results of a Student Satisfaction Survey to guide
future services provided by the DRO

DRO O:2: Provide legal-based staff training to stay abreast of best practices in the field
of disabilities in providing reasonable, appropriate and effective accommodations to
students, parents and visitors under the ADA.

DRO G2. Increase awareness and implementation of Universal Design campus-wide
VPSA G:1 O:C. Build a sense of campus community through collaborative partnerships to
support student learning, development and success

DRO O:1: Plan and convene a Universal Design Forum to educate Faculty who teach in
exclusively in online platforms.
DRO O:2: Arrange an on-site visit with peer institutions to collaborate, observe and collect information on how they implement UD in their online platforms

DRO O:3: Partner with the Center for Teaching and Innovative Learning and other related offices to apply Universal Design (UD) to online learning venues

DRO O:4: Conduct one-on-one and/or group sessions with faculty and/or departments and provide UD information so they may increase online accessibility to students with disabilities

DRO G:3. Streamline service information in DRO application database populated with Banner to include information on BCT Referrals, Assistive Technology, Note taking Services, and Test Proctoring Services/Accommodations.

To VPSA G:2 O:A. Provide and assess programs, services and learning outcomes and promote continuous improvement

DRO O:1: Continue continuity and development with Information Systems Technology to add and integrate needed modules for specific service provision and referrals (i.e., BCT referrals, Assistive Technology eligibility, etc…)

Proposed Improvements/Changes to be Implemented for 2015-2016

- New/renovated and suitable space to serve students parents and visitors, to provide reasonable and appropriate academic accommodation, and to store assistive technology equipment
- 2 additional Learning Specialist positions to provide both one-on-one service provision and programs to retain and support DRO students
- WEAVE entries representative of and consistent with DRO goals and satisfactory for SACS accreditation
- Synthesized data from satisfaction survey published and changes implemented accordingly
- Student Support Group for students with disabilities
Office of Housing and Residential Life

Overview of Area
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.

We take very seriously our commitment to provide an environment conducive to living and learning in the residence halls. We sum up our goals for the residential experience through the acronym PRIDE: Passion, Responsibility to Self and Others, Integrity, Development, and Engaged.

The Office was staffed with a Director of Housing Operations, a Director of Residential Life, an Assistant Director for Retention Programs, four (4) Area Directors, a Coordinator of Facilities and Maintenance, a Housing Assignments Coordinator, and two (2) administrative assistants.

Mission/Vision
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.

To accomplish our mission we will:
- provide a healthy living environment
- foster personal development
- encourage respect in a diverse community
- promote engagement within the community

AY 2013-2014 Highlights
1. Record number of mutual roommate request. The total number of mutual roommate requests was 763 rooms for a total of 1526 students who started with their requested roommate preference.
2. 103 fewer new freshmen housing applications than fall 2012. This was due to a higher number of local students that did not require housing.
3. There were 60 residential academic suspensions at the end of fall 2012 semester. At the end of the fall 2013 semester there were 113 residential students academically suspended. Higher number of mid-year academic suspensions were seen due to the new academic suspension policy.
4. Lower number of mid-year staff changes (5 mid-year changes in January 2013 vs 14 in January of 2014)
5. Successful and on-time renovation and opening of Washington Hall.
6. Winter wonderland – RHA was able to find sponsors for 145 families, which is 30 more than the previous year.
7. Completed search for the Assistant Director of Retention Programming allowed Lauren Hatfield to join the Housing and Residential Life Staff. Lauren has played a significant role on the Noel-Levitz Retention team.
8. Completed a very successful room selection process with a record number of apartment applications.
9. We had 119 Resident Assistant applications for 35 open positions
10. Collaboration with New Student Programs and the Biology Department led to the implementation of our first true Residential Learning Community scheduled to begin Fall 2014.

Personnel Changes

Amanda Anderson was hired on August 10, 2013 to fill the open Area Director Position in Governor’s’ Quad.

Lauren Hatfield was hired on November 10, 2013 to fill the newly created Assistant Director for Retention Programming position.

At the conclusion of fall semester we lost one Resident Director due to academic dismissal and 4 Resident Assistants.

At the end of the spring semester we lost 10 RDs (eight to graduation, one to academic dismissal, one to position not a right fit)

Jen Davis, the Main Area Director, will be leaving at the end of June. The search process has begun and we anticipate hiring a new Area Director to start in late July.

<table>
<thead>
<tr>
<th>Staffing Applications/Positions Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications Submitted</td>
</tr>
<tr>
<td>RD 2012</td>
</tr>
<tr>
<td>RA 2012</td>
</tr>
<tr>
<td>RD 2013</td>
</tr>
<tr>
<td>RA 2013</td>
</tr>
<tr>
<td>RD 2014</td>
</tr>
<tr>
<td>RA 2014</td>
</tr>
</tbody>
</table>
### Performance Data

#### Mid-Year Returning Student Retention

<table>
<thead>
<tr>
<th>Year</th>
<th>Census</th>
<th>Univ. Housing</th>
<th>Mid-Year Returning Student Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>09/12/11</td>
<td>3122</td>
<td>Spring 2012 01/31/12 2879 Difference 01/20/12 243 Spring Returners 01/27/12 2807 Retainers Retained 89.90%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>09/10/12</td>
<td>3150</td>
<td>Spring 2013 02/05/13 2960 Difference 01/29/13 190 Spring Returners 01/01/13 2838 Returners Retained 90.00%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>09/09/13</td>
<td>3228</td>
<td>Spring 2014 01/13/14 3070 Difference 01/13/14 158 Spring Returners 01/01/14 2967 Returners Retained 91.91%</td>
</tr>
</tbody>
</table>

#### Capacity and Occupancy

<table>
<thead>
<tr>
<th>Year</th>
<th>Capacity</th>
<th>Fall Occupancy</th>
<th>Spring Occupancy</th>
<th>Spring Returners</th>
<th>Returners Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>3098</td>
<td>3122</td>
<td>2879</td>
<td>2807</td>
<td>89.91%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>3187</td>
<td>3150</td>
<td>2960</td>
<td>2838</td>
<td>90.10%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>3373</td>
<td>3228</td>
<td>3070</td>
<td>2967</td>
<td>91.91%</td>
</tr>
</tbody>
</table>

#### Mid-Year Retention in Housing

<table>
<thead>
<tr>
<th>Year</th>
<th>Capacity</th>
<th>Fall Occupancy</th>
<th>Spring Occupancy</th>
<th>Spring Returners</th>
<th>Returners Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>3098</td>
<td>3122</td>
<td>2879</td>
<td>2807</td>
<td>89.91%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>3187</td>
<td>3150</td>
<td>2960</td>
<td>2838</td>
<td>90.10%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>3373</td>
<td>3228</td>
<td>3070</td>
<td>2967</td>
<td>91.91%</td>
</tr>
</tbody>
</table>
Three critical factors changed for fall 2013 which resulted in an unanticipated drop in housing occupancy. These factors included the implementation of a new academic suspension policy and heightened family concerns about college affordability.

- The suspension policy resulted in double the number of returning residential students who were academically suspended for fall 2013 (from 60 to 120) – a loss of 60 residents.
- The concerns regarding affordability resulted in 100 additional incoming freshmen who lived within a 50 mile radius who opted out of on-campus housing and chose to commute to campus – a loss of 100 residents.
- Had 197 additional beds due to no buildings off line for renovation
# Returning Student Room Selection

<table>
<thead>
<tr>
<th></th>
<th>Housing Applications Submitted 2012</th>
<th>Housing Applications Submitted 2013</th>
<th>Housing Applications Submitted 2014</th>
<th>% change from 2011</th>
<th>% change from 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returning Students Assigned</td>
<td>849</td>
<td>1074</td>
<td>1044</td>
<td>23%</td>
<td>-3%</td>
</tr>
<tr>
<td>RA Staff Assigned</td>
<td>85</td>
<td>91</td>
<td>86</td>
<td>1%</td>
<td>-5%</td>
</tr>
<tr>
<td>Total Assigned Returners and Staff</td>
<td>934</td>
<td>1165</td>
<td>1130</td>
<td>21%</td>
<td>-3%</td>
</tr>
<tr>
<td>Returning Student Waiting List</td>
<td>159</td>
<td>135</td>
<td>124</td>
<td>-22%</td>
<td>-8%</td>
</tr>
<tr>
<td>Returning students applied did not select room</td>
<td>125</td>
<td>112</td>
<td>114</td>
<td>-9%</td>
<td>2%</td>
</tr>
<tr>
<td>Total interest in housing</td>
<td>1218</td>
<td>1412</td>
<td>1368</td>
<td>12%</td>
<td>-3%</td>
</tr>
</tbody>
</table>

### Returning Student Housing Applications

- **RA Staff Assigned**: 85 (2012), 91 (2013), 86 (2014)
- **Total Assigned Returners and Staff**: 934 (2012), 1165 (2013), 1130 (2014)
- **Total interest in housing**: 1218 (2012), 1412 (2013), 1368 (2014)

### Returning Student Apartment Applications

<table>
<thead>
<tr>
<th></th>
<th>Apartment Applications Submitted 2012</th>
<th>Apartment Applications Submitted 2013</th>
<th>Apartment Applications Submitted 2014</th>
<th>Apartment Spaces Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davis Street Apartments</td>
<td>n/a</td>
<td>15</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td>Greenhill Apartment Complex</td>
<td>142</td>
<td>285</td>
<td>304</td>
<td>192</td>
</tr>
<tr>
<td>Calhoun Street Apartments</td>
<td>162</td>
<td>108</td>
<td>113</td>
<td>48</td>
</tr>
<tr>
<td>Moffett Hall Super Suites</td>
<td>n/a</td>
<td>140</td>
<td>442</td>
<td>32</td>
</tr>
<tr>
<td>Deluxe Super Suites (Washington, Madison, Jefferson)</td>
<td>131</td>
<td>142</td>
<td>241</td>
<td>27</td>
</tr>
</tbody>
</table>
Residence Hall Programming

- **Active Programs** are programs in which the residents are active and intentionally social or involved. This is a program which the RA has planned and or implemented the program.

- **Passive Programs** are designed not be a time commitment for the residents. The RA delivers goods or information in a physical way to the residents but is intentional in the planning and implanting.

- **Community Development Activities** are activities that focuses on resident interaction and encourages community development. These are not usually structured events. These could include attending sporting events, going to dinner with residents or watching TV with residents.
### Active Programs

<table>
<thead>
<tr>
<th>Quad</th>
<th># of Fall Programs (Active)</th>
<th>Fall Attendance</th>
<th># of Spring Programs (Active)</th>
<th>Spring Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governor’s Quad</td>
<td>97</td>
<td>1943</td>
<td>79</td>
<td>806</td>
</tr>
<tr>
<td>Main Quad</td>
<td>54</td>
<td>1188</td>
<td>35</td>
<td>518</td>
</tr>
<tr>
<td>Moffett Quad</td>
<td>202</td>
<td>525</td>
<td>185</td>
<td>317</td>
</tr>
<tr>
<td>Muse Quad</td>
<td>120</td>
<td>4010</td>
<td>132</td>
<td>4030</td>
</tr>
<tr>
<td>Total</td>
<td>473</td>
<td>7666</td>
<td>431</td>
<td>5671</td>
</tr>
</tbody>
</table>

### Passive Programs

<table>
<thead>
<tr>
<th>Quad</th>
<th># of Fall Programs (Passive)</th>
<th># of Spring Programs (Passive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Quad</td>
<td>48</td>
<td>33</td>
</tr>
<tr>
<td>Moffett Quad</td>
<td>104</td>
<td>83</td>
</tr>
<tr>
<td>Governor’s Quad</td>
<td>55</td>
<td>72</td>
</tr>
<tr>
<td>Muse Quad</td>
<td>53</td>
<td>66</td>
</tr>
<tr>
<td>Total</td>
<td>260</td>
<td>254</td>
</tr>
</tbody>
</table>

### Community Development Activities

<table>
<thead>
<tr>
<th>Quad</th>
<th># of Fall CDAs</th>
<th># of Spring CDAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Quad</td>
<td>50</td>
<td>56</td>
</tr>
<tr>
<td>Moffett Quad</td>
<td>120</td>
<td>156</td>
</tr>
<tr>
<td>Governor’s Quad</td>
<td>437</td>
<td>380</td>
</tr>
<tr>
<td>Muse Quad</td>
<td>274</td>
<td>237</td>
</tr>
<tr>
<td>Total</td>
<td>881</td>
<td>829</td>
</tr>
</tbody>
</table>
Goals for Academic Year 2013-2014

Goal 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

O1.1: Student Satisfaction – Gauge student satisfaction with residential life experience and amenities.

M1: EBI/ Student Satisfaction survey – We did not receive requested budget initiative to fund the EBI survey. Conducted an in-house survey in late April and had 394 responses.

- 49% of students who responded said they were either satisfied or highly satisfied with their on-campus living experience
- 63% of respondents believed that living on living on campus added to their college experience
- 55% said living on campus helped them understand people who were different than them
- 52% said they attempted to confront inappropriate behavior before going to a staff member
- 61% said their RA encourages individual responsibility
- 52% said RA created an environment of mutual respect
- 66% of students belong to at least one club or organization

M2: Fix-it survey

- survey has only been sent to the students who are requesting fix-it service through the OHRL office. 60 surveys sent as well as a follow up reminder however we only received 3 responses. We will try to identify an incentive to increase response rate.

M3: Student feedback for RA

- Qualtrics survey was administered to gather feedback on each RA which was incorporated into their Fall evaluation. 866 students completed a feedback survey.

M4: Laundry Survey

- Based on information from MacGray, the Laudryview system is being used but not consistently in all buildings, and that usage is higher in buildings where there are not laundry facilities on every floor.
O1.2: Staff Training – Identify level of effectiveness of staff training
   M1: Training Pre-test – 71.6% correct
   M2: Training Post-test – 83.5% correct
   M3: On-Line training module – Created an on-line training module through D2L which allowed staff members to complete some of the basic training sessions virtually before arriving back to campus.

O1.3: Damage and Vandalism – Establish baseline numbers to gauge vandalism in the residence halls. – Created in October, staff has not done a good job of entering information (only 25 entries). Staff were frustrated that they were entering information into the system but felt that issues were not being addressed or fixed. We will increase training and expectations for utilizing the database and fixing damages.
   M1: Amounts/Costs of damages
   M2: Location of damages
   M3: When damages occur

O1.4: Engagement – Gather information from residential student population about their level of involvement.
   M1: Student involvement survey – not completed

O1.5 On-line program tracking form and database
   M1: Programming database – programming database was created to centrally and consistently log the number of programs, attendance, types of programs.
   M2: Front office call log – due to delays in creating the log and determining where to house the url, the log was not made available until October 14, 2013. Between October 14, 2013 and May 28, 2014, we logged 1070 calls. We will analyze the types of calls to determine what information to make readily available to students and parents, as well as determining what topics to focus on with our office staff training.
   M3: Damage and Vandalism database - Created in October, staff has not done a good job of entering information (only 25 entries)

Goal 2: Collaboration
VPSA - 1C. Engage students, faculty administrators, staff, alumni, and community in collaborative partnerships to support student development and success

O2.1: Plan communication schedule for contact with parents – Break reminders, room selection, resource reminder at midterms
   M1: implement parent communication plan – Sent emails to inform and remind about break housing at Fall break and Winter break. Regular communications
regarding room selection were sent beginning in late January and continued through the room selection process. We used both the mail merge system in HMS and the new email listserves for students and parents when sending out communications.

O2.2: Evaluate current status of LLCs and make recommendations

M1: Student surveys – Due to the current direction that we have been taking, we did not complete surveys of the current LLCs.

M2: Focus groups with students from each LLC – Due to the current direction that we have been taking, we did not complete surveys of the current LLCs.

M3: Research peer institutions – Lauren Hatfield is and Amanda Anderson researched peer, state and aspirant institutions to determine which schools have LLCs and what their current practices are.

M4: Explore social themed housing – Questions were added to the housing application for next year to gage student interest in the programming themes of Leadership, Service/Community Service, and Wellness/Fitness.

<table>
<thead>
<tr>
<th>Updated 061014</th>
<th>Leadership</th>
<th>Service/Community Ser.</th>
<th>Wellness/Fitness</th>
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<tr>
<td></td>
<td>YES  NO</td>
<td>YES  NO</td>
<td>YES  NO</td>
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<tr>
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<td>448  505</td>
<td>396  557</td>
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<tr>
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<td>1087  760</td>
<td>1258  589</td>
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<td>Transfer</td>
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<td>116  77</td>
<td>129  64</td>
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<tr>
<td>TOTALS</td>
<td>967  2026</td>
<td>1651  1342</td>
<td>1783  1210</td>
</tr>
</tbody>
</table>

O2.3: Utilize campus partnerships to support student development and success

M1: Number of Collaborative programs and initiatives- Residence hall staff members have completed 36 programs collaborating with other departments on campus and local organizations. Some of the collaborating offices included:

- RUPD
- Office of Community Engagement
- Beans and Rice
- Dept of Nutrition and Dieticians
- RU Outdoors/Intramurals
- Peer Educators
- Unity Church/Wesley Foundation
- Goodwill Industries
- Alpha Phi Omega
- Career Services
- Greenhill Apartments
- RU Sustainability
- Student Activities
- RSpace
- New Student Programs
- Biology Department
- Office of Construction and Planning
- Red Cross

M2: RUPD Involvement in Adopt a Hall Program – 5 programs with RUPD
M3: Develop a Adopt a faculty/Faculty Fellow Program – no progress made
M3: RA/RD representation on committees/groups that promote partnerships (Rspace, sfc, cpc, sga)
- Library Committee – 1 RD
- SGA – 1 RA
- PI – 2 RAs
- QA/POG – 3 RAs
- CPC – 1 RA
- Athletics committee – 1 RA
- Rspace – 4 RAs
- ROTC – 3 RAs
- Safezone Training – 1 RA
- Admissions guides – 4 RAs
- EMS – 2 RAs
- ECOrep – 1

Goal 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

O3.1: Staff development
M1: RA Monthly staff development opportunities -charged RD committee; developed sessions for RA and RD staff to attend throughout the semester on topics of resume writing, SafeTalk, Title IX, conduct training and RA reapplication tips among others.
M2: RD Devo meetings – continued with assigning RDs to do presentations on a weekly basis. Invited 8 outside offices to select meetings to present information to staff.
M3: Conference Attendance
- Student Services Conference - Director of Residential Life, 2 Area Directors and 2 Resident Directors
- SAACURH conference - 1 Area Director, one Resident Director and 10 students
- NASPA conference – Director of Housing Operations
- ACUHO-I – Director of Housing Operations, Asst. Director of Retention Programming
- Grant Writing USA workshop – 1 Area Director
M4: Conference Host–VASPA leadership conference – VLA has taken the place of this.

O3.2: Staff Training –
M1: RA training schedule – training occurred between August 12-August 21, 2013
M2: RD training schedule – training occurred between August 5 – August 11, 2013
M3: On-Line training programming – staff completed 8 pre-sessions on-line before returning in the Fall, covering the basics of such topics as: community, conduct, facilities, helping and listening skills, OHRL basics, programming, and prepping your floor
M4: AD training manual – divided up sections for review and edit. Expected to be completed by mid-summer.

O3.3: Student conduct
M1: Student conduct numbers
M2: Number of PRIDE related programs – Staff completed 244 programs which addressed Responsibility or Integrity related topics

O3.4: Programming
M1: Community Service – staff misunderstood requirement last year. Explained better at Training; incorporation of scholar citizen. Staff completed 35 community service projects this year
M2: Programming model
M3: Off campus education session – Was offered during the spring semester. We had 925 students take the on-line session.
M4: Types and Number of Programs offered- Based on the current programming model, staff recorded 1037 programs (active, passive and CDA). 788 of those programs have been tied back to the PRIDE model.
M5: Sponsor 8 week program track in the areas of identified developmental topics. – 324 programs related to the 8 specific developmental topics throughout the Fall semester.

O3.5: Provide additional support and resources for staff
M1: increase staff overall GPA – worked with staff in the spring that had academic issues in the fall in an effort to increase their GPA. Out of 15 staff members who had been put on academic probation at the end of the Fall semester, only 1 staff member did not increase their GPA.
M2: Department policy for staff on academic probation – work continuing throughout the summer in preparation for Fall 2014 staff.
M3: Provide study halls for staff – RD committee for development charged with this for the spring semester for those RAs who were put on probation for academics. This did not occur
M4: Recognition of academic success – specific awards at ends of semester, and recognition to take place at January training for Fall semester GPA.

O3.6: Provide additional support and resources for residents
M1: Recognition of academic success- not completed
M2: Identify and reach out to students who are struggling academically to promote support resources available. – not completed
M3: Academic program requirement from RAs – Programming model requirement for 2014-2015 model

Goal 4 OHRL Internal Goal
O4.1: Incorporate PRIDE philosophy into the basis of the work of Housing and Residential Life (PRIDE)
M1: PRIDE training
M2: Update media – updated media and created promotional items for the purpose of recognition.

O4.2: Staff Selection
M1: Increase number of RA applications – In 2014 we had 119 applications and 146 applications in 2013.
M2: Increase number of RD applications – In 2014 we had 19 RD applications and 27 applications in 2013
M3: Retention of RA staff from beginning of year to end (term of contract) – Lost 4 RAs and one RD in January 2014 as opposed to 13 RAs and 1 RD in January 2013.
M4: RA selection process evaluations

O4.3: Phone calls, questions and complaints -
M1: Track number and nature of calls - We logged 1070 calls between October 14, 2013 and May 28, 2014. Information to be analyzed to determine common themes in questions, which can be addressed in communication and website information in the future to reduce the number of phone calls. Information be collected includes, who is calling (student, parent, etc), nature of the call, and resolution
M2: Track number and nature of emails
O4.4: Recognition

M1: PRIDE awards – End of the year award names were changed to reflect the PRIDE philosophy
M2: PRIDE CUP – recognized staff at Devo, PRIDE cup passed to another staff member with description of why that staff member deserves at each RD staff meeting
M3: Recognition for central staff
M4: Recognition of campus partners – sent emails to supervisors of those who have helped our staff recognizing their good work and collaboration.
M6: GPA/Academic recognition – Staff will be recognized at January training with certificates
M7: OTMs – NRHH struggled to submit any national OTMs, as it turned out to be a restructuring year.

O4.5: Utilization of Technology

M1: Social Media – created Facebook page to connect with students and parents. Used the OHRL Facebook page to convey important information and dates.
M2: Staff Website – Created an internal website for staff members which is the host for the various tracking forms, as well as resources for programming, counseling, professional affiliations, etc.
M3: On-line RCRs – no progress made.

O4.6: Standardize end of year reports – All reports for end of the year have been standardized were used to compile information for the Departments End of Year Report.
Goals for Academic Year 2014-2015

We are continuing to meet with the OHRL staff to finalize the 2014-2015 goals

Goal 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. Provide and assess programs, services and learning outcomes and promote continuous improvement**

O1.1: Student Satisfaction – Gauge student satisfaction with residential life experience and amenities to include maintenance response, laundry and cable service as well as the performance of the residence life staff

O1.2: Staff Training – Identify level of effectiveness of staff training through the use of pre and post tests as well as the use of D2L for online training sessions. We also plan to record RA and RD training sessions to be converted to D2L classes to help re-train staff as performance issues come up during the academic year.

O1.3: Damage and Vandalism – Establish baseline numbers to gauge vandalism in the residence halls. Information tracked will include: Amounts/Costs of damages, location of damages and when damages occur

O1.4: Engagement – Gather information from residential student population about their level of involvement. This information could be used to help develop future theme/LLC options in the residence halls as well as the impact on retention.

O1.5: On-line program tracking form and databases to track programs, attendance, and communications via phone and email with our office.

Goal 2: Collaboration

**VPSA - 1C. Build a sense of campus community through collaborative partnerships to support student learning, development and success.**

O2.1: Plan communication schedule for contact with parents – Break reminders, room selection, resource reminder at midterms

O2.2: Evaluate current status of LLCs and make recommendations based on data collected from engagement surveys, student feedback and housing applications. This will
also include an ongoing assessment of the Biology LLC, Accelerate, VPSA and Honors Residential Programs.

O2.3: Utilize campus partnerships to support student development and success. This is to include further development of LLCs and other theme housing as well as existing partnerships such as RUPD Adopt a Hall and a Faculty Fellows program

Goal 3: Skill Development

VPSA - 2B. Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles.

O3.1: Staff development – Continue to offer opportunities for personal and professional development for all staff members through in-services, conferences, workshops and staff development activities.

O3.2: Staff Training – we will continue to use staff training as an opportunity to develop the basic skills needed to successfully carry out the responsibilities of all levels of staff. This includes the revision and updating of all staff manuals and the development of online “refresher courses” for staff if performance issues arise during the year.

O3.3: Student conduct – we will continue to use the conduct process as an opportunity to help students take responsibility for themselves and their actions and how their actions can impact the larger community.

O3.4: Programming – will be a primary source for the completion of this goal. Staff will continue to offer wide range of programs throughout the year to develop community, educate and help students get involved on campus.

Goal 4 OHRL Internal Goals

O4.1: Incorporate PRIDE philosophy into the basis of the work of Housing and Residential Life (PRIDE)

O4.2: Staff Selection and structure – we plan to assess current staffing and structure to evaluate the potential need for change this will include an in-depth review of the RD position and the feasibility of converting graduate RD positions to full-time hall directors.

O4.4: Recognition – continue and develop ways to recognize staff and campus partners for extraordinary contributions to the department, division, and university.
O4.5: Utilization of Technology – continue to find ways to utilize technology to ensure that we are as efficient as possible.

**SWOTT Analysis**

These lists were developed as part of our department retreat held in mid-June. Our primary focus will be to find ways to address weaknesses and threats. We plan to incorporate these into our regular meetings along with goals and objectives as we continue to move forward.

**Strengths**
- Room Selection
- Inclusive Programming
- Customer Service
- Problem solving
- Diversity of staff
- Fix it attempt/completion
- Give staff second chance/learning opportunity
- Multi institutional experience
- Planning
- Desire for prof development/new ideas
- Resiliency
- Organization flow
- PRIDE
- Positive office image
- Doing what is right over what is easy

**Weaknesses**
- Perception of job function
- Less positive image
- Follow through – PRIDE/Planning/facilities
- Staff accountability
- Quad silo-ing
- Documented procedure/cross function
- Communication – internal and external
- Understanding of job functions
- Grad RD availability
- Consistency
- Physical space limitations
- Professional staff development
- Accepting when we are wrong
- Lack of investment – on all levels
- Relationship with RUPD and Conduct Office
- Staff understanding of policy and procedure
- Crisis response and expectations

**Opportunities**
- Website – parents and off campus
- Staff meetings/Devo
- Newsletter
- Calendar
- Self promote – PR campaign
- Facebook
- D2L
- Recognition
- PRIDE
- Programming

**Threats**
- No cross function knowledge
- Increased enrollment and housing requests
- Request for accommodations
- Parents
- Lack of support and space for upper-class students
- Consistent training across campus
- Over involvement from other offices
- University policies and regulations
- Fire Safety
- Turnover rate of staff
• LLC
• Open to change
• Training
• Involvement in professional orgs
• RLO Orgs
• Crisis response and expectations

• No Radford culture
• Communication
• Budget for larger programs
• Retentions
• Dorm mentality
• Support for decisions
• Loss of Greenhill apartment
• Relationship with RUPD and Conduct Office

**Trends**

• Gender neutral housing
• Service/comfort animals
• Outcome based funding
• Retention
• Assessment/benchmarking
• RLC/LLC/Residential Colleges
• Sustainability
• Amenities and space
• Students as a consumer vs. student
• Social media
• Increased enrollment
• Professional involvement and visibility
• Use of consultants
• Liability
• Mitigating risks
• Political/legislative influence on practices
Substance Abuse and Violence Education Support services

Overview of Area

Substance abuse and sexual/gender violence are serious issues on college campuses across the country. Substance Abuse and Violence Education Support Services (SAVES) believes that educating students on the risks and consequences associated with high risk alcohol and other drug use, violence, sexual aggression issues (sexual assault, dating violence, stalking, and harassment), and other student health issues empowers them to make choices that will keep them safe, healthy, and successful throughout their college experience. SAVES staff support students by encouraging them to make healthy choices, ongoing services through recovery, or services related to sexual aggression.

SAVES staff includes one coordinator, a 1500 hour administrative assistant, two graduate assistants, and when available, one intern. The RU Aware program coordinated by SAVES has a staff of one part-time (29 hours per week) counselor and three interns. The Health Educator has a dotted line relationship with SAVES and guides the Peer Health Educators.

Our Mission/Vision

Substance Abuse and 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.

AY 2013-2014 Highlights

1. Participated in campus events including: Wellness Fair, Sexual Assault/Domestic Violence Awareness Month, campus safety panel, Safe Spring Break Carnival, and Sexual Assault Awareness Month.
2. Collaborated with Dr. Matthew Turner’s media class to create promotional and situation videos for Step Up!
3. Created informational posters using spring 2013 data from the National Health Assessment Survey for display in all residential and academic buildings as part of the LiveWell social norming campaign. This data was also used to create Tartan newspaper advertisements and inserts.
4. Received continued funding from Anheuser Busch for the LiveWell social norming campaign.
5. Collaborated with SGA, RU faculty and staff, RUPD, and the Women’s Resource Center to create the Consent Campaign Committee; this committee focuses on educating the RU community and raising awareness of issues of sexual assault and consent while creating a safe and supportive environment for survivors of sexual assault.

Personnel Changes

Julie Dill joined the staff as the Coordinator in mid-August. Shaquanna Troy, MSW candidate joined the staff as an intern in a newly created SAVES internship position. Stacey Griffin, administrative assistant for SAVES/DOS left her role early in the fall semester. The SAVES office obtained funding for a 1500 hour administrative assistant position; application review for this position is currently in process with hopes of filling the position prior to the beginning of the fall 2014 semester. Rhoda Janosik, RU Aware counselor, had hours reduced from 32 hours per week to 29 hours per week. Funding has been secured for an addition part-time (24-hour per week) RU Aware counselor; a hiring proposal has been submitted and it is anticipated the candidate for this position will begin employment at the beginning of the fall 2014 semester.
Performance Data

RU Aware

2013-2014 RU Aware Referrals

- Total Referrals: 722
- Level I: 439
- Level II: 153
- Level III: 130

Level I

Level II

Level III
RU Aware Referrals - 3 year Comparison

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<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>
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<td>200</td>
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<tr>
<td>2012-2013</td>
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<tr>
<td>2013-2014</td>
<td>439</td>
<td>153</td>
<td>130</td>
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Alcohol & Drug Violations - 3 year Comparison

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<th>Year</th>
<th>Alcohol Violations</th>
<th>Drug Violations</th>
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<tbody>
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<td>132</td>
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<td>2012-2013</td>
<td>719</td>
<td>158</td>
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<tr>
<td>2013-2014</td>
<td>750</td>
<td>198</td>
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</table>
**Step Up!**

The Step Up! Bystander Intervention program reached approximately 615 students through 21 programs.
Post-Test Results

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

% of students who agree with statements

---

Additional Results

**After Training…**

- I am more likely to intervene
- I am now more aware of potential problem situations
- I learned new strategies to help in emergency and non-emergency situations
- Overall, I was satisfied with the presentation

% of students who agree with statements

---

88
Step Up! Conclusions:

- There was an increase in level of agreement for all statements between the pre-test and post-test.
  - After Step Up training, more RU students believed it was their responsibility to intervene in a problem situation and that bystander intervention could prevent negative outcomes.
  - Step Up training increased students’ skills and confidence when responding to problems or concerns.
- Step Up training resulted in increased awareness of potential problem situations, newly learned intervention strategies, and increased likelihood to intervene.
- 99% of students would recommend Step Up training to other students.
  - RU students believe there’s a need for campus-wide education about bystander intervention, tips for noticing problem situations, and how to intervene effectively.

Support/Advocacy Services

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<th>Female</th>
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<td>4</td>
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<td>5</td>
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<tr>
<td>Sexual Aggression &amp;/or Violence</td>
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<td>25</td>
<td>7</td>
<td>18</td>
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<td><strong>Total Students Reached:</strong></td>
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Programs

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<th>Date</th>
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<th>Number of Students Attended</th>
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<td>Summer 2013</td>
<td>Step Up!</td>
<td>Resident Assistants &amp; Peer Instructors</td>
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<td>04/03/2014</td>
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<td>04/08/2014</td>
<td>Step Up!</td>
<td>LEAD 110</td>
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<td>50</td>
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<td>04/22/2014</td>
<td>Alcohol Awareness &amp; Sexual Harassment</td>
<td>Seminar in Athletic Training</td>
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<td>10</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Total Students Reached:</td>
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</table>

**Goals for Academic Year 2013-2014**

SAVES has made progress toward the goals outlined below. A sampling of the programming and methods employed to demonstrate success is outlined under 2013-2014 Highlights.

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 the Peer Health 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 2014-2015**

**Goal 1.** Create, implement, and sustain quality educational programming on topics of substance abuse, sexual violence, and bystander intervention.

*VPSA – 1B. Provide an engaging, distinctive, and diverse co-curriculum*

**Goal 2.** Continue to build and sustain collaborative partnerships with faculty, staff, administrators, and community organizations.

*VPSA – 1C. Provide an engaging, distinctive, and diverse co-curriculum*

**Goal 3.** Raise awareness of SAVES services available to increase number of students served and promote responsible decision-making, risk reduction, and physical and emotional well-being.

*VPSA – 2B. Promote student development, retention, and success*

**Goal 4.** Restructure RU Aware program to streamline process and enhance quality of service to students.

*VPSA – 4C. Strengthen staff retention and excellence*

**Proposed Improvements/Changes to be Implemented in 2014-2015**

- Build upon current programming opportunities and create new signature programs to raise awareness of and further educate the RU community on issues of alcohol, substance use, and sexual violence in collaboration with RU and community organizations.
- Enhance and develop Step Up! inclusive of exploring student organization and marketing opportunities.
- Restructure RU Aware program to streamline process and reduce spring to fall carry-over clients.
- Reinvigorate the Alcohol and Sexual Assault Task Forces.
- Review SAVES materials for accuracy and compliance.
Trio – Student Support Services

Overview of Area

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

Student Support Services 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, an administrative assistant and a 20 hour per week tutor.

Our Mission/Vision

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.

AY 2013-2014 Highlights

1. SSS earned all 15 of the eligible “prior experience” points upon completion of the Annual Performance Report.
2. Specialists attended, and also presented at the Resident Assistant Training, Resident Director Training, as well as the Quest Assistant Training.
3. Staff took students on trips to Washington DC and to the Science Center in Greensboro, NC.
4. Graduate school visits were planned to Liberty University and James Madison University.
5. The Academic Specialists attended the VAEOPP Drive-In Conference at Southwest Virginia Community College.
6. Academic new staff joined SSS, filling the open Administrative Assistant and Math Tutor positions.
7. Staff revamped and increased their recruitment efforts.
8. Staff increased efforts to build a stronger sense of community between all SSS students.

**Personnel Changes**

The fall 2013 semester, brought staffing challenges with it. Before the new staff joined the team, Courtney Bell, a staff member from the Disability Resource Office, was asked to assist SSS to ensure that services and support to the program participants was not disrupted.

Veronica Lewis, Director of SSS, had been out on medical since mid-April 2012. The office was able to post the Director position and anticipates the arrival of a new Director prior to the start of the fall 2014 semester.

Renee Akers left her role of administrative assistant during summer 2013. Keshia Davidson joined the team in the role of administrative assistant in October 2014.

In late October, Jessica Wisdom was hired as the successful candidate, to fill the Math Tutor position.
Performance Data

2013-2014 Student Diversity

- Disabled: 35%
- Disabled and Low-Income: 2%
- First Generation: 58%
- First Generation and Low-Income: 2%
- Low-Income: 3%

2-Year Comparison of Students

- Number of Students Funded:
  - 2012-2013: 200
  - 2013-2014: 190
- Number of Students Served:
  - 2012-2013: 224
  - 2013-2014: 205
2-Year Comparison of Workshop/Event/Trip/Program Offering
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.
   - Staff made successful progress toward the achievement of this goal through individual student meetings, programs offerings and collaborative approach to support.

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.
   - Given the absence of a Director staffs have not been able to focus on extended transition programs.
   - Through efforts to build community with program participants, individual student contacts, and collaborative partnerships early intervention with students is in place.

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).
   - The office enjoys a dedicated diverse staff that is full of energy and ideas.

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.
   - Staffs have been engaged on campus in committees and partnerships this year.
   - Attempts were made to have staff attend “priority” trainings for the grant, however registration was closed.
   - Staff did attend the VAEOPP drive-in conference at Southwest Virginia Community College.

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.
   - No progress has been made at this time.
6. **Persistence**
   Promote academic services and social opportunities which will assist in the retention of program participants.
   - Staff have achieved this goal.

7. **Good Academic Standing**
   Provide academic services which will assist in program participants maintaining good academic standing at the university.
   - Staff have achieved this goal.

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.
   - A University 100 section was not able to be offered during the 2013-2014 academic year.

**GOALS FOR ACADEMIC YEAR 2014-2015**

**Goal 1: Life skill development**
*VPSA- 2B. Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles.*

**Goal 2: Early Intervention and Social Integration**
*VPSA- 2B. Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles.*

**Goal 3: Staff Development Opportunities**
*VPSA – 4B. Create a stimulating professional climate for student and full time staff with an emphasis on continuing staff development, involvement with RU and community councils, and professional association membership, conference presentations, and leadership opportunities*
Goal 4: Persistence
VPSA- 2B. Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles.

Goal 5: Good Academic Standing
VPSA- 2B. Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles.

**Proposed Improvements/Changes to be Implemented in 2014-2015**

- Comprehensive recruitment that includes outreach to continuing participants.
- Enhanced programming for upper class participants, as well as provide additional opportunities for non-traditional students.
- Reviving the Student Advisory Board, including exploration of registration as a student organization.
- Increase collaboration with campus partners.
- Updating web site and content.
- Increase social media use to reach program participants.
- Examine possible online scheduling options.
- Determine possible need for a Science tutor.
- Implement equipment loan policy to ensure that items are returned on time.
SWOT ANALYSIS

The SSS staff completed the SWOT Analysis during their mid-year retreat.

STRENGTHS

- Teamwork
- Self-motivated
- Increased buy-in
- Increased interest
- Helpfulness
- Visibility
- Credibility
- Individual strengths
- On the same page/aware
- “Get it Done” attitude
- Dedicated
- Creative
- Connectedness
- Responsible
- Professional
- New Director

OPPORTUNITIES

- Positions filled
- Retention initiative
- Remodeling/more space
- New Director
- 1 year complete
- Updated equipment
- Filing
- Organization
- More available tutors
- Preforming
- New Staff
- Energy
- Professional development opportunities
- Motivation
- Commitment

WEAKNESSES

- No Director
- Filing
- Lack of space
- Appealing to students
- Overall buy-in < %
- Preference of style/approach to work
- General knowledge of campus
- Budget cut
- University & grant rules

THREATS

- No director
- Funding/Future cuts
- Dropouts
- Different paths/don’t go to college
- Student motivation
- Student responsibility
- Reaching numbers and percent’s yearly
- Audits
- Low on the totem pole
- Reputation
LOOKING BACK OVER 2013/2014