Dean of Students
Annual Report
2015-2016

Awareness. Advocacy. Accountability

RADFORD UNIVERSITY
Dean of Students
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Office of the Dean of Students Mission

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

**Awareness** - to provide information and education to students and their family members from pre-matriculation through graduation.

**Advocacy** – to support our students in developing their self-advocacy skills, and to advocate for our students.

**Accountability** – personal accountability is an essential component of the growth and development of Radford University students in preparing them to achieve their life goals.

Division of Student Affairs

**Vision, Core Values, Mission, Goals, and Objectives**

Student Affairs Vision:  *Preparing students for lives of meaning and purpose*

Student Affairs Core Values: Student Affairs is guided by a set of shared values which are reflected in our conduct, programs, services, facilities, activities and organizations. We pursue our mission and vision by keeping these values at the forefront in all that we do.

- **Academic Excellence**
- **Citizenship**
- **Collaboration**
- **Diversity and Inclusiveness**
- **Integrity**
- **Wellbeing**

Student Affairs Mission

*Student Affairs fosters a campus culture and environment that is inclusive, accessible, and values students’ perspectives. Lifelong learning, success and wellbeing are cultivated through citizenship, service, and personal responsibility. This mission is achieved through student engagement in co-curricular experiences nurturing resilience, persistence, and excellence.*
Student Affairs Goals and Objectives

Division Goal 1  
**PROVIDE A DIVERSE AND DISTINCTIVE RADFORD STUDENT EXPERIENCE**

- 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, access and inclusion, social justice, character development, personal responsibility, and global citizenship

B. Sustain distinctive programmatic initiatives and advise an inclusive array of student organizations that promote student engagement, cultivate leadership, and empower self-governance

C. Build a sense of campus community through collaborative partnerships to support student participation, inquiry, self-reflection, learning, innovation, development, and success

Division Goal 2  
**PROMOTE STUDENT DEVELOPMENT, RETENTION, GRADUATION, 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, applied learning opportunities, and learning outcomes promoting 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 leading to matriculation and early intervention programs to enhance academic preparation and social integration

Division Goal 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

**Division Objectives**

A. Develop and implement best practice models from benchmark institutions for facility staffing, equipment, maintenance, renovation and operation plans consistent with universal building design
B. Incorporate an array of accessible and accommodating housing options into facility renovation and construction planning that prepare students for increasingly independent living
C. Provide student facilities and educational programs that engage students in intentional learning experiences and learning communities

Division Goal 4  **STRENGTHEN STAFF RETENTION AND EXCELLENCE**

- Addresses RU 7-17 Strategic Directives 1.1, 1.2, 4.5

Division Objectives

A. Recruit, hire and retain talented and diverse staff dedicated to excellence and student learning, development and success
B. Provide and support a stimulating professional climate for students and staff with an emphasis on continuing staff development, involvement with RU and community councils, professional association membership, conference presentations, and leadership opportunities
C. Continue to explore, develop, and implement long range staffing, competitive compensation, and organizational structure to support and sustain quality, continuity of programs and services, and staff excellence

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:

- Provide a Diverse and Distinctive Radford Student Experience;
- Promote Student Development, Retention, Graduation, and Success;
- Provide Accessible, Safe and Inviting Student-Focused Facilities that Enhance Student Life;
- Strengthen Staff Retention and Excellence.
Executive Summary

The Associate Vice President for Student Affairs/Dean of Students is responsible for Advocacy, Behavioral Consultation and Threat Teams, Center for Diversity and Inclusion (CDI), Disability Resource Office (DRO), Office of Housing and Residential Life, Office of Student Standards and Conduct (OSSC), 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.

This year the Office of the Dean of Students (DOS) announced and began to implement the first phase of a reorganization in the Office of Housing and Residential Life. Staff across all DOS areas have worked closely with one another and increased collaborations both internally to Student Affairs as well as with faculty and other campus offices. This is only one example of how DOS staff goes above and beyond toward the support and success of Radford University students. 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 8.

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 2015-2016 highlights includes:

- Increased funding for the RU Normal grant/LiveWell Social Norming Campaign
- Center for Diversity and Inclusion to move to new space at end of academic year
- Helping to Eradicate Homelessness with Resources Opportunities and Support (HEHROS) Committee convened
- Awareness, Advocacy, Accountability, rebranding
- Designed, published, and distributed University recruitment brochures focusing on the Dean of Student units at Radford University
- Student Standards and Conduct developed reflective sanctions
- Due to loss of grant funding Student Support Services closed
- Bolling and Pocahontas Residence Halls opened on time after renovation
- Disability Resource Office had a successful Disability Awareness Week featuring the Pink Elephant.
## Professional Staff

### Office of the Dean of Students

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Interim Associate VP for SA/Dean of Students</td>
<td>Andrea Zuschin</td>
<td>Heth 274</td>
<td>831-6259</td>
<td><a href="mailto:azuschin@radford.edu">azuschin@radford.edu</a></td>
</tr>
<tr>
<td>Assistant to the Dean of Students</td>
<td>Gina Stike</td>
<td>Heth 274</td>
<td>831-6297</td>
<td><a href="mailto:gstike@radford.edu">gstike@radford.edu</a></td>
</tr>
<tr>
<td>Intake Coordinator/Adm. Support</td>
<td>Kim Vest</td>
<td>Heth 274</td>
<td>831-6259</td>
<td><a href="mailto:kvest@radford.edu">kvest@radford.edu</a></td>
</tr>
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</table>

### Center for Diversity and Inclusion

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Office</th>
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<tbody>
<tr>
<td>Director</td>
<td>Crasha Townsend</td>
<td>Heth 157</td>
<td>831-5765</td>
<td><a href="mailto:cperkins5@radford.edu">cperkins5@radford.edu</a></td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Natalie Fajardo</td>
<td>Heth 157</td>
<td>831-5765</td>
<td><a href="mailto:nfajardo2@radford.edu">nfajardo2@radford.edu</a></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Diane Nape</td>
<td>Heth 157</td>
<td>831-5938</td>
<td><a href="mailto:dnape@radford.edu">dnape@radford.edu</a></td>
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### Center for Accessibility Services

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<tbody>
<tr>
<td>Director</td>
<td>Angela Devore-Greene</td>
<td>Russell</td>
<td>831-6350</td>
<td><a href="mailto:amdevore@radford.edu">amdevore@radford.edu</a></td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Vacant</td>
<td>Russell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinator of Adaptive Technology</td>
<td>Kelly Woodward</td>
<td>Russell</td>
<td>831-6350</td>
<td><a href="mailto:kwoodward4@radford.edu">kwoodward4@radford.edu</a></td>
</tr>
<tr>
<td>Coordinator of Note Taking</td>
<td>Haley Sortzi</td>
<td>Russell</td>
<td>831-6350</td>
<td><a href="mailto:hsortzi@radford.edu">hsortzi@radford.edu</a></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Kathy Artom</td>
<td>Russell</td>
<td>831-6350</td>
<td><a href="mailto:kartom@radford.edu">kartom@radford.edu</a></td>
</tr>
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### Office of Housing and Residential Life

<table>
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<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Director of Housing and Residential Life</td>
<td>James Penven</td>
<td>Heth 226</td>
<td>831-5375</td>
<td><a href="mailto:jpenven@radford.edu">jpenven@radford.edu</a></td>
</tr>
<tr>
<td>Associate Director of Residential Life</td>
<td>Amber Mullen</td>
<td>Heth 226</td>
<td>831-5375</td>
<td><a href="mailto:amullen@radford.edu">amullen@radford.edu</a></td>
</tr>
<tr>
<td>Associate Director Assignments and Tech</td>
<td>Karen Sutherland</td>
<td>Heth 226</td>
<td>831-5375</td>
<td><a href="mailto:ksutherland1@radford.edu">ksutherland1@radford.edu</a></td>
</tr>
<tr>
<td>Area Director</td>
<td>Amanda Anderson</td>
<td>Governor</td>
<td>831-5436</td>
<td><a href="mailto:aanderson27@radford.edu">aanderson27@radford.edu</a></td>
</tr>
<tr>
<td>Area Director</td>
<td>Joe Wilder</td>
<td>Muse</td>
<td>831-5355</td>
<td><a href="mailto:jswilder@radford.edu">jswilder@radford.edu</a></td>
</tr>
<tr>
<td>Coordinator of Facilities and Maintenance</td>
<td>Alex Campbell</td>
<td>Heth 226</td>
<td>831-6623</td>
<td><a href="mailto:tcampbell30@radford.edu">tcampbell30@radford.edu</a></td>
</tr>
<tr>
<td>Housing Assignments Coordinator</td>
<td>Jeannette Sarver</td>
<td>Heth 226</td>
<td>831-5375</td>
<td><a href="mailto:jsarver@radford.edu">jsarver@radford.edu</a></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Tammy Rorrer</td>
<td>Heth 226</td>
<td>831-5375</td>
<td><a href="mailto:trorrer@radford.edu">trorrer@radford.edu</a></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Betty Davidson</td>
<td>Heth 226</td>
<td>831-5375</td>
<td><a href="mailto:bcdavidson@radford.edu">bcdavidson@radford.edu</a></td>
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### Office of Student Standards and Conduct

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<tbody>
<tr>
<td>Director</td>
<td>David Stuart</td>
<td>Heth 207</td>
<td>831-5321</td>
<td><a href="mailto:dstuart4@radford.edu">dstuart4@radford.edu</a></td>
</tr>
<tr>
<td>Associate Director</td>
<td>Devin Beyma</td>
<td>Heth 207</td>
<td>831-5321</td>
<td><a href="mailto:dbeyma@radford.edu">dbeyma@radford.edu</a></td>
</tr>
<tr>
<td>Assistant Director</td>
<td>LaShan Lovelace</td>
<td>Heth 207</td>
<td>831-5321</td>
<td><a href="mailto:lluelace3@radford.edu">lluelace3@radford.edu</a></td>
</tr>
<tr>
<td>Case Manager</td>
<td>Kim Dowdy</td>
<td>Heth 207</td>
<td>831-5321</td>
<td><a href="mailto:kdowdy2@radford.edu">kdowdy2@radford.edu</a></td>
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### Substance Abuse and Violence Education Support Services

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<tbody>
<tr>
<td>Director</td>
<td>Kelly Rubin</td>
<td>Heth 215</td>
<td>831-5709</td>
<td><a href="mailto:kkrubin@radford.edu">kkrubin@radford.edu</a></td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Julie Dill</td>
<td>Heth 215</td>
<td>831-5709</td>
<td><a href="mailto:jdlill7@radford.edu">jdlill7@radford.edu</a></td>
</tr>
<tr>
<td>Licensed Clinical Social Worker</td>
<td>Rhoda Janosik</td>
<td>Tyler</td>
<td>831-5709</td>
<td><a href="mailto:rjanosik@radford.edu">rjanosik@radford.edu</a></td>
</tr>
<tr>
<td>Licensed Clinical Social Worker</td>
<td>Kathy Ahern</td>
<td>Tyler</td>
<td>831-5709</td>
<td><a href="mailto:kahern@radford.edu">kahern@radford.edu</a></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Amanda Shepheard</td>
<td>Heth 215</td>
<td>831-5709</td>
<td><a href="mailto:ashepheard@radford.edu">ashepheard@radford.edu</a></td>
</tr>
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</table>
Professional Staff Involvement

RU Committee Involvement

- Administrative/Professional Faculty Grievance Committee
- Advising Committee
- American Sign Language Mentorship: Deaf Education majors
- Assistant Director for Retention Programming Search Committee
- Banner Operations Committee
- Be S.E.E.N. Series Planning Committee
- Behavioral Consultation Team
- Biology Connections Living Learning Communities Committee
- C Management System Student Affairs Website Committee
- Chair - Resident Director Search Committee
- Chair, DRO Coordinator of Accessible Materials and Adaptive Technology Search Committee
- City of Radford Coordinating Council on Domestic and Sexual Violence
- Clery Compliance Co-Coordinator
- Club Programming Committee (CPC)
- Communications Committee
- Dean of Students Leadership Team
- Deputy Title IX Director Search Committee
- Director of Housing Search Committee
- Disability Resource Office Request for Proposals Committee for CART services
- Diversity and Equity Action Committee
- Diversity Dialogue
- Exit Interview Committee
- Greek Life Coordinator Search Committee
- Healthy Minds/Healthy Bodies Committee
- HEHROS (Helping Eradicate Homelessness with Resources, Opportunities, and support)
- Highlander Chat Committee
- Highlander Helper Committee
- IRB
- Internal Governance Committee
- Joint Commission
- Kappa Alpha Psi Graduation Celebration Faculty Advisor
- Landscape Superintendent Search Committee
- Latino Heritage Month Planning Committee, Co-Chair
- Learning Communities Communication Committee
- Majors and Minors Fair
- Male Initiatives Committee
- Martin Luther King Commemorative Committee, Chair
- Medical Withdrawal Review Committee
- Military Advisory Committee
• Move-in madness planning committee
• NASPA Commission for Equity and Inclusion
• NASPA New Professionals and Graduate Students Knowledge Community Committee
• Office of Housing and Residential Life Assoc. Dir. Tech. and Assign. Search Committee
• Office of Undergraduate Research and Scholarship Steering Committee
• Online Program Review Team: Pre-major Advising
• Open Houses/Highlander Days
• Parking and Traffic Committee
• President’s Cabinet
• Presidential Search Committee
• Resident Director Search Committee
• Retention Initiatives Committee
• Risk Advisory Committee
• Roanoke Higher Education Center
• Roots and Branches
• RU Hired Consultant Noell-Levitz meetings
• SAVES Director Search Committee
• Scholar Citizen Initiative, Steering Committee Member

• Search committee for SAVES Administrative Assistant
• Section University 100 planning and instruction
• Sexual Assault and Interpersonal Violence Task Force (Chair)
• Starfish/Hobson’s Implementation Team
• Student Affairs Executive Council
• Student Affairs Professional Development Committee
• Student Affairs Scholarship Review Committee
• Summer Bridge Initiative
• Sustainability committee
• Systems Operation Committee
• Texting Committee
• Threat Assessment Team
• Transfer Students Committee
• Vice President of Enrollment Search Committee
• Vice President of Student Affairs Management Team
• Waldron College Inter-professional Symposium & Expo
• Winter and Spring Commencement ceremonies
• Women’s Studies Committee

National/Regional/Local Conference/Workshop/Webinar Attendance

• 100 Brain-Changing Mindfulness Techniques to Integrate into Clinical Practice
• ACPA International Conference
• ACUHO-I Living Learning Programs Conference – attended by Assistant Director of Residential Education
• Advancing Emotionally Intelligent Leadership for College Students Seminar with Dr. Scott Allen
• Advising Conference Sessions
Using Data to Make Sense of What Doesn't Make Sense

What is in your Advising Toolkit?

Using D2L in Advising

Breaking Bad News, Faculty Presentation Academic Policy

Can I Just Have my PIN? Exploring Best Practices for Faculty Advising

Academic Policies & Procedures Myth Busters

- African Student Association, Primary Advisor
- Annual MOAT Training
- Annual SPCC Training
- ASCA Legislative Update: Safe Campus Act & Fair Campus Act Webinar
- Association on Higher Education and Disabilities
  - Fall Drive-In Conference in Roanoke, Virginia
  - Regional Conference in Richmond, Virginia
- Autism Awareness for Criminal Justice
- Beyond Retention: An Appreciative Approach within the Onboarding, Orientation and Advising Experiences
- Black Student Alliance, Primary Advisor
- Body, Mind and Soul – Transforming Health Care: Moving from a Problem Focus to Healing
- Campus Safety and Violence Prevention Forum
- CaribSO, Primary Advisor

- Cathy Bao-Bean: Living and Laughing By The Chopsticks-Fork Principle
- CBoard Conference
- Clery Act Training, April 2016
- Clinical Supervision
- Coach John Berry, Life Lessons Relevant to Coaching, October 2015
- Comprehensive Prevention on Campus webinar
- Creative Problem Solving (Our Turn), January 2016
- CSA training, April 2016
- D. Stafford and Associates: Investigation of Sex Crimes for Campus Police and Public Safety Agencies
- DCJS: Managing Critical Incidents for Higher Education Institutions: A Multi-Disciplinary, Community Approach
- DCJS: Mental Health First Aid for Higher Education
- Declining Student Resilience Workshop
- Diversity Awareness Programming Board, Primary Advisor
- Diversity, Equity and Inclusion Training for Faculty & Staff
- Dr. John Igwebuike, Effective Communication, April 2016
- Dr. Lea Williams, Women in Leadership Empowerment, October 2015
- Dr. Tamara Wallace, Microaggressions, November 2015
- Drug Free Workplace V.2
- Effective Listening Communication to Create a Community of Collaboration
- Emerging Women Leaders Webinar
- Empowerment and Initiative
- Ensuring Accessibility for Online Courses - Summer 2015 – Our Turn
- EPAF Training for Supervisors
- EverFi Annual Research Summit
- EverFi Professional Development Institute
- NASPA Faculty for the African American Women’s Summit (Presenter)
- Handling Distressed and Disruptive Students
- Hillel, Primary Advisor (for 16-17)
- How to Communicate with your Professor and/or Supervisor
- Human Resource Charge Training
- Incident Command System – Summer 2015 – Our Turn
- Inside the Manipulator’s Mind
- Involving Parents in Sexual Assault Prevention webinar
- IS-100.HE: Introduction to the Incident Command System for Higher Education Training
- KDR Advisor
- Kempo Karate – Summer 2015 - Our Turn
- Ladies of Value and Empowerment, Primary Advisor
- Latino Student Alliance, CDI Consultant (this group is advised by a faculty member)
- Learn Forward: Creating a Culture of Retention: Faculty Focus
- Medical Leave for Students Experiencing Suicidal Ideation – Title II Clarifications: Clinical, Administrative, and Legal Perspectives
- Men of Standards, Primary Advisor
- Mindfulness – Summer 2015 – Our Turn
- NAACP, Primary Advisor
- NASAP – Spring 2016 - Presenter
- NASPA CSAO Meeting
- NASPA New Professionals and Graduate Students Knowledge Community, National Exec. Board - Marketing Coordinator Chair
- NASPA Summer Conference
- National Conference on Race and Ethnicity in American Higher Education – attendee
- National Conference on Student Leadership
- National Social Norms Center Summer Meeting
- NRVCS Trainings
  - Confidentiality of Patient Records for Alcohol and Other Drug Treatment
  - Violence in the Workplace V.2
  - OSHA Bloodborne Pathogens V.2
  - HIPPA Series: An Introduction 2003
  - Human Rights and Regulations to Assure Individual Rights, Virginia Specific
- Paperclip communications webinars on: campus race relations, student protests and transgender bathrooms
• People Admin Training
  o PePNet ACCESS: Post-Production / Offline Captioning
  o ACCESS: The Fundamentals
• Personality Disorders and the DSM-5
• President Elect of VACUHO
• PRETII Women, Primary Advisor
• Professional Development: Dr. John Igwebuike – Effective Listening Communication to Create a Community of Collaboration
• Professional Development: Kevin Kruger, NASPA President
• Professional Development: MLK Commemorative Program
• Racial Climate on Campus: Rapid Response Webinar
• RID: The Workplace Interpreter’s Role: ‘It’s Not All About Work!’
• RISE-UP Mentoring Program, Primary Advisor
• SAACURH (South Atlantic Affiliate of College and University Residence Halls) – attended by one Area Director, one Resident Director and five students
• SACSA Conference
• Safe Zone – Presenter
• Safe Zone Training
• Salome Heyward and Associates Webinars
  o Testing Environment
  o Documentation Standards: Is There a Safe Harbor Left?
  o Development Self-Harm Compliance Protocol, Webinar
• The Unique Landscape for Medical and Allied Health Programs
• Designing Effective Emerging Technology Procedures
• SEAHO (Southeaster Association of Housing Officers) – attended by Director of Housing
• Sex, Drugs and Ice Cream – Navigating the Pleasure Principal and the Slippery Slope of Addictions with Awareness
• Sexual Harassment For Employees V.2
• SGA Advisor
• Social Justice Training Institute
• STEM GI Bill Webcast
• Student Affairs Trainings
• Suicide Prevention Training
• Terrorism – Summer 2015 – Our Turn
• The Requirements and Beyond: Transforming Campus Culture Through Comprehensive Prevention and Education webinar
• Title IX Training
• Title IX, Lawroom, - Bridges: Building a Supportive Community, April 2016
• Using Cohorts to address first generation students
• Using Harm Reductive Techniques in the Treatment of Substance Abuse Disorders Across the Life-Span
• VACUHO CHO Rep
• VACUHO Governing Council - Secretary
• VACURH (Virginia Association of College and University Residence
Halls) conference - attended by one Area Director and the RHA Executive Board.

- VASPA Planning Meeting
- Veterans – Green Zone – Summer 2015 – Our Turn
- Virginia Chief Student Affairs Officers Meeting
- Virginia Department of Behavioral Health and Developmental Services:
  - Facilitator Training on Cultural and Linguistic Competence
  - Review of National CLAS Standards Module, Webinar
- Virginia Leadership Academy
- VRID: Interpreting for Deaf-Blind Individuals
- VSSC (Virginia Student Services Conference)
- VSSC Conference Planning Team/Co-chair, entertainment committee
- Work-Life Balance Workshop
- Workplace Harassment Training
- Zeta Phi Beta Sorority, Inc. – Graduate Chapter President, on campus advisor

**Presentation/Instruction**

- “Learning Sustainability from Students: EcoHouse Taught Me” – ACUHO-I Living Learning Conference – October 2015
- Academic Integrity Case Training for Academic Case Coordinators
- Athletics Department – Digging Deeper in Diversity
- Athletics Presentation
- Board of Visitors Presentations
- Campus Presentations
- CDI Office Ambassador training
- Center for Innovative Teaching and Learning Presentation ONLINE ACCESSIBILITY
- Conduct Board Training for Students, Faculty and Staff
- Course Design Spa with CITL and McConnell Library
- Dine on Diversity
- Disability Employment Awareness Month Presentations
- Hosted Magnification equipment demonstration by Humanware and Enhanced Vision
- NASPA – “Professional Development on a Shoe String Budget” (National Presentation)
- NASPA – “Woman to Woman: Dealing with Challenging Professional Relationship to Find Common Purpose.” (National Presentation)
- NASPA – African American Women’s Summit (Faculty member) – (Presenter)
- New Faculty Orientation
  - Overview of DRO
- Open House in AT Lab at McConnell Library
- Our Turn Sessions
How to Resolve Academic Integrity Issues in the Classroom
Where It's AT - Assistive Technology (McConnell Library Main Reading Room)
Mindfulness Practice for those Struggling with Attention and Focus
Mindfulness Practices and Guided Meditation
What is the Office of Student Standards & Conduct?

- Plagiarism Presentation to Pulaski County Schools
- President’s Breakfast
- QUEST
  - DRO Presentation to parents and students
  - Information tables
- Resident Assistant (RA) Training
- Resident Director (RD) and Graduate Assistant (GA) Training
- RES Life
  - Summer Training – Diversity in our Halls
  - RD Training
  - Mid-year/Spring Training – The Art of Having Difficult Conversations and Diversity
- Safe Zone Training

Membership in Organizations

- ACA – American Counseling Association
- ACPA - American College Personnel Association
- ACUHO-I
- AHEAD – Association on Higher Education in Disabilities
- Alpha Phi Alpha Fraternity, Inc.
- American Counseling Association
• ASCA- Association of Student Conduct Administrators
• ASGA
• Campus Advocate and Prevention Professionals Association
• Delta Delta-fraternity for women
• Director voted President-Elect for the state of Virginia in the Association of Higher Education in Disabilities (VAHEAD)
• HECMA – Higher Education Case Manager Association
• NAACP
• NACCOP- National Association of Clery Compliance Office and Professionals
• NASAP
• NASPA – Student Affairs Professionals in Higher Education
• NASPA – VA Director
• National Association of Diversity Officers in Higher Education (NADOHE)
• PepNet – National collaboration of four regional postsecondary education centers in the United States, for individuals who are deaf and hard of hearing
• RID – Registry of Interpreters for the Deaf
• VA AHEAD – Virginia Chapter of AHEAD
• VA RID – Virginia Chapter of RID
• VACUHO
• Virginia Counseling Association
• Zeta Phi Beta Sorority, Inc.
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 direct services for students. These include student advocacy services, off-campus student services, information for parents and families, absence notices, medical withdrawal processes and serves as primary advisor to the Student Government Association. During the 2015-2016 academic year, the staff included an Associate Vice President for Student Affairs/Dean of Students, Associate Dean of Students, two (2) Administrative Assistants, one (1) graduate assistant, one (1) graduate intern, two (2) undergraduate work study students and one (1) undergraduate intern (fall 2015).

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 2015-2016 Highlights

2. Continued increase in student requests for assistance and walk-ins
3. Highlander Chats Committee convened
4. Helping to Eradicate Homelessness with Resources Opportunities and Support (HEHROS) Committee convened
5. Suicide Prevention Committee
6. Calling campaign to increase continuing student enrollment
7. Professional Development Committee enjoys successful second year

Personnel Changes

The Dean of Students Office served as a first year placement for Master of Social Work student Kyle Lynch. Skye Heasley completed an undergraduate internship during fall 2015. Increasingly the Dean of Students Office enjoys students seeking opportunities for employment, placement for academic credit and volunteer hours.
Performance Data

Advocacy:

The Dean of Students’ Office (DOS) provides advocacy by working with a student to ensure they have access to eligible resources, support, and skills to engage and be successful while members of the Radford University 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 notifications, facilitated conflict resolution, and behaviors of concern are the most commonly associated processes. This was the fourth 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 2015-2016 academic year approximately 428 requests from students, faculty, staff and families were fielded through the DOS. This represents a 2% increase from the previous academic year and a 75.4% increase in contacts from the 2013-2014 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 not captured in the data shown below. The majority of requests require multiple interactions or meetings for resolution to be reached.

The predominant reason students contacted the DOS was seeking some type of resources. The next top two reasons students contacted for assistance were related to academic concerns and transportation. Other reasons spanned a range that included adjustment issues, financial aid, roommate concerns and complaints related to an academic area or university service.
Advocacy - 3 yr comparison

- 2013-2014: 244
- 2014-2015: 421
- 2015-2016: 428
Absence notifications increased by 15% from the previous academic year. This is 153% from the 2013-2014 academic year. Loss of a family member or friend accounted for at least twenty (20) of the absence notifications while the remaining were necessitated due to accident, illness, injury or other reason requiring the student to miss classes. The dramatic increase has not been able to be attributed to a single specific issue or reason. Consistent with the increase in requests for assistance it is still believed the increase is due to greater visibility of DOS, separation of conduct functions and marketing efforts. Continued monitoring of requests for absence notifications will assist DOS in better determining sustained impacts the reorganization and marketing and branding efforts.
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 2015-2016 shows an 8% increase from the 2014-2015 academic year. The number of medical withdrawals has continued to increase each of the last two years. This coincides with the reorganization of the DOS and intentional branding and marketing efforts of the offices. Additionally, with the full implementation of the Symplicity CARE system to manage records the DOS is now able to track the number of students that inquire about a medical withdrawal or start the process. This number includes contacts by a student’s family inquiring on their behalf. Tracking of these contacts and others similar was not possible previously.

**Re-Branding and Marketing**

During the reorganization of the Dean of Students Office in 2014 a tagline was developed in an effort to help clarify functions of the office. *Awareness. Advocacy. Accountability.*

*Awareness* – to provide information and education to students and their family members from pre-matriculation through graduation.

*Advocacy* – to advocate for and support our students in developing their self-advocacy skills
Accountability – to prepare students to achieve their life goals through personal accountability; an essential component of the growth and development of a Radford University student.

A tagline offers quick recognition and word association making it easy for students to recall. While specific to DOS it is also inclusive and broad enough to serve as a foundation for all areas of the report to the Office of the Dean of Students. The tagline is shared at Quest, new student orientation with students and parents, and any time an overview of the DOS is given. Occasionally a student will still mention DOS being associated with student conduct functions. It is becoming much more common that a student will bring another student to DOS to ensure they receive support and assistance. This is the best demonstration of the success of the increased visibility and messaging.

Some of the artwork on the second floor Heth hallway is being updated. The DOS brochure has also been updated with the closure of Student Support Services for use at Quest, other events and resource displays was also printed.

Suicide Prevention:

As members of Radford University campus community, faculty and staff are committed to not only the academic success of our students, but also their mental and physical well-being. Good mental and behavioral health is critical to effective student learning and navigating the pressures and demands of the collegiate experience.

Students who lack the emotional readiness to learn face many potential challenges that may affect academic performance, interpersonal adjustment, retention and graduation.

Stress, anxiety, depression and substance abuse are key factors that undermine readiness to learn and academic and personal success in college. Taken to the extreme, they can result in degraded performance, withdrawal, aggression and suicide. The best means to address such issues include awareness, alertness to behavioral indicators, intervention and referral.

The Risk Advisory Committee has charged the AVP/DOS to appoint and convene a cross-sectional committee of faculty, staff and students to identify and review Radford University’s current suicide prevention efforts, identify gaps and develop appropriate training programs, resource materials and prevention marketing strategy. The committee is working to have new and updated programs and materials in place and available for fall 2015.

The Radford University Suicide Prevention Committee is one of nine (9) campuses that has collaborated with the Campus Suicide Prevention Center of Virginia at James Madison University and the Virginia Department of Prevention and Health Promotion, to seek a new grant.
Professional Development Committee:

Mission Statement

The Professional 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 employees is essential for their effectiveness in advancing student success.

Operational Principles

The goal of Professional Development is 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 Professional Development Committee plans, coordinates and provides financial support for a variety of activities that engage staff in an active and creative intellectual life.

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.

The committee’s 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 Division of Student Affairs 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 Professional 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, the committee believes 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, the committee recognizes:

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 Division of Student Affairs 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

The committee evaluates what the offerings and learns from the evaluations. The importance of ensuring appropriate accountability for those who engage in professional development activities is recognized. The committee abides by state, district and college policies and regulations as well as by the requirements of funding sources. Professional Development Committee policies and operations are open.
Responsibilities

The responsibility for professional development for Division of Student Affairs 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 Professional Development Committee must nurture a climate where continued personal and professional growth is valued and pursued by every employee. As well, the Professional Development Committee is responsible for ensuring that adequate opportunities for staff development exist. At present, the responsibilities of the Professional 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

Professional Development Goals and Strategies

The goals of the Professional Development Committee are aligned with the goals of the Division of Student Affairs, namely, promote student retention and success, staff retention, safe and inviting facilities, and diverse co-curriculum. Most directly, the Professional 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 Division of Student Affairs employees to have cultural experiences that contribute to and broaden the cultural proficiency of the Division of Student Affairs community
- **Technological Competence** – by developing a technologically competent organization
- **Health and Wellness** - by encouraging and promoting healthy life choices among all Divisions of Student Affairs and staff
- **Organizational Competence** – by creating an environment that provides objective and effective training and learning opportunities to ensure and promote organizational competence
**Trainings Highlights**

Throughout the 2015-2016 academic year, the Professional Development Committee provided fourteen (14) training events and one (1) support staff recognition program. Attendees received a certificate of completion for each training event they participated in for their portfolio. After each development and training event attendees were asked to complete a “Training Evaluation Form.” The evaluation assists the Professional Development Committee in assessing staff opinions and impressions of the training provided and to determine areas of improvement. Committee members were volunteers from the Student Affairs Division. Events were provided with no budget and in conjunction with existing resources.

**Training & Events**

Training and events included:

- Life Lessons Relative to Coaching – Coach John Berry
- Supporting Latino Students In and Out of the Classroom – Michael Reyes
- Staying in Touch with your Creative Side – Bryan Collier
- Safe Zone Training – Center for Diversity and Inclusion
- Women in Leadership Empowerment – Dr. Lea Williams
- Opening the Door to Mental Health – Dr. Frank Clark
- Micro Aggressions – Dr. Tamara Wallace
- NASPA President – Dr. Kevin Kruger
- Racial Climate on Campus: Rapid Response Webinar – Dr. Jamie Washington
- Evaluating MLK’s Dreams: Higher Education Responsibility for Preparing Leaders to Move his Dream to Reality – Dr. Deneen Evans
- Defeat Yik Yak Harm, Find Yik Yak Positives: Using Yik Yak for Campus Change – Webinar
- Emotional Intelligence – Dr. Scott Allen
- Effective Listening Communication to Create a Community of Collaboration – Dr. John Igwebuike
- Living and Laughing by the Chopsticks-Fork Principle – Cathy Bao-Bean

**VSSC Conference Presentation**

The Professional Development Committee presented “Professional Development on a Shoestring Budget” at the 2015 Virginia Student Services Conference on November 19th, 2015. Members Dr. Irvin Clark, Kristina Contreras, and Lauren Hatfield demonstrated how Student Affairs divisions with minimal budget allotment for professional development can provide quality
training and professional development opportunities for staff members by utilizing the resources available at their institutions, such as Subject Matter Experts (SME’s).

Professional Development Evaluation & Assessment

In 2014, Student Affairs Administrative Professional and Classified staff members were surveyed to determine the areas in which to conduct development and training. Based on answers to questions such as “what are your professional goal,” “would you be willing to pursue professional development, if the topic was interesting and relevant,” and “what is the preferred time of day for professional development activities,” the Professional Development Committee was able to curtail training to the needs and desires of relevant information for the Student Affairs staff members. A total of thirty-three (33) staff members (twenty-three [23] AP, ten [10] Classified) submitted surveys. Surveys were anonymous and completed on a volunteer basis.

Per the results of the survey, the majority of staff (AP and Classified) stated that their top professional goal was to improve professional skills followed closely by furthering knowledge in student affairs and improving professional networking across campus. Both groups unanimously stated they would pursue professional development if the topic was interesting and relevant. Additionally, the majority of both groups agreed that Wednesdays or Thursdays in either the late morning or early afternoon would be preferred for training sessions. When asked what are the staff members’ greatest barriers to attending workshops the most selected answers were “timing of workshop/event,” “topics that do not interest me,” and “unaware of workshop/event.”

The Professional Development Committee analyzed the data and chose workshops and training events that met the needs of AP and Classified staff members. A total of fourteen (14) workshops/events were administered in AY 2015-2016, correlating with the requests of staff as well as the goals of the Professional Development Committee.

After each workshop/training event, participants completed the Training Evaluation Form. Attendance for workshops/training events averaged at 23 attendees. Of the fourteen (14) training sessions available, only nine (9) were used in this report due to missing or lacking data. All workshops yielded almost identical results on each evaluation question/statement including training met expectations, the trainer was knowledgeable of their topic, and materials administered were relevant and useful.

Attendees for all workshops overall felt that the training they received could be applied in their staff positions. Some comments from participants were: “Best professional development session yet!” “Wonderful speaker and great presentation on important topics in higher education” “Nice to see training objectives” “Very worthwhile and informative!” “One of the best programs yet!” “Training was very impactful!” “Loved learning from our quality academia!” and “Do this again!”
Some of the suggestions from staff on improving training and development workshops included: “Invite our graduate assistants/RD’s to join us for these quality events/topics” “For a mandatory training seemed over half division wasn’t present” “Need to ask participants to put away their phones & laptops” “Please separate professional development from students next time. The focus becomes on them” “No training objectives were provided” “More time for presenter to go into detail on subject” “Handouts would help” and “Masters & PhD level staff members expect a higher level content to be presented on theory & practice- once again this seems to be the lecture for UG’s repacked for staff.”

Overall, the data collected supports the Professional Development Committee’s mission and goals. With the comments and suggestions provided, the committee can develop a strategic training program for AY 2016-17 that address the concerns of staff while continuing to provide quality workshops and speakers that are innovative and relevant to Student Affairs.

The Professional Development Committee met the following goals during the 2015-16 academic year:

- Created a tentative calendar of events for year
- Created AP Staff Monthly Trainings with set dates and times
- Created Classified Staff Monthly Trainings with set dates and times
- Implemented Radford Onboarding Assistance and Resources (R.O.A.R.) program
- Created and Distributed Student Affairs Direct Dial Phone List
- Revised Evaluation Instrument
- Presenters brought to Radford University thru Student Affairs for campus wide events presented for staff development training as appropriate
- Use of campus expertise for development and training events
- Create a prestigious dynamic for Professional Development Committee members

The following goals were not met during the 2015-16 academic year:

- Enhance Student Affairs Professional Development Book Club
- Choose an appropriate book for Student Affairs Division to be discussed at staff meetings
- Creation of an annual budget to support the professional development of student affairs

**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 2016 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 Outcomes

The conference was focused around sessions and team-building activities that would address
aspects of student government leadership. This conference helped 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 campus.
- Improve student participation in campus governance and campus-wide activities.
- Assist in forming “plans of action” for resolving own campus concerns.
- Provide the necessary skills and ideas enabling to “make a difference” on own campus
  next year.

Discussions and various team-building exercises allowed participants to:

- Understand the different aspects of leadership.
- Realize and enhance their own strengths.
- Hone their leadership skills
- Be recognized as leaders among peers from around the state.
Conference Learning Objectives

With a commitment to continuous learning and development, the 2016 VLA:

- Inspired SGA and campus leaders to accept leadership roles
- Increased awareness of challenges faced by SGA and campus leaders
- Built a network of collaborative SGA and campus leaders working towards the betterment of SGAs and campus-wide organizations around the State of Virginia.

Based on recommendations and feedback to better enable more institutions participation Old Dominion University hosted VLA 2016. Radford University Student Affairs Administration was a partner in the planning and preparations. Initial feedback reported the decision to move to a more central location in Virginia to be positive. Old Dominion University will host VLA 2017 with Radford University Student Affairs Administration continuing its support and partnership.

HEHROS - Helping to Eradicate Homelessness with Resources Opportunities and Support

History of the Program:

- The program was developed in order to identify options we have at RU to support our students who are homeless, or are at-risk of being homeless.
- Homelessness is an issue faced by many colleges and Universities in Virginia, affecting approximately 18,000 of our 4000,000 students.
- This has also become an issue here on campus, and there have been numerous departments that have identified and assisted students that were homeless or at risk of being homeless, including CDI, SSS, Housing and the campus police.
- An additional factor that seems to coincide with homelessness is hunger and the need to connect students to resources, such as food banks, or options of meal plans.

Action Items: There have been many action items presented during our three meetings, and we have started addressing some of them;

1. Identify Community and Campus Resources
   - New River Community Action http://www.swva.net/nrca/hip.html; Their housing and homeless programs are free to students and other community members and include (1) financial assistance (2) housing counseling and (3) group education. We have connected with Lisa Yost, the coordinator of this program.
   - Council for Community Services in Roanoke- (Student representative stated that they are conducting a youth homelessness project and they hope to be the coordinating body for all services in the New River Valley. She stated that the goal of the program is to eliminate youth and family homelessness by 2020.
2. **Identify locations to house students** (temporary and long-term, male and female students)
   - RUCMA- Religious and Spiritual Life
   - Emergency Shelter List in the New River Valley
   - Housing and Residential Life at Radford University- Have “safe rooms” that can be utilized for temporary immediate housing

3. **Care Packages**
   - Develop care packages that are readily available for students in need (including items such as; towels, toiletries, other hygiene products).

4. **Identify sources of immediate monies**

5. **Identify local, state and federal resources**

6. **Create website/ brochure**

7. **Identify job opportunities for students (on and off campus)**

8. **Explore “food swipe bank” for on campus meals**
   - Possibility of a meal donation program in conjunction with Chartwells and James Perkins (RU University Services)

9. **Explore opportunities through Virginia 21**
   - The goal of this program is to help students get to the table with state legislatures and make student led impacts

10. **Explore campus foodbank**
Goals for Academic Year 2015-2016

Goal 1. Further revise and develop the materials related to the medical withdrawal process; specifically looking at timing and appeals.

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. 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

Goal 3. Develop effective policies and high-quality programs based on research-based practices and institutional, as well as internal assessment data.

   Goal 3.1 Working together with Housing & Residential Life, continue to identify problematic areas of residential life and effective solutions to those concerns.

VPSA – 4C: Strengthen Staff Retention and Excellence – Develop and implement long range staffing, compensation and restructuring plans to support and sustain quality and continuity of programs and services.

Goal 4. Increase collaborations between Associate Vice for Student Affairs/Dean of Student units and Associate Vice President for Student Affairs/Director of Student Activities units

VPSA – 1C: Provide an Engaging, Distinctive and Diverse Co-Curriculum – Build a sense of campus community through collaborative partnerships to support student learning, development and success.

Goal 5. Raise student, faculty and community awareness about DOS programs and services.

VPSA – 2A. Promote Student Development, Retention and Success – Provide and assess programs, services and learning outcomes and promote continuous improvement

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VPSA – 2A. Promote Student Development, Retention and Success – Provide and assess programs, services and learning outcomes and promote continuous improvement

**Proposed Improvements/Changes to be Implemented in 2016-2017**

- Continue to enhance and improve utilization of features of Symplicity-CARE software for Behavioral Consultation Team and Advocacy functions
- Implement plan to restructure Housing & Residential Life
- Outreach to the campus units to increase awareness and participation in Dean of Students units’ events and services.
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 Radford’s community and across the globe. The office staff includes 1 Director, 1 Assistant 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 other 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.

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 2015 – 2016 Highlights

1. Number of those who visited the center: 3508 (Fall 2015); 2068 (Spring 2016) Total: 5576
2. Number of those who attended a CDI program/event: 5,189 (Fall 2015); 4434 (Spring 2016) Total: 9623
3. Our programming now covers every underrepresented group at Radford:
   - Asian-American = AAPI speaking events featuring Cathy Bao Bean and Dine on Diversity “Where are You From? No, Really…”
   - LGBTQIA = Tunnel of Oppression “Transgender Awareness”, Dine on Diversity “Rainbow Tea”, Ally Week events, Drag Show
   - Latino Heritage Month = Latino Heritage Month dinner, Michael Reyes speaking and performance events, Latino Heritage Month table
   - Native American Heritage Month = Native American Heritage Month table, Piscataway Nation performance, Movie and Discussion: “The Virginia Indians: Meet the Tribes”
• Black History Month = Black History Month dinner, Richmond cultural excursion, Dine on Diversity “Black Lives Matter” and “Building Human Capital: the Achievement Gap Between African Americans & Native-born Africans”, African-American Firsts table, Brandon Williams performance series

4. Increase in trainings for faculty, staff and students:
   • Summer Professional Development series
     a. CDI offered a summer series of professional development opportunities for staff and faculty that ranged from Ally Training and White Privilege to How to have difficult conversations about diversity.
   • Emerging Women Leaders Webinar series
   • Safe Zone Trainings
   • Tunnel of Oppression
   • In-class Presentations
   • Athletics – The entire coaching staff
   • Classroom visits- 20 class visits
   • Residence Life Hall staff

5. Increased communication and collaborations with faculty, staff, students, and community members:
   • Virginia Organizing – collaboration with local non-profit for Dismantling Racism Workshop (August 3 – 5th)
   • Roanoke Higher Education Center (RHEC) – Meeting with Director in March, Orientation planned for August 27, 2016
   • Dine on Diversity – CDI staff networks with local community vendors to showcase different cultural cuisines.
   • Church communities – Highlander Helpers uses local Presbyterian Church to give out food, collaborations with Scattergood Church.
   • Requested presentations and trainings for campus community: 18 (In-class, residence life presentations, and quest presentations)

6. Increased Campus Partnerships
   • Collaborative efforts made with departments/offices: McConnell Library, Scholar Citizen Initiative, Student Activities, Be SEEN, Greek Life, New Student Programs, Sociology Department; College of Education, Diversity and Equity Action Committee, Alumni Office, RU Black Alumni Association, Dalton Dining, Club Programming Committee
   • Student groups: SGA, RUCMA, Men of Standards, Hillel, NAACP, Sociology club, Diversity Awareness Programming Board, R-Space, Latino Student Alliance, Women’s Studies Club, Kappa Alpha Psi Fraternity, Inc., and Zeta Phi Beta Sorority, Inc.

7. Spring Semester: MLK Programming that was robust!
• Day of Service: increased more than 100%, from 50 in the first year to more than 100 in the second year. **Three Year Attendance:** Year 1: 60, Year 2: 160, Year 3: 233

• Commemorative Event featured Ms. Angela Davis and talent from Radford’s campus; audience size 450. **Three year attendance:** Year 1 – 300 (Michael Eric Dyson), Year 2- 310 (Steve Perry), Year 3 – 450 (Angela Davis).

• 4th Annual Cultural Excursion: Trip to Atlanta, GA to visit significant sites honoring MLK and the Civil Rights movement.

8. **Student Leadership Engagement:**

• Offered students opportunity to attend a national conference on student leadership conference, there was a delegation of 10 students who attended.

• Presidents’ Breakfast – this annual breakfast is held twice a year to celebrate incoming presidents. It was created to get all the Presidents of CDI organizations equipped to have a successful year. Students are able to network and connect across organizations, learn to plan events, formulate budgets and how to run a meeting.

9. **Taste for Diversity Food Truck Rodeo** – More than 850 were in attendance at this outdoor food truck and culture explosion! The crowd was entertained by an authentic Hawaiian dance troupe, a full Caribbean drum ensemble, live DJ, stepping, singing and cultural cuisine.

10. **Dine on Diversity**, now in its second year has shown a steady increase in attendance and popularity on campus. The bi-weekly series is designed to engage students, staff and faculty in issues around social justice and inclusion. The series has explored white fragility, LGBT awareness, cultural appropriation, Latino identity and a variety of other issues relevant to societal issues.

11. **Living Library** – This innovative event, that is in its second year asked campus members to become “living books” to share their story. This was a creative way to share the diversity of campus. The books had more than 150 conversations with “readers.” This event was done in collaboration with the McConnell Library and Scholar Citizen Initiative.

12. **Black Alumni/Family Weekend**

• Day Networking Event- Opportunity for families, students and alumni to connect and network

• Hillel Bagel and Lox Mixer- more than 40 families and current students from the RU Jewish community were able to network and talk about the Jewish experience on campus!

• Business meeting – 80 alumni present

• State of the Black Union – 100 alumni and current students present to listen to a panel of alumni talk about best practices and how to strengthen communities of color on campus

13. **LGBT**

• Ally Week – featured a weeklong series of programming to promote being an ally to the LGBT community. We offered an Ally training, dialogues, movie (with
and a social media conversation to stimulate conversation around the issue.

- 3rd Annual Drag Show: “The Queendom” – This event offered a social and educational experience for nearly 500 participants, including students, staff, faculty and community members. Those in attendance enjoyed a show and also information about becoming an ally on campus to our LGBT community. **Three year attendance:** Year 1 – 250, Year 2- 400, Year 3 - 460

14. Latino History Month – Guest in Residence Michael Reyes

- Latino Heritage Month Dinner- This was Radford’s first time offering a celebration dinner. The keynote speaker was Mr. Richard Alvarez, and the night offered an evening of history, authentic food, and a chance for participants to celebrate and learn about this culture. There were 60 participants at this event.
- Guest was able to engage more than 500 students through a variety of conversations and activities over the course of three days. Events such as the Community Tool Box, a night of Spoken Word, class room visits, Dine on Diversity speaker and a creative presentation on social justice art designs left students asking when the next one would be on campus! Very successful!

15. DAP Fall Concert: This event featured rap music artist Lil Durk. The event was a success with more 1300 concert goers! **Three year attendance:** Year 1 – 700, Year 2- 1000, Year 3 - 1300

**Personnel Changes** (provide brief overview of any staffing changes in the area)

- CDI does not have any new permanent staff. There has been an increase in students who have asked to intern in the office. We have created internship experiences for both undergraduate and graduate students.

**Performance Data**

See on next page
CDI Guest Visits

<table>
<thead>
<tr>
<th>Month</th>
<th>July</th>
<th>August</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Fall Total Visits</th>
<th>Jan</th>
<th>Feb</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>Spring Total Visits</th>
</tr>
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<tbody>
<tr>
<td>2015-2016</td>
<td>58</td>
<td>96</td>
<td>1,580</td>
<td>930</td>
<td>538</td>
<td>427</td>
<td>3,629</td>
<td>394</td>
<td>509</td>
<td>549</td>
<td>521</td>
<td>95</td>
<td>2,068</td>
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CENTER FOR DIVERISTY AND INCLUSION CAMPUS PRESENTATIONS

- Summer/Fall/Spring 2013-2014: 15 presentations
- Summer/Fall/Spring 2014-2015: 11 presentations
- Summer/Fall/Spring 2015-2016: 18 presentations
### NUMBER OF CDI PROGRAMS

<table>
<thead>
<tr>
<th></th>
<th># of Fall Programs</th>
<th># of Spring Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>39</td>
<td>26</td>
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<tr>
<td>2014-2015</td>
<td>50</td>
<td>31</td>
</tr>
<tr>
<td>2015-2016</td>
<td>62</td>
<td>51</td>
</tr>
</tbody>
</table>

**Note** BAW 14-15: (1,500 from step show)

### CDI EVENT ATTENDANCE (3 YEAR SPAN)

<table>
<thead>
<tr>
<th></th>
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</tr>
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<tbody>
<tr>
<td>Black Alumni Weekend*</td>
<td>300</td>
<td>2,345</td>
<td>297</td>
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<tr>
<td>CDI Open House</td>
<td>100</td>
<td>175</td>
<td>207</td>
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<tr>
<td>Drag Show</td>
<td>245</td>
<td>400</td>
<td>420</td>
</tr>
<tr>
<td>Taste for Diversity</td>
<td>150</td>
<td>150</td>
<td>850</td>
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<tr>
<td>Living Library</td>
<td>175</td>
<td>295</td>
<td>429</td>
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<tr>
<td>Multicultural Congratulatory Ceremony</td>
<td>60</td>
<td>90</td>
<td>93</td>
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<tr>
<td>R.E.D. Awards</td>
<td>50</td>
<td>155</td>
<td>213</td>
</tr>
<tr>
<td>Tunnel of Oppression</td>
<td>300</td>
<td>103</td>
<td>233</td>
</tr>
<tr>
<td>MLK Day of Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLK Commemorative Program</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 2013-2014: 300, 100, 245, 150, 175, 60, 50, 300
- 2014-2015: 2,345, 175, 400, 150, 295, 90, 155, 103, 310
- 2015-2016: 297, 207, 420, 850, 429, 93, 213, 233, 450
CDI Program Attendance

- Fall: 5,000 (2014-2015), 6,489 (2015-2016)

Number of Student Groups

- Student Groups 2011-2012 (starting amount 2)
- Student Groups 2012-2013 (increase/reactivation of 7 orgs.)
- Student Groups 2013-2014 (increase/reactivation of 8 orgs.)
- Student Groups 2014-2015 (increase of 4 orgs.)
- Student Groups 2015-2016 (increase of 4 orgs.)

- Number of Student Groups: 2, 9, 17, 21, 25
96% would recommend CDI programs to a friend or colleague.

92% agreed that CDI programs were informative and they can explain to others what they learned.

100% agreed that CDI programs were interactive, educational, and engaging.

92% agreed that CDI programs met their expectations based on the description.

92% agreed that after attending a CDI program, they now have a better understanding of the topic presented than they did prior to attending CDI programs.

Top 6 programs that should be offered again:

- Dine on Diversity Series
- Taste for Diversity
- Tunnel of Oppression
- MLK Day of Service
- MLK Commemorative Program
- Activity Hour
Goals for Academic Year 2015-2016

Goal 1: Increase collaboration with academic affairs

Tangible/Measures

1. Have 2-4 collaborative efforts with the Quality Enhancement Program – Scholar Citizen Initiative.
2. Incorporate faculty involvement with CDI events and retention efforts.
3. Tutoring program resource as a collaboration with LARC.
4. Increased communication and outreach to faculty, to provide greater exposure to CDI and encourage interaction between faculty and students.

Goal 2: Greater outreach efforts

Tangible/Measures

1. Strengthen publicity efforts with social media platforms (i.e. Twitter, Instagram, Snapchat, etc...)
2. Strengthen publicity efforts with printed flyers and other innovative marketing efforts.
3. Increase outreach to Roanoke Higher Education Center (RHEC).
4. Increased collaboration with Residence Life

Goal 3: Increase Retention Efforts

Tangible/Measures

1. Research, develop and implement a peer mentoring program.
2. Create a study room in the CDI.
3. Early communication to all Students of Color (SOCs) by US Mail, Quest Interactions, Social Media, and communication at the end of each semester.
4. First Fridays: Networking hour
5. Staff development around areas of retention

Goal 4: Increase Assessment Efforts

Tangible/Measures

1. Implement assessments for end of semester and year (surveys).
2. Monthly assessment: 1 large scale event, 2 smaller events.
3. Continue to develop and use #hashtag tracking.
4. Purchase card scanners for use at CDI events.
5. Continue to enhance campus presence through branding efforts.

Goal 5: Outreach to Asians, Latinos, Whites and Males

Tangible/Measures

1. Continue to bring a diversified speaker pool to campus.
2. Hire graduate students to focus solely on male-centered initiatives.
3. Intentional outreach and/or program 1-3 times a month towards these populations.
Goals for Academic Year 2016-2017

Goal 1: Brand Identity

**Tangible/Measures**

1. Increased web presence
   a. Maintain updated website (diagnostics and events)
   b. Increased social media presence (Snapchat, Twitter, fb, blog)
   c. Live stream events (YouTube and Facebook), monitoring virtual attendance
2. Project Walking Billboards
   a. Provide branded giveaways for students to increase awareness of CDI’s new location and resources
3. Strategic and consistent in brand treatment and identity in what is offered through programs, events and publicity that is disseminated by both the office and student groups.
4. Create dedicated Diversity and Inclusion email blasts similar to RU Connected and athletics email to entire university system.

Goal 2: Academic Excellence

**Tangible/Measures**

1. Create cultural magazine to address issues and relevant topics geared towards underrepresented groups.
2. Collaboration with Residence Life in creating a peer-based multicultural education program.
3. Provide tutoring opportunities for students, and be intentional in assisting students with peer based study groups.
4. Early communication to all Students of Color (SOCs) through:
   - GPA Checks
   - Have You Connected – checks
5. Highlight Office Resources
   a. Read & Book of the Month
   b. Laptop Loaner Program
   c. Student Staff Members
   d. Students of the Month: Leadership, Service, Student Group Member

Goal 3: Student Success

**Tangible/Measures**

1. Provide new and innovative programming
   a. CDI Light Ryder - An opportunity to get to know students, share cultural information, and events through giving them rides to class on a golf cart. This will occur 1-2 a month.
b. Cultural Cache – Vlogging – Meeting students where they are in the virtual world. Interacting with students through videos and vlogging on a variety of topics.

c. Global Café – An opportunity for students to learn about cultures from around the world, to create global citizens and global competency.

d. Diversity2Go – on-demand training sessions on a variety of diversity topics, where student groups, staff and faculty can request trainings

2. Provide cultural excursions that expose students to culture and diversity beyond the walls of the institution.

3. Research, develop and implement a peer mentoring program that works for Radford underrepresented group.

4. Staff development around areas of retention

**Goal 4: Strategic Enrollment**

**Tangible/Measures**

1. Provide streaming/online opportunities to connect and engage with the Radford community and extension centers.

2. Continue to develop relationships with local and neighboring high schools to increase college access and further recruitment efforts.

3. Create events that will increase awareness of global issues and concerns that impact the student experience.

**Goal 5: Philanthropic Giving**

**Tangible/Measures**

1. Connect alum and incoming/current students through events in concert with alumni relations and development.

2. Intentional outreach and invitations to alum for events that will be of interest.

3. Connect with Black Alumni throughout the year through social media and quarterly newsletter.

4. Explore interest with current Latino students to start a Latino Alumni Network.

**Proposed Improvements/Changes to be Implemented in 2016-2017**

- Increase coverage of underrepresented groups in programming by introducing the Global Café series, which will highlight a wide variety of different cultures and languages

- Seek to responsibly support the expression of underrepresented student voices on campus, the office invested in a webinar recording published by PaperClip Communications entitled “Managing and Responding to Student Protests and Demonstrations” to help in training staff to support meaningful protests while keeping the campus safe.
• Established a Latino Heritage Month Committee (staff and student members) that will continue to meet in fall 2016 to plan events in September/October.
• Add an MLK Institute for students fall 2017.

Include pictures from the year as appropriate:

Latino Heritage Dinner

National Conference on Student Leadership Delegation
Queendom Drag Show
Native American Heritage Month
Dine on Diversity

Spring Pictures

End of the year food drive with Highlander Helpers and Residence Life. Collected over 3,000 items
Open mic night with DAP featuring Brandon “Real T@lk” Williams

CDI Student Leaders sharing advice to high school students visiting from Cathedral Scholars

Dine on Diversity-Every other Wednesday in CDI
Stand up and stand out for social justice

Black History Month Dinner and speaker - Dr. Brogdon
Disability Resource Office

Overview

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. The DRO was established in 1990 to provide accommodations to students in an educational environment. In 1990, the small office was staffed with one graduate student serving less than fifty students per year. The DRO is now a comprehensive, full-service office with 6 staff members, an assistive technology lab and 4 testing rooms. The office supports and serves over 6.5% of the student population. Parent and visitor accommodation requests are supported and coordinated through the DRO. The increase in service requests correlates with the increased awareness of individual rights for those seeking services under the ADA of 1990 and the ADAAA (ADA Amendments Act) of 2008. The ADAAA states that the new definition 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.”

Mission

The Disability Resource Office (DRO) is committed to providing equal educational opportunities for all students living with disabilities. The DRO serves and supports students, parents and visitors seeking reasonable accommodations under the Americans with Disabilities Act and is dedicated to the ongoing goal of access and inclusion for an individual to fully participate in the university experience.

Objectives:

- Promote equal Access in curricular and co-curricular activities within the university setting
- Empower students to self-advocate for needed resources
- Create environments that are accessible, diverse, and Inclusive
AY 2015-2016 Highlights

1. The US Department of Education website featured Josh Dishman, RU Student Coordinator for Project Eye to Eye. Eye to Eye is the only national mentoring movement that pairs children who have learning disabilities and attention deficit hyperactivity disorder (LD/ADHD) with college mentors who have been similarly diagnosed. Eye to Eye uses an arts-based curriculum to help younger students understand their unique way of learning and thinking, build self-esteem and gain necessary skills to become strong self-advocates.

2. Disability Awareness Training: During Fall 2015, staff facilitated an Accessibility Workshop to faculty in the School of Teacher Education and Leadership (STEL) and to faculty teaching exclusively through the campus online D2L platform. Training was provided to 30+ new faculty/staff members to increase faculty effectiveness when serving students living with disabilities.

3. Fall Open House at McConnell Library AT room: The Radford Community was invited to the Assistive Technology Room to receive one-on-one instruction on accessibility software and assistive equipment. Attendees expressed appreciation in learning how to better assist students living with disabilities.

4. Disability Awareness Week (DAW): Daily events focused on exploring “the elephant in the room.” Students, staff, faculty and community members participated in conversation with our guest speakers and shared thoughts about topics that many are hesitant to ask when related to disabilities. Pinky, the Elephant, attended each event and assisted in breaking through barriers and engaging the RU Community in a fun, dynamic way.
- **Monday** – Experts from Deaf and Hard of Hearing Services Center, Inc. demonstrated current technology used by those in the deaf and hard of hearing community.

- **Tuesday** – Radford Alum, Garrett Brumfield, engaged students in conversation about his Overcome Yours Movement and “the elephant in the room”.

- **Wednesday** (lunch) – Justin Graves, founder of HESONWHEELS.COM, wheelchair user and motivational speaker facilitated an interactive lunch discussion as he inspired students to confront “the elephant in the room”.

- **Wednesday** (evening) – Guest speaker Justin Graves delivered an inspiring story and shared with the audience ways in which individuals can best use inclusion to improve Radford’s campus environment.

- **Thursday** – Last call for students to interact with Pinky and receive awareness giveaways. Student’s composed written “elephant in the room” thoughts displayed in the Bonnie Lobby.

- **Thursday** – Diversity Dialogue Committee and DRO co-hosted Veterans Living with Disabilities: Dispelling Myths, Raising Awareness and Building Bridges. Student and community veteran’s panel addressed the RU Community. A well-attended event that encouraged and supported RU veterans of the Armed Forces.
5. **Radford University hosts National Program Eye to Eye (Radford Chapter):** Six Radford Chapter Eye to Eye College Mentors and two staff from Christiansburg Elementary School brought eleven mentees to Radford campus to learn more about college life, talk with DRO staff about resources available to students with disabilities and play pool in the Game Room.

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**Personnel Changes**

- The DRO welcomed Mrs. Kelly Woodward as Coordinator of Accessible Materials and Adaptive Technology on March 10, 2016.

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**Performance Data**

Annual Year 2015-16, (Post-graduation Day Spring 2015 - Spring Graduation Day 2016) the Disability Resource Office **served 655** students representing a **3% increase** from the number of students served in AY 2014-15. **145** students served graduated this AY.

**Categories of Students Served** defined:

- **Prospective:** initiated the registration process but did not complete the process in the current academic year (AY)
- **New**: completed the registration process and qualified for academic accommodations for the current AY
- **Returning**: qualified for academic accommodations during any previous AY
- **Temporary**: qualified for accommodations for a limited period of time based on a temporary diagnosis (i.e., broken limb, mild concussion, recovery from surgery, etc.)
- **Housing ***: qualified for housing accommodations for a medical condition. May have also qualified for academic accommodations. * These students are not included in other Categories of Students Served.
- **Provisional**: qualified for limited academic accommodations for one semester or less based on incomplete, partial, pending documentation

*Decrease of Prospective indicates students are fulfilling the requirements to become fully registered and utilizing academic accommodations.*

*Increase in Returning demonstrates students are requesting accommodations consistently for consecutive semesters.*
*Increase in Psychological category correlates with the country’s increase in Mental Health diagnoses over the past decade.

http://www.bu.edu/today/2015/mental-health-college-students/


*ADHD and Learning Disabilities remain the most common diagnoses across the nation.

https://nces.ed.gov/fastfacts/display.asp?id=64
ASSISTIVE TECHNOLOGY SERVICES

Assistive technology (AT) is any product, process or service that enables a person to compensate for or work around a disability related limitation.

Recent Department of Justice Rulings emphasize that disability services offices must provide timely, equal access to all instructional materials. Timely is considered as “at the same time as peers”. Assistive Technology plays a heavy role in providing equal access to instructional materials. http://www.d.umn.edu/~lcarlson/atteam/lawsuits.html


Assistive technology available through the DRO:

- **Alternate text**: text provided in an alternate format (electronic, large font, audio)
- **Kurzweil**: literary software that includes text to speech, note taking, and brainstorming support.
- **Dragon Naturally Speaking**: dictation software
- **JAWS (Job Access With Speech)**: screen reader for blind and visually impaired
- **ZoomText**: magnification software
- **Smart pens**: record lectures and synchronizes audio with written notes
- **Digital recorder**: records lectures and provides ability to upload audio to computers

The DRO educates and trains students in using assistive technology to overcome disabilities that affect academic success. The DRO also educates and assists faculty in creating accessible instructional materials and effectively incorporating accessible technology and practices into their classes.
The increase in the number of students using Kurzweil, text to speech software, enables students to work more independently.

The slight decrease of Alternate Text Requests may indicate that some students are locating alternate text formats (i.e., textbooks, novels, Journals, etc.) independently of the DRO. This appears to correlate with DRO’s efforts to promote self-advocacy among students with disabilities and the trending increase of assistive technology.
DEAF AND HARD OF HEARING SERVICES

Number of Students Using Services Specific to Deaf or Hard of Hearing Individuals

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Deaf or Hard of Hearing Students</td>
<td>12</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Students Using *CART Services</td>
<td>5</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Students Using American Sign Language Interpreter</td>
<td>3</td>
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<tr>
<td>Students Using FM Loop System</td>
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<td>0</td>
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<tr>
<td>Students Using Closed Captioning/English Subtitles for media</td>
<td>12</td>
<td>12</td>
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* Computer Assisted Real-time Translation
*Other University Sponsored Events* include but are not limited to: awards ceremonies, Commencement Ceremonies, Disability Awareness Week events, extra-curricular student activities/events, Diversity Programming, Human Resource requests and Visual and Performing Arts requests.
Other University Sponsored Events may include, but are not limited to, awards ceremonies, Commencement, Disability Awareness Week events, extra-curricular student activities/events, Diversity Programming, Human Resource requests and Visual and Performing Arts requests.

* Computer Assisted Real-Time Translation Service (CART), as required for communication access, continues to be more common now than Sign Language Interpreting Services, when compared to prior years.
TEST PROCTORING SERVICES

<table>
<thead>
<tr>
<th>Tests Proctored by the DRO</th>
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<th>2014-15 (% change)</th>
<th>2015-16 (% change)</th>
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<tbody>
<tr>
<td></td>
<td>1366</td>
<td>1126 (-17%)</td>
<td>1038 (-8%)</td>
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* Slight decrease indicates that some students may have arranged testing with faculty in an alternate location due to limited reduced distraction testing space in DRO per student comments on satisfaction survey.

NOTE TAKING SERVICES

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<tr>
<th>Sets of Notes Distributed by the DRO*</th>
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<th>2015-16</th>
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<tr>
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<tr>
<th>Student Note Taker Volunteers</th>
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<td></td>
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<table>
<thead>
<tr>
<th>Students Requesting Note Taking Services</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>659</td>
</tr>
</tbody>
</table>

NOTE TAKING SERVICES 2013-2016

* Slight decrease indicates that some students may have arranged testing with faculty in an alternate location due to limited reduced distraction testing space in DRO per student comments on satisfaction survey.
* Decrease in Sets of Notes Distributed correlates to how notes are distributed. Students choosing to be “anonymous” receive notes confidentially from the Coordinator of Note Taking Services. Students choosing to be “non-anonymous” receive notes directly from a peer note taker as paired by the Coordinator. Coordination of volunteer note takers and note distribution is ongoing throughout each semester (including summer terms), regardless of anonymous or non-anonymous status.

**PARENT AND VISITOR ACCOMMODATION REQUESTS**

The DRO coordinates and supports parents and visitors requesting accommodations at all University sponsored events. This includes but is not limited to Winter and Spring Commencement, QUEST, Highlander Days, etc. The DRO received 181 accommodation requests in AY 2014-15 and 193 in AY 2015-16, reflecting a 6.6% increase. During Fall 2015 Move-in weekend, the DRO served 87 families.

![Accommodation Requests Received from Parents and Visitors](chart.png)

**AY 2015-2016 Goals**

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

1. DRO G: 1 To strengthen faculty & staff knowledge base in working with students who live with disabilities.

   DRO adequately met this goal:

   a. Coordinated Presentations:
i. New Faculty Orientation: *DRO overview and Rights and Responsibilities of Faculty, Students, and DRO*

ii. *Online Accessibility* for Faculty teaching in online platforms. In collaboration with Center for Innovative Teaching and Learning

iii. Workshops for students
   1. *Time Management Skills*
   2. *How to Communicate with your Professor and/or Supervisor*

   b. Assistive Technology (AT) demonstrations: McConnell Library AT Room & DRO AT Lab

   c. See Presentations section for additional information

2. **DRO G: 2** To increase the number of co-facilitated & collaborative initiatives among the community and campus constituencies in support of individuals living with disabilities.

   DRO strongly met this goal:

   a. Coordinated field trip to RU for Eye to Eye Mentors and Mentees. DRO representatives also conducted a site visit to Christiansburg Elementary School for Eye to Eye Holiday Celebration Event where students displayed individual artwork designs.

   b. Accepted and hosted Masters level Intern from the School of Social Work

   c. Coordinated/collaborated with special interest groups (RU departments) to offer course credit to students attending DAW activities/events

   d. Collaboration with Center for Cultural and Social Research to conduct a more robust Student Perspectives Report and Student Satisfaction Survey

   e. Collaboration with Radford University Bookstore to educate faculty on the importance of providing textbook information to the bookstore in a timely manner. Submission of early adoption information enables Radford to effectively accommodate students with disabilities who require textbooks in an alternate format such as electronic, braille, or audio.

   f. Outreach and care package via site visit to the Roanoke Higher Education Center to ensure support and share information

   g. Co-hosted Assistive Technology Open House in McConnell Library AT Room

   h. Collaboration with the McConnell Library to research magnification products for use by the library community with visual disabilities to enable them to read books, magazines, and newspapers in real time

   i. Presentation to Greek Life President’s Committee petitioning for DAW attendance

   j. Initiated and assisted in the composition of Service/Therapy Animal Guidelines & Agreement in collaboration with Housing and Residential Life

   k. Coordinated and co-hosted with Diversity Dialogue: Veterans living with disabilities: Dispelling Myths, Raising Awareness and Building Bridges
VPSA G:2 O:A. Provide and assess programs, services and learning outcomes and promote continuous improvement

1. DRO G:1 To provide additional support and programming to the two largest categories of disabilities served through the DRO: ADHD & Learning Disabilities.
   Partially met this goal
   
   a. Offered Sessions: Mindfulness Practices to Assist Those who Struggle with Attention and Focus
   b. Conducted one-on-one Mindfulness Practices with registered Students with ADHD integrated in case management follow up sessions

   AY 2016-2017 Goals

VPSA G:1 O:B. Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional well-being and healthy lifestyles

   DRO G:1 Continue to offer robust collaborative programming options to promote campus and community disability awareness, student ability awareness and student self-advocacy skills

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

   DRO G:2 Increase faculty, staff, and student knowledge of and use of best practice accessibility tools to support student learning

VPSA G:3 O:A. Develop and implement best practice models from benchmark institutions for facility staffing, equipment, maintenance, renovation and operation plans consistent with universal building design

   DRO G:1 Expand and improve test proctoring space and associated adaptive equipment to more adequately meet the testing/access accommodations for students with disabilities

Proposed Improvements/Changes for 2015-2016

- Increase square footage to create ample working space for staff, to house assistive technology equipment inventory, and to provide a more adequate testing environment for students who qualify for testing accommodations under the ADA
  - In progress and in consultation with VPSA, DOS, and ADOS
• Enhance current lobby space to improve visibility of posted information regarding services and student highlights
  o Improvement completed successfully with collaboration efforts to include the Department of Facilities Management, and VPSA supportive EOY monies
• Begin creating and/or adding accessible information videos on DRO website to highlight/explain services offered
  o Created list of needed videos based on incoming questions on current services. Specific informational video for professors: Completing a Volunteer Note Taking Sign Up sheet is a priority, slated to be implemented fall 2016.
• Explore potential new and viable processes regarding Note Taking and Test Proctoring Services

Proposed Improvements/Changes for 2016-2017

• Continue creating and/or adding accessible informational videos on DRO website to highlight/explain services offered
• Coordinate and secure a Workforce Representative to support students transitioning into the workplace
• Initiate and gain approval for department name change to follow national trends focused on Universal Design concepts and inclusivity
Office of Housing and Residential Life

Overview of Area

The Radford University residential community consists of 15 residence halls and additional apartment spaces for upper-class students. Residence halls range in size from 120 to nearly 900 students. When the current renovation project in Draper Hall is completed in the fall of 2016, seven of our residence halls will have been renovated since 2009.

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

The Office of Housing and Residential strives to continually improve the student residential experience through the residential facilities and programs. Several themed and living learning communities serve to enhance the student residential and academic experience. The Honors Academy, the College of Visual and Performing Arts, the Biology Department, Accelerated Research Opportunities (ARO), and College of Science and Information Technology majors create unique learning communities for qualified, interested students.

A commitment to provide an environment conducive to living and learning in the residence halls is a priority. Goals for the residential experience are guided by the departmental philosophy of “PRIDE”. The PRIDE philosophy encompasses the following: Passion, Responsibility to Self and Others, Integrity, Development, and Engagement.

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 2015-2016 Highlights

1. The total number of mutual roommate requests was 711 rooms for a total of 1,422 students who started with their requested roommate preference.
2. At Fall census, there were 3,012 students living on campus for an occupancy rate of 100.2%.
3. Fall 2015 Triples and temporary RA roommates

<table>
<thead>
<tr>
<th>Fall 2015 Temp Assignments</th>
<th>At Assignment</th>
<th>At Opening</th>
<th>At Census</th>
<th>Voluntary Permanent Triples</th>
<th>Voluntary Permanent RA Roommates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Rooms</td>
<td>195</td>
<td>90</td>
<td>16</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Total Students</td>
<td>585</td>
<td>231</td>
<td>32</td>
<td>18</td>
<td>6</td>
</tr>
</tbody>
</table>

By October 27, 2015, all students except those in voluntary triples or voluntary RA roommates had been offered a permanent space.
4. There were 154 residential academic suspensions at the end of Fall 2015 semester. At the end of the Fall 2014 semester there were 161 residential students academically suspended.
5. Retention efforts
   - 10 residential students were identified as having a 0.0 GPA at midterms
     - All 10 were contacted by residence life professional staff and scheduled to meet to discuss their options and support opportunities on campus
   - 88 residential students were identified as having a midterm GPA of .01-.99 (suspension level).
     - All 88 were contacted by email by the Assistant Director for Retention Programs to inform them of their options and support opportunities on campus
     - All 88 were given the opportunity to meet with the Assistant Director for Retention Programs to discuss options in more detail
6. MASH Mentor Program
   - 29 of the 30 students eligible to return have registered for classes for the spring semester. 28 of the students are in-state and one is out-of-state.
   - The MASH program has a budget of $16,092 for the entire year. Of that budget, $7804.89 was used for the program during the fall semester. The remaining budget is being used for the continuation of the MASH program for the spring semester. Because 29 of the 30 students returned for the fall semester, the revenue generated is $274,957.50. These are the totals resulting from, tuition,
room, board and fees for the Spring 2016 semester. This is a huge return on what was a very small investment on students who were conditional admits.

- Nine of the 31 students finished the Fall semester with a GPA of 3.0 or higher.

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>At Fall Midterms</th>
<th>At Fall Finals</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00-99 (Suspension)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1.00-1.99 (Probation)</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>2.00-4.00 (Good standing)</td>
<td>20</td>
<td>25</td>
</tr>
</tbody>
</table>

7. Winter wonderland – RHA’s annual event, saw 160 children from low-income families sponsored from various student organizations, staffs and individuals. 37 student organizations came together to offer games, crafts and entertainment.

8. Bolling and Pocahontas Residence Halls opened on time after renovation. Renovation of Draper hall is in the final stages of completion and on schedule to open for Fall 2016.

9. Selection has been completed and planning for 2 new Living Learning Communities, ECO and RU Makers is underway. Faculty members and Residential Life staff are in the final stages of recruiting student for all the Living Learning Communities. Renovation of a space in Perry has been completed for a Makers space.

10. Over the 2015 summer, eight lounges in Muse hall were renovated with new kitchens, flooring, HVAC systems, furniture and windows. Old “popcorn” ceilings and wall paneling were removed. Work has already begun on the renovation on the remaining lounges on floors 2-5 in Muse.

11. An A&E firm was selected for the Muse renovations to include elevators and fire system upgrades. The work has begun on this project.

12. Housing numbers for the 2016-2017 academic year are below average due to a smaller freshmen enrollment and inconsistent wording in the housing contract with allowed more upper-class students the ability to move off campus. Additional efforts to increase the on-campus number including special marketing and promotions to transfer students, outreach to the parents of current students, and allowing students the option to buy out a double room as a single room.

**Personnel Changes**

- Jeff Orzolek, M.A., Director of Housing Operations
- Amber Mullen, M.A., Director of Residential Life
- Lauren Hatfield, M.A. Assistant Director for Retention Programming
- Timothy Ledna, M.S., Assistant Director for Residential Education
- Amanda Anderson, M.A., Area Director
- Joseph Wilder, M.A., Area Director
Lisa Cooper, the Moffett Quad Area Director left Radford on June 30, 2015. Brandi McKee moved from Muse to Moffett Quad. Joe Wilder supervised both Main Quad and Muse Quad for the Fall semester. On January 4, 2016 Lori Etheridge began as a new AD for Main Quad. Joe Wilder moved to Muse.

The Floyd Resident Director, Madi Daugherty, resigned her position when she moved to Colorado to complete her last semester internship. Frances Linkous was hired to fill the position for the Spring 2016 semester.

Four Resident Assistants were lost at the end of the semester (1 terminated, 2 graduated, 1 resigned). All four positions were filled by the beginning of the Spring semester.

In March a new organization structure for the Office of Housing and Residential Life was announced by the Associate Vice President for Student Affairs. The Director of Housing was non-renewed as part of this process. The Director of Residential Life will become an Associate Director of Residential Life and a search for a new Director of Housing and Residential Life is underway. An Associate Director of Assignments and Technology position is being created and a transition for graduate hall directors to full-time hall directors is also part of the restructure plan. The transition from graduate hall directors to full-time professional hall directors will take place over the course of two years. For the 2016 summer, four new professional hall directors have been hired and will begin work on July 5, 2016. Next summer the transition will be complete when an additional seven hall directors will be hired.

Timothy Ledna, the Assistant Director for Residential Education, resigned and he completed his last day at Radford University on April 25, 2016. Lauren Hatfield, the Assistant Director for Retention Programming also resigned so that she can complete her PH.D. Her last day will be in July.
## Mid-Year Performance Data

### Mid-Year Returning Student Retention

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>09/09/13</td>
<td>09/11/14</td>
<td>09/14/15</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>01/13/14</td>
<td>Not Census</td>
<td>01/07/15</td>
</tr>
<tr>
<td>Difference</td>
<td>01/13/14</td>
<td>058</td>
<td>01/07/15</td>
</tr>
<tr>
<td>Retainers</td>
<td>01/02/14</td>
<td>3967</td>
<td>12/15/14</td>
</tr>
<tr>
<td>Retained</td>
<td>01.95%</td>
<td>Returners</td>
<td>01.11%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>09/11/14</td>
<td>09/13/14</td>
<td>09/16/15</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>01/13/14</td>
<td>Not Census</td>
<td>01/07/15</td>
</tr>
<tr>
<td>Difference</td>
<td>01/13/14</td>
<td>058</td>
<td>01/07/15</td>
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</tr>
<tr>
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<td>01.95%</td>
<td>Returners</td>
<td>01.11%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>09/14/15</td>
<td>09/17/15</td>
<td>09/20/15</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>01/13/14</td>
<td>Not Census</td>
<td>01/07/15</td>
</tr>
<tr>
<td>Difference</td>
<td>01/13/14</td>
<td>058</td>
<td>01/07/15</td>
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<td>12/15/14</td>
</tr>
<tr>
<td>Retained</td>
<td>01.95%</td>
<td>Returners</td>
<td>01.11%</td>
</tr>
</tbody>
</table>

**WD End of Fall 2013** 144
**Released** 45
**Graduation** 14
**Withdrawn** 18
**SQ Academic** 133
**SQ Judicial** 2
**Exchange** 3
**No Show** 0
**Total** 544

**WD End of Fall 2014** 278
**Released** 40
**Graduation** 17
**Withdrawn** 12
**SQ Academic** 161
**SQ Judicial** 1
**Exchange** 7
**No Show** 0
**Total** 578

**WD End of Fall 2015** 313
**Released** 52
**Graduation** 26
**Withdrawn** 10
**SQ Academic** 153
**SQ Judicial** 0
**Exchange** 3
**No Show** 0
**Total** 513

*Reasons for Release 2013
*Reasons for Release 2014
*Reasons for Release 2015

- **Commuting** 13
- **Internships, Student Teaching** 6
- **Study Abroad** 2
- **Not Returning** 20
- **Suspension** 4
- **Total** 48

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Students</td>
<td>1/13/2014</td>
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<td>01/07/15</td>
</tr>
<tr>
<td>New Students</td>
<td>1/13/2014</td>
<td>103</td>
<td>01/07/15</td>
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<tr>
<td>Total Students</td>
<td>1/13/2014</td>
<td>3070</td>
<td>01/07/15</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Students</td>
<td>1/13/2014</td>
<td>2967</td>
<td>01/07/15</td>
</tr>
<tr>
<td>New Students</td>
<td>1/13/2014</td>
<td>103</td>
<td>01/07/15</td>
</tr>
<tr>
<td>Total Students</td>
<td>1/13/2014</td>
<td>3070</td>
<td>01/07/15</td>
</tr>
</tbody>
</table>

### Staffing Applications/Positions Available

<table>
<thead>
<tr>
<th></th>
<th>New Applications submitted</th>
<th>Positions Available</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>RD 2014</td>
<td>19</td>
<td>10</td>
<td>55%</td>
</tr>
<tr>
<td>RA 2014</td>
<td>119</td>
<td>35</td>
<td>56%</td>
</tr>
<tr>
<td>RD 2015</td>
<td>28</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>RA2015</td>
<td>141</td>
<td>58</td>
<td>35%</td>
</tr>
<tr>
<td>RA 2016</td>
<td>134</td>
<td>52</td>
<td>43%</td>
</tr>
</tbody>
</table>
## Housing Capacity and Occupancy

<table>
<thead>
<tr>
<th></th>
<th>Capacity</th>
<th>Occupancy</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>3373</td>
<td>3228</td>
<td>95.70%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>3373</td>
<td>3070</td>
<td>91.00%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>3094</td>
<td>3176</td>
<td>102.60%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>3094</td>
<td>2942</td>
<td>95.10%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>3004</td>
<td>3176</td>
<td>102.60%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>3004</td>
<td>2795</td>
<td>93.00%</td>
</tr>
</tbody>
</table>

### Triples in Housing

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>At Assignment</td>
<td>At Opening</td>
<td>Absorbed</td>
<td>At Assignment</td>
</tr>
<tr>
<td>Number of Rooms</td>
<td>46</td>
<td>0</td>
<td>n/a</td>
</tr>
<tr>
<td>Total Students</td>
<td>138</td>
<td>0</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Academically at-risk students

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residential Students below 1.99 GPA</td>
<td>469</td>
<td>399</td>
<td>868</td>
</tr>
<tr>
<td>Midterm meetings with L.Hatfield</td>
<td>10</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Midterm meetings with Res Life Staff</td>
<td>7</td>
<td>11</td>
<td>18</td>
</tr>
</tbody>
</table>
## MASH Retention Numbers

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of MASH students</td>
<td>30</td>
<td>26</td>
<td>56</td>
</tr>
<tr>
<td>Number MASH students retained</td>
<td>28</td>
<td>20</td>
<td>48</td>
</tr>
<tr>
<td>MASH students in good academic standing</td>
<td>25</td>
<td>14</td>
<td>39</td>
</tr>
<tr>
<td>MASH students meetings</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Non-unique attendance at Workshop Wednesdays</td>
<td>231</td>
<td>94</td>
<td>325</td>
</tr>
<tr>
<td>Academic success meetings with students</td>
<td>10</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Percentage MASH students retained</td>
<td></td>
<td></td>
<td></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 (CDAs)** are activities done with residents that the RA has not planned or been a part of the planning but spends time with residents.

## Quad Programming

<table>
<thead>
<tr>
<th></th>
<th># of Active Programs</th>
<th># of Passive Programs</th>
<th># of CDAs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>Main Quad</td>
<td>70</td>
<td>921</td>
<td>65</td>
</tr>
<tr>
<td>Moffett Quad</td>
<td>48</td>
<td>892</td>
<td>41</td>
</tr>
<tr>
<td>Muse Quad</td>
<td>92</td>
<td>1691</td>
<td>106</td>
</tr>
<tr>
<td>Governor's Quad</td>
<td>47</td>
<td>547</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>257</td>
<td>4051</td>
<td>271</td>
</tr>
<tr>
<td>Total Programs</td>
<td>528</td>
<td>460</td>
<td></td>
</tr>
</tbody>
</table>
Goals for Academic Year 2015-2016

(include measures of achievement, etc.)

1. 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: Student Satisfaction survey – In-house satisfaction survey was distributed to all residential students in April. 303 surveys were completed. 84% of students agree or strongly agree that living in a residence hall added to their college experience, and 80% were satisfied or very satisfied with their on-campus living experience.
   M2: Cable Survey - Collaborated with Ashlee Claud in distributing the cable TV survey to residential students
   M3: Laundry Survey – was not completed. MacGray who usually compiles this survey did not do this in order to collect the data.

   O1.2: Staff Training – Identify level of effectiveness of staff training
   M1: RA Training Pre-test – 55% of RAs scored 70% or better
   M2: RA Training Post-test – 90% of RAs scored 70% or better
   M3: RD Training Pre-test – 50% of RDs scored 80% or better
   M4: RD Training Post-test – 86% of RDs scored 70% or better
   M5: On-Line training module – Focused on a “flipped” classroom training program, which required staff to complete extensive on-line training module through D2L and allowed more “hands-on” training in person. Staff have also been required to retake sections related to performance issues.

   O1.3 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.

2. 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 communication regarding room selection will began in late January. Communications regarding available housing went out in May to all parents.

   O2.2: Development of Living Learning Communities
   M1: Research peer institutions – Research on peer institutions is on-going and continues to be updated with new information.
M2: Budget plans – submit budget proposal for increased funding to support the LLCs. Will not know the outcome until later in the summer.
M3: Work with selected LLC partners to enhance current LLCs – continued to create new programs for all established LLCs. Worked with faculty leads and Assessment to create Learning Outcomes. Led two retreats in the Spring Semester with the Bio Connections LLC and with ARO.
M4: Work with selected LLC partners to establishing new and enhancing LLCs – Worked with Admissions, LLC faculty reps and HIPS to create a LLC application through Hobsons. Assisted the faculty leads with recruiting students and determining admission to LLCs. Work with each faculty lead on creating a plan for programming for the LLC for the Fall semester, including several retreats.

O2.3: Utilize campus partnerships to support student development and success
M1: Number of Collaborative programs and initiatives- To date, residence hall staff members have completed 45 programs collaborating with areas such as RUPD, RHA SAVES and Women’s Resource Center, the Library, SGA, Peer Instructors, R-Space, the Career Center, Recreation and Wellness Center, Campus Outreach group and others.
M2: RUPD Involvement in Adopt a Hall Program – 12 programs with RUPD
M4: RA/RD representation on committees that promote partnerships (R-Space, SFC, CPC, SGA)

3. 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 self-care, resume writing, active shooter, stress management, and IR writing/conduct.
M2: RD Devo meetings –Have invited outside offices to select meetings to present information to staff. The Office of Student Standards and Conduct have been invited to several staff meetings.
M3: Conference Attendance – Director of Residential Life, 1 Assistant Director, and 1 Area Director attended the VSSC conference. One staff member presented a program session at VSSC. We also sent 1 Area Director, one Resident Director and 5 students to the SAACURH conference in October. 1 Assistant Director attended the ACUHO-I Living Learning Programs Conference and presented a program session. One Area Director and one RD led a team of 4 RAs to the state RA conference. Housing Assignment Coordinator attended the CBORD Users Group Conference. Director of Housing attending and presented at the SEAHO conference

O3.2: Staff Training –
M1: RA training schedule – training occurred between August 17-August 26, 2015
M2: RD training schedule – training occurred between August 10 – August 16, 2015
M3: On-Line training programming – RD staff completed 9 on-line sessions prior to Fall training. RA staff completed an 8 week training program on-line before returning in the Fall, covering the basics of such topics as: OHRL office basics, mission and vision, job expectations, programming, preparing the halls and creating a welcoming environment, conduct, fire safety, facilities, etc.

O3.3: Student conduct
   M1: Student conduct numbers
   M2: Number of PRIDE related programs – Staff completed 392 programs which addressed Responsibility or Integrity related topics

O3.4: Programming
   M1: Community Service – Staff completed 15 community service projects
   M2: Programming model – Programming model was reviewed and extensive amount of time went into developing a new programming model for the 2016-2017 academic year. The new model is based on a residential curriculum model and is focused on five Learning Outcomes: Community Development, Social Responsibility, Personal Growth, Academic Achievement, and Multicultural Competence.
   M3: Off campus education session – was offered in the spring semester and was completed by 714 students.
   M4: Types and Number of Programs offered- Based on the current programming model, staff completed 2,075 total programs.

O3.5: Provide additional support and resources for staff
   M1: increase staff overall GPA for those who begin the semester on academic probation. - There were 2 on staff probation for under a 2.5 GPA at the beginning of the Fall semester. Both RAs had above a 2.5 at the end of the Fall semester.
   M2: Recognition of academic success – Certificates given at January training for staff members whose Fall semester GPA was at 3.5. 45 staff members were recognized for this accomplishment.

O3.6: Provide additional support and resources for residents
   M1: Recognition of academic success- none completed.
   M2: Identify and reach out to students who are struggling academically to promote support resources available.
      ◦ 10 residential students were identified as having a 0.0 GPA at Fall midterms
         ▪ All 10 were contacted by residence life professional staff and scheduled to meet to discuss their options and support opportunities on campus
88 residential students were identified as having a Fall midterm GPA of 0.01-0.99 (suspension level).
  ▪ All 88 were contacted by email by the Assistant Director for Retention Programs to inform them of their options and support opportunities on campus and given the opportunity for a meeting.

381 number residential students had a Fall midterm GPA of 1.00-1.99 (probation level) and were contacted though email by the Assistant Director for Retention Program to inform them of their options and support opportunities on campus.

20 non-residential students were identified as having a 0.00 Fall GPA at midterms. All 20 were emailed by the Assistant Director for Retention Programming offering to meet to discuss their options and support opportunities on campus.
Office of Student Standards and Conduct

Overview of Area

The main role of the Office of Student Standards and Conduct (OSSC) is to enforce the University’s policies with a focus on academic integrity, student safety, and personal accountability. This is done through a multilevel educational conduct system that is designed to safeguard a student’s rights while ensuring a timely resolution to their case.

The Office of Student Standards and Conduct is responsible for training conduct officers, advocating for complainants, adjudicating incidents that occur both, on and off campus, and performing conduct clearances/checks. The Office staff consists of a Director, Associate Director, Assistant Director, Case Manager, 1 Graduate Assistant, and 6 undergraduate work study students.

Mission/Vision

The Office of Student Standards and Conduct strives to protect the rights of all students; both students going through our conduct process, and those impacted by the actions of other students. We focus on holding students accountable, and helping students advocate for their own future success.

2015-2016 Highlights

1. OSSC participated in both winter 2015 and spring 2016 “Our Turn” sessions, presenting sessions on the general student conduct process and academic integrity processes, as well as hosting an open house. Both educational sessions were well attended, with participants indicating their session was valuable.
2. OSSC, in partnership with Greek Life, was able to begin to formalize the student organizational conduct process and adjudicated five student organization conduct cases.
3. Seven reflective sanctions were developed, based on the Seven C’s of Social Change, theses sanctions focus on reflections, critical thinking, and reading.
4. OSSC was able to complete more background checks and clearances than ever before, almost double the previous year.
5. Of the 1492 students charged by the Office of Student Standards and Conduct, only 29 (1.9%) of those students chose to utilize the appeal process.

Personnel Changes

The 2015-2016 academic year was a very stable year for the Office of Student Standards and Conduct, with no major staffing changes. There was the addition of a new Graduate Assistant, Jessica Steiner, hired to fill the vacancy created when the previous two staff members graduated. There was also some turnover in undergraduate student assistant staffing. There were no changes
at the professional staff level.

**Performance Data**

All graph statistics represent data from July 1, 2015 to June 15, 2016

Internal checks/clearances are typically requested by Radford University offices of: New Student Programs, International Education, Student Activities, some academic departments (e.g. Teacher Education and Nursing), as well as the Registrar on behalf of students applying for readmission. External inquiries are most often sought from other campuses due to students transferring and graduate/professional school applications, state and/or federal investigators, and military agencies.
Total Students Charged: 1492

Students Charged with Alleged Conduct Violations: 3 Year Comparison

<table>
<thead>
<tr>
<th>Year</th>
<th>On-Campus</th>
<th>Off-Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>853</td>
<td>491</td>
</tr>
<tr>
<td>2014-2015</td>
<td>968</td>
<td>428</td>
</tr>
<tr>
<td>2015-2016</td>
<td>817</td>
<td>675</td>
</tr>
</tbody>
</table>

Total Students Charged: 1344 1396 1492
Total Violations Alleged: 1965
It should be noted there was a change in charging philosophy for on campus cases between 2014-15 and 2015-16. This accounts for the large drop in alleged violations, while the drop in charged students is a much smaller reduction. The average student was charged with less and more appropriately suited alleged violations based on their specific incident.
Goals for Academic Year 2015-2016

Goal 1: Increase the use of the Facilitated Conflict Resolution method when resolving appropriate conduct cases.

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

A great deal of benchmarking was completed towards this goal. There was also a review of the knowledge base of the current staff and it was determined that the staff within OSSC requires more professional development/education on restorative practices and conflict resolution, in order to truly implement an appropriate and effective program. Therefore the focus of this goal for the 2016-2017 academic year has been adjusted accordingly.

Goal 2: Increase the percentage of conduct sanctions that have stated learning outcomes, while also increasing the number of sanctions that demonstrate critical reading, consciousness of self, congruence, and citizenship.

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.

VPSA – 2A Provide and assess programs, services and learning outcomes and promote continuous improvement.
Seven reflective paper sanctions were created based on the Seven C’s of Social Change. These sanctions include reflection, critical thinking, and research. As a result of the more intentional sanctions, the objective quality of the reflective papers returned to the Office has improved and students appear more engaged in the sanction itself.

The existing Decision Making Seminar was reworked to increase the use of case studies, group dialogue opportunities and personal reflection elements. An additional sanction was created that requires students to critically read and respond to a preselected article when attendance in Decision Making Seminar is not possible.

**Goal 3:** Evaluate the student conduct process as it relates to student organizations, and begin to implement best practices for student organization conduct (process, sanctions, involved parties, etc.) in order to help organizations increase their understanding of common purpose, and consciousness of self.

*VPSA – 1B Sustain programmatic initiatives and advice and inclusive array of student organizations that cultivate leadership and empower self-governance.*

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

During the 2015-16 academic year OSSC has had many opportunities to develop and fine tune the conduct process for student organizations. The conduct process for student organizations has two paths. For minor issues where the student leaders are willing to cooperate with our process, called the partnership model, similar to an individual student they may resolve their case informally through our conduct conference option. The other path is the more traditional model involving a conduct board. During this academic year both pathways were used to resolve issues that occurred with different student organizations.

**Goal 4:** To better engage and partner with faculty to focus on academic integrity issues, especially courses that have heavy technology use.

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

This is an area that has had a great deal of progress, this year. OSSC has had the opportunity to train all of the case coordinators over the last two years, which resulted in better communication with faculty members going through the process. OSSC was also able to hold two “Our Turn” sessions focused on academic integrity, each was very well received. There is still a great deal of work to be done, as there were 173 academic integrity cases this past year.
Goal 5: Develop a professional development plan for each staff member and comprehensive plan for the Office to ensure continuing development and good stewardship of our resources.

VPSA – 4B Create a stimulation professional climate for the 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.

Each staff member has completed a professional development plan/profile to ensure they continue to progress professionally. The Office was able to take advantage of many free/low cost options for professional development throughout the year. As aforementioned, it was determined that a focus for professional development next year will be training on restorative practices and conflict resolution.

**Goals for Academic Year 2016-2017**

**Goal 1:** Develop programs to address issues of conflict resolution, and decision making skills. Use existing partnerships with Residential Life, Greek Life and University 100 to help provide these programs to our students.

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

**Goal 2:** Develop a set of community service-based sanctions that involve students engaging in service projects led by OSSC staff. These projects will include areas of reflection and critical thinking.

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.

VPSA – 2A Provide and assess programs, services and learning outcomes and promote continuous improvement.

**Goal 3:** Refine and establish processes that focuses on outreach, training, and adjudication of student organization cases specifically regarding hazing.

VPSA – 1B Sustain programmatic initiatives and advice and inclusive array of student organizations that cultivate leadership and empower self-governance.

VPSA- 2B: Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional well-being and healthy lifestyles.
Goal 4: Develop a purposeful assessment plan to better focus on student success and retention. This will include a review of all current assessment tools used, and benchmarking of best practices in the area of student conduct as it relates to retention.

VPSA- 2A: Provide and assess programs, services, applied learning opportunities, and learning outcomes promoting continuous improvement.

Goal 5: Develop a professional development plan that focuses on increasing staff knowledge and use of conflict resolution and mediation skills, while ensuring good stewardship of university resources.

VPSA – 4B Create a stimulating professional climate for the 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.

Proposed Improvements/Changes for 2016-2017 Implementation

- Review the current Standards of Student Conduct
- Increase educational programming efforts across campus
- Continue to streamline the conduct check and clearance process
- Complete an agreement with a third-party vendor to begin digitizing paper files
- Complete our Office Manual and Standard Operating Procedures
- Focus on more cross-training within the Office
Substance Abuse and Violence Education Support services

Overview of Area

Substance abuse and sexual violence are serious issues on college campuses across the country. Substance Abuse and Violence Education Support services (SAVES) believes educating students on the risks and consequences associated with high risk alcohol and other drug use, violence, sexual violence issues (sexual assault, dating and domestic violence, stalking, and harassment), and bystander intervention 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, providing ongoing services through recovery, and providing support and advocacy services related to sexual violence.

SAVES staff includes a Director, one Assistant Director, a 1500 hour administrative assistant, and two graduate assistants. The RU Aware program coordinated by SAVES has a staff of two part-time (29 hours per week and 24 hours per week) counselors and two to three interns.

Mission/Vision

Substance Abuse and Violence Education Support services is dedicated to reducing negative consequences related to substance abuse and/or sexual violence through campus wide initiatives that address these issues and promote student success.

2015 - 2016 Highlights

1. Brought speaker Julia Garcia to campus to present on topics of substance use and sexual assault
2. Received additional funding from Anheuser Busch for the RU Normal grant/LiveWell Social Norming Campaign
3. LiveWell social norming campaign distributed information via 25 Tartan ads, 30 online ads, 30 TV ads, 4 Tartan stand ads, and 450 posters throughout campus
4. Domestic Violence Awareness Month and Sexual Assault Awareness Month offered an array of programs, including nationally known campaigns such as the Purple and Teal Ribbon Campaigns, Clothesline Project, The Silent Witness National Initiative, and Denim Day
5. Reached 914 students through 26 programs

Personnel Changes

Kelly Rubin joined SAVES as Director in June 2016. Julie Dill’s position was reclassified from Coordinator to Assistant Director in January 2016. Darlene Hill left the SAVES Administrative Assistant position in January 2016. Amanda Shepheard joined SAVES as Administrative Assistant in June 2016. Hyisheem Calier, MSW Candidate, joined the RU Aware staff as a part-
time intern for fall 2015 and spring 2016. Chris Wilson and Sarah Rash, both MS Clinical Mental Health Counseling Candidates, joined the RU Aware staff as part-time interns for spring 2016. Sarah Rash left the Step Up! Bystander Intervention Program Graduate Assistant position in May 2016. Chris Wilson left the LiveWell Social Norming Campaign Graduate Assistant Position in May 2016.

**Performance Data**

**RU Aware**

Most students receiving services from the RU Aware program have been mandated by Radford University’s Office of Student Standards and Conduct due to a violation of the University’s alcohol and/or other drug use policies. Students can participate in the RU Aware program on a voluntary basis. RU Aware provides diagnostic and bio-psychosocial assessments, recommendations and referrals, basic alcohol and drug education, and risk reduction and decision making skills building. The RU Aware counselors also address co-morbid mental health and dependency issues to provide referrals to other campus and community resources as needed.

![RU Aware Referrals - Three year Comparison](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Total</th>
</tr>
</thead>
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<tr>
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<td>439</td>
<td>153</td>
<td>130</td>
<td>722</td>
</tr>
<tr>
<td>2014-2015</td>
<td>374</td>
<td>115</td>
<td>115</td>
<td>604</td>
</tr>
<tr>
<td>2015-2016</td>
<td>368</td>
<td>95</td>
<td>99</td>
<td>562</td>
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Advocacy, Counseling, and Case Management Services

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substance Use/Abuse</td>
<td>2</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Sexual Violence</td>
<td>1</td>
<td>19</td>
<td>20</td>
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<tr>
<td>Sexual Violence and Substance Use/Abuse</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Counseling: Other Issues</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td>BCT Case Management</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Students Reached</strong></td>
<td></td>
<td></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>

Advocacy services frequently are not one-time meetings with students but are on-going and collaborative to assist with the University’s response to student’s dealing with sexual violence and substance use concerns.
### Programs

<table>
<thead>
<tr>
<th>Date</th>
<th>Program</th>
<th>Course/Organization</th>
<th>Number of Sections</th>
<th>Number of Students Attended</th>
</tr>
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<tbody>
<tr>
<td>July 10</td>
<td>Sexual Assault</td>
<td>COED 688</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Aug. 24</td>
<td>Step Up!</td>
<td>RA Training</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Aug. 27</td>
<td>Step Up!</td>
<td>SGA</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Oct. 8</td>
<td>Step Up!</td>
<td>UNIV 100</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Oct. 15</td>
<td>Step Up!</td>
<td>PSY 439</td>
<td>1</td>
<td>46</td>
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<tr>
<td>Oct. 18</td>
<td>Step Up!</td>
<td>Alpha Sigma Tau</td>
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<td>38</td>
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<td>Oct. 25</td>
<td>Step Up!</td>
<td>Alpha Chi Rho</td>
<td>1</td>
<td>11</td>
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<tr>
<td>Oct. 27</td>
<td>Step Up!</td>
<td>Consent Campaign</td>
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<td>200</td>
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<td>Oct. 27</td>
<td>Sexual Assault</td>
<td>Consent Campaign Forum</td>
<td>1</td>
<td>200</td>
</tr>
<tr>
<td>Nov. 3</td>
<td>Step Up!</td>
<td>UNIV 100</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Nov. 9</td>
<td>Step Up!</td>
<td>UNIV 100</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>Nov. 10</td>
<td>Step Up!</td>
<td>LEAD 110</td>
<td>2</td>
<td>33</td>
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<td>Jan. 15</td>
<td>Sexual Violence</td>
<td>RA Training</td>
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<td>12</td>
</tr>
<tr>
<td>Jan. 31</td>
<td>Sexual Assault</td>
<td>RU EMS</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Feb. 11</td>
<td>Sexual Assault and Consent</td>
<td>Floyd Hall</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

---

#### Advocacy Services - Three year Comparison

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>31</td>
</tr>
<tr>
<td>2014-2015</td>
<td>41</td>
</tr>
<tr>
<td>2015-2016</td>
<td>34</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Feb. 25</td>
<td>Sexual Assault and Consent</td>
</tr>
<tr>
<td>March 23</td>
<td>Sexual Assault and Consent</td>
</tr>
<tr>
<td>March 28</td>
<td>Sexual Assault and Consent</td>
</tr>
<tr>
<td>March 29</td>
<td>Step Up!</td>
</tr>
<tr>
<td>April 5</td>
<td>Step Up!</td>
</tr>
<tr>
<td>April 11</td>
<td>Step Up!</td>
</tr>
<tr>
<td>April 18</td>
<td>Alcohol Awareness</td>
</tr>
<tr>
<td>April 27</td>
<td>Step Up!</td>
</tr>
</tbody>
</table>

**Total Students Reached:** 914

The Women’s Resource Center of the New River Valley (WRC), the Radford University Health Educator, and the Radford University Peer Health Educators (PHE) also present programs on the topics of sexual violence, dating and domestic violence, bystander intervention, and substance use/abuse to Radford University students. During the 2015-2016 academic year, the WRC reached 730 students through 40 presentations. The RU Health Educator and PHE reached 101 students through 14 programs on sexual violence topics. The RU Health Educator and PHE reached 26 students through two programs on substance use/abuse topics.

**Step Up! Bystander Intervention**

The Step Up! Bystander Intervention program reached approximately 575 students through 18 programs.
Year Average Pre & Post Data (2015-2016)

- I believe it is my responsibility to intervene when I notice a problem: 92% Pre, 76% Post
- I know how to intervene effectively with my peers: 94% Pre, 71% Post
- I am likely to intervene or help in a problem situation with my peers: 90% Pre, 82% Post
- Most (51% or more) RU students believe it’s their responsibility to intervene when they notice a problem situation: 50% Pre, 40% Post
- Bystander intervention can help prevent negative outcomes in problem situations: 93% Pre, 85% Post

Additional Fall 2015 Data

- Overall, I was satisfied with the presentation: 91% Pre, 92% Post
- I am now more aware of potential problem situations: 87% Pre, 92% Post
- I am more likely to intervene: 87% Pre, 87% Post
- I learned new strategies to help in emergency and non-emergency situations: 91% Pre, 84% Post
Fall 2015 data reflects reaching approximately 456 students through 11 programs. Spring 2016 data reflects reaching approximately 119 students through seven programs.

**Step Up! Conclusions:**

1. Data reflects a 10% increase between pre and post-test results during both fall and spring semesters.

2. Spring semester data found a decline in trust among peers; spring semester data showed 45% of students believe their peers would intervene in a problem situation while fall data showed 55% believed their peers would intervene in a problem situation.

3. There was a 21% increase in level of agreement for all statements between pre and post-test data.

   - After Step Up! training, more RU students believe it is their responsibility to intervene when they notice a problem situation.
   - Step Up! training increased students’ belief that bystander intervention can help prevent negative outcomes in problem situations.
   - Step Up! training resulted in an increased level of awareness of problem situations, safe intervention strategies, trust in peers, and likelihood of intervention.

4. 84% of students would recommend the Step Up! program to other students and professors.
• RU students believe there is a need for increased campus education about bystander intervention, how to recognize problem situations, and strategies to safely intervene in problem situations.

Goals for Academic Year 2015-2016

SAVES has made progress toward the goals outlined below.

1. Student retention and success
   Create, implement, and sustain quality educational programming and campus events on topics of sexual violence, bystander intervention, and substance use/abuse to promote student physical and emotional well-being, consciousness of self, and citizenship.

   • SAVES reached 914 students through 26 programs
   • LiveWell social norming campaign distributed information via 25 Tartan ads, 30 online ads, 30 TV ads, 4 Tartan stand ads, and 450 posters throughout campus
   • Brought speaker Julia Garcia to campus to present on issues of substance use and sexual assault
   • Hosted LiveWell and Step Up! information/promotion tables in the Bonnie

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

   • In collaboration with the Women’s Resource Center of the New River Valley, RU Health Educator, and RU Peer Health Educators, Domestic Violence Awareness Month and Sexual Assault Awareness Month offered an array of programs
   • Sexual and Interpersonal Violence Task Force co-chaired by SAVES Assistant Director, Julie Dill and Betty Jones of the Women’s Resource Center of the New River Valley

3. Support staff development opportunities
   Includes involvement with RU and community committees and councils, professional association memberships, conference/training/workshop attendance, and leadership opportunities.

   • Provided funding for SAVES staff and RU Aware counselors to attend trainings as requested and appropriate
   • Staff has maintained involvement in RU and community committees and councils

4. Increase SAVES staff
   Increase staff to include additional full-time positions and enhance quality of service to students.
Kelly Rubin joined SAVES as Director in June 2016 and Julie Dill’s position was reclassified from Coordinator to Assistant Director in June 2016.

Goals for Academic Year 2016-2017

Goal 1: Create, implement, and sustain quality educational programming and campus events on topics of sexual violence, bystander intervention, and substance use/abuse to promote student physical and emotional well-being, consciousness of self, and citizenship.

VPSA – IB. Provide an engaging, distinctive, and diverse co-curriculum

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

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

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

Goal 3: Support staff development opportunities including: involvement with RU and community committees and councils, professional association memberships, conference/training/workshop attendance, and leadership opportunities.

VPSA – 4B. Strengthen staff retention and excellence

Goal 4: Increase SAVES staff to include additional full-time positions and enhance quality of service to students.

VPSA – 4A. Strengthen staff retention and excellence

VPSA – 4C. Strengthen staff retention and excellence

Proposed Improvements/Changes to be Implemented in 2016-2017

- Review, consolidate, and update website and other educational materials for accuracy and compliance (in progress)
- Increase collaboration efforts within the Division of Student Affairs
- Build upon current programming opportunities and create new signature programs to raise awareness of and further educate the RU community on issues of sexual violence, substance use and abuse, and bystander intervention in collaboration with RU and community organizations
- Enhance and develop Step Up! Bystander Intervention program to include Sexual Assault, Alcohol, and Hazing Prevention
- Increase LiveWell social norming campaign inclusive of revamping programs, creating merchandise to distribute, and increasing data collection
• Reconvene the Alcohol Task Force as Alcohol and Other Drugs (AOD) Task Force
• Update RU Alcohol and Drug Free Workplace Policy
• Increase efforts to build Collegiate Recovery Community
• All staff to be trained in CISM
• Host Rx Take Back Campaign and implement annual efforts to reduce Rx Drug Abuse
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 a director, two academic specialists, a math tutor, and an administrative assistant.

Mission

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

AY 2015-2016 Highlights

1. SSS met all goals and targets as required by the Department of Education in the Annual Performance Report.
2. The grant competition for the next funding cycle occurred this year.
3. The program was not refunded during the grant competition.
4. Staff transitioned to new roles over the course of the year.
5. The program ceased to provide services to students at the end of the academic year.
6. Due to staff transitions and program closure, limited services were provided to program participants during the year. The focus on was transition and support on campus beyond the program to ensure continued student success.