AUGUST 9, 2021

BOARD MEMBERS PRESENT
Mr. Robert A. Archer, Rector
Dr. Jay A. Brown, Vice Rector
Dr. Thomas Brewster
Ms. Krisha Chachra
Ms. Charlene Curtis
Dr. Rachel D. Fowlkes
Mr. Mark S. Lawrence
Dr. Debra K. McMahon
Ms. Lisa W. Pompa
Ms. Nancy Angland Rice
Mr. David A. Smith
Mr. Marquett Smith
Ms. Georgia Anne Snyder-Falkinham
Ms. Lisa Throckmorton

Dr. Susan Whealler Johnston participated via electronic communication from her home. Dr. Johnston contacted the Rector prior to the meeting to inform him of a health-related matter that would prevent her from attending the meeting in person.

OTHERS PRESENT
Dr. Carolyn R. Lepre, Interim President
Ms. Karen Casteele, Secretary to the Board of Visitors and Special Assistant to the President
Ms. Angela Joyner, Interim Chief of Staff
Ms. Heather Miano, Executive Director of Administration
Ms. Deb Love, Senior Assistant Attorney General, Education Section Chief
Mr. Allen T. Wilson, Assistant Attorney General, Commonwealth of Virginia
Dr. Betty Asher, Greenwood/Asher and Associates (Presentation)
Ms. Julie Holley, Greenwood/Asher and Associates (Presentation)
WELCOME AND OVERVIEW
Mr. Robert A. Archer, Rector, called the Retreat to order at 9:00 a.m. in the Shenandoah Room of The Hotel Roanoke & Conference Center in Roanoke, Virginia. Rector Archer thanked everyone for devoting their valuable time during this important Retreat, especially during this critical transition period at Radford. Rector Archer thanked Interim President Carolyn R. Lepre, Ph.D. for her willingness to serve in this critical role. Rector Archer also thanked Susan Whealler Johnston, Ph.D. and Jay A. Brown, Ph.D., along with other Board members, for serving on the Presidential Search Committee.

Rector Archer welcomed three new Board of Visitors members: Charlene Curtis ’76, Lisa W. Pompa ’86 and Marquett Smith ’85, who began their four-year terms on July 1, 2021.

Rector Archer reviewed the accomplishments of the Board of Visitors in 2020-2021, and the Committee assignments for 2021-2022. A copy of the Committee assignments is attached hereto as Attachment A and is made a part hereof.

Rector Archer brought two action items to the full Board of Visitors from the Executive Committee. First, the Executive Committee is recommending approval of amendments to the Statement on Governance. The addition reflects current legislation for continuing education for all Board members. Rector Archer asked for a motion to approve the amended Statement on Governance. Ms. Nancy Angland Rice so moved, Mr. Mark S. Lawrence seconded, and the motion carried unanimously. A copy of the document is attached hereto as Attachment B and is made a part hereof. The second action item was the recommendation to reaffirm the Code of Ethics, originally approved in 2007. Rector Archer asked for the motion. Ms. Georgia Anne Snyder-Falkinham so moved, Mr. Lawrence seconded, and the motion carried unanimously. A copy of the Code of Ethics is attached hereto as Attachment C and is made a part hereof.

A YEAR IN REVIEW AND A LOOK FORWARD
Interim President Carolyn R. Lepre, Ph.D. shared with the Board of Visitors highlights of the many significant accomplishments and events from 2020-2021, including: the campus reopening, reinventing dining experiences, University rankings, student recognitions and achievements, faculty awards, the REAL Curriculum, program expansions, equalizing tuition at Radford University Carilion, facility upgrades, fundraising updates, naming of the Artis Center for Adaptive Innovation and Creativity and Hemphill Hall, and the Highlander Hotel groundbreaking. Dr. Lepre shared an overview of programs and projects being initiated, of which the Board of Visitors will receive regular updates in the coming year. The presentation is attached hereto as Attachment D and is made a part hereof.

GREENWOOD/ASHER & ASSOCIATES
Betty Asher, Ed.D. and Julie Holley, J.D., representing the search firm of Greenwood/Asher and Associates, provided an update to the Board of Visitors on the presidential search process and timeline.
REVIEW OF PROTOCOL AND COMMUNICATION
Rector Archer and Interim President Lepre provided a discussion on the expectations and protocol for communications, communication flow and the process for requesting information. The presentation is attached hereto as Attachment E and is made a part hereof.

SACSCOC ANNUAL SELF-EVALUATION INTRODUCTION
Susan Whealler Johnston, Ph.D. provided a foundation for the importance and responsibility of governance for the Board of Visitors members and asked each member to reflect on how business is conducted as a Board and any areas of improvement. Dr. Johnston asked members to think about each question on the assessment and answer as they feel appropriate. Dr. Johnston added that the results would be discussed at the conclusion of the Retreat. A copy of the handout and assessment are attached hereto as Attachment F and is made a part hereof.

BOARD’S LEGAL and ETHICAL RESPONSIBILITIES
Allen T. Wilson, J.D., Assistant Attorney General, provided training to the Board of Visitors on their legal and ethical responsibilities, including an overview of the Freedom of Information Act, Conflicts of Interest, fiduciary obligations and a review of the statutory duties in Chapter 13 of Title 23.1 of the Code of Virginia. The presentation is attached hereto as Attachment G and is made a part hereof.

RE-IMAGINING EXPERIENTIAL LEARNING AT RADFORD UNIVERSITY
Interim Chief of Staff Angela M. Joyner, Ph.D. shared the work of the Experiential Learning Taskforce, which included employer partners, faculty, staff, students and community leaders. The Taskforce was charged with creating a Vision Statement, Mission Statement, Common Language, Experiential Learning Plan and Budget Summary. Dr. Joyner shared the national landscape for experiential learning, career pathways for students via experiential learning, an overview of barriers and obstacles that impact outcomes and reviewed the comprehensive Experiential Learning Plan, addressing academic studies, career outcomes and financial well-being of students. The presentation is attached hereto as Attachment H and is made a part hereof.

The Board of Visitors members recessed at 4 p.m. for a reception and dinner.

AUGUST 10, 2021

BOARD MEMBERS PRESENT
Mr. Robert A. Archer, Rector
Dr. Jay A. Brown, Vice Rector
Dr. Thomas Brewster
Ms. Krisha Chachra
Ms. Charlene Curtis
Dr. Rachel D. Fowlkes
Mr. Mark S. Lawrence
Dr. Debra K. McMahon
Ms. Lisa W. Pompa
Ms. Nancy Angland Rice
Dr. Susan Whealler Johnston participated via electronic communication from her home. Dr. Johnston contacted the Rector prior to the meeting to inform him of a health-related matter that would prevent her from attending the meeting in person.

OTHERS PRESENT
Dr. Carolyn R. Lepre, Interim President
Ms. Karen Casteele, Secretary to the Board of Visitors and Special Assistant to the President
Ms. Angela Joyner, Interim Chief of Staff
Ms. Heather Miano, Executive Director of Administration
Ms. Deb Love, Senior Assistant Attorney General, Education Section Chief
Mr. Allen T. Wilson, Assistant Attorney General, Commonwealth of Virginia
Dr. Katie Hilden, Faculty Representation to the Board of Visitors (Presentation)
Dr. Susan P. Trageser, Vice President for Student Affairs (Presentation)

CALL TO ORDER
Rector Robert A. Archer reconvened the Retreat at 9:00 a.m. in the Shenandoah Room of The Hotel Roanoke & Conference Center in Roanoke, Virginia.

COLLEGE BELONGING: HOW FIRST-YEAR AND FIRST-GENERATION STUDENTS NAVIGATE CAMPUS LIFE - BOOK DISCUSSION
Vice President for Student Affairs Susan P. Trageser, Ed.D. led a book discussion with the Board of Visitors members centered on belonging. Vice President Trageser stated, from the book, that students describe belonging as a sense of feeling accepted for who they are and feeling valued by the larger community. Vice President Trageser continued by describing the three realms of belonging: campus community belonging, academic belonging and social belonging. Following discussion, the Board of Visitors members agreed that a fourth realm, off-campus belonging, was also important. Vice President Trageser described ways that the University is working to increase the sense of belonging among students. The presentation is attached hereto as Attachment I and is made a part hereof.

FACULTY REPRESENTATIVE TO THE BOARD UPDATE
Faculty Representative to the Board of Visitors Katie Hilden, Ph.D. provided an update on the work of the Faculty Senate. Dr. Hilden stated that following the June 12, 2020 resolution by the Board of Visitors to address the financial stress related to COVID-19, Faculty Senate passed a motion which recommended the establishment of a task force to revise Handbook sections 1.15 - Reduction in Force under Fiscal Exigency and 1.16 - Reduction in Force Due to Program Restructuring or Discontinuance. Dr. Hilden stated that the task force consists of six tenured faculty senators representing the undergraduate colleges, one dean, the Vice President for Finance and Administration, the Vice President for Strategic Operations and the Provost. Dr. Hilden shared that the task force began meeting in May, and has completed initial drafts, and is in the process of acquiring stakeholders’ feedback to better inform
potential revisions. Dr. Hilden stated that it is the task force’s intention that these revisions be considered by Faculty Senate by early October 2021. Rector Archer thanked Dr. Hilden for sharing this update with the Board of Visitors.

**SACSCOC ANNUAL SELF-EVALUATION REVIEW**

Susan Whealler Johnston, Ph.D. thanked her fellow Board of Visitors members for their thoughtful responses to the self-assessment and shared that the results were reflective of a Board who feels they have positive working relationships and trust while fulfilling their responsibilities. Dr. Johnston described that the responses were given points, one through five, with five being excellent. Dr. Johnston stated the item receiving the highest rating of 4.9 was “Promotes trust among Board members through a culture based on openness and respect.” Three items received a 4.8 which were: “Adheres to a comprehensive conflict-of-interest policy and addresses conflicts appropriately”; “Charges the executive committee to operate with transparency”; and, “Ensures that decisions are made without undue influence from individual board members.” Dr. Johnston added that all responses were above “Very Good.” Dr. Johnston shared that she was pleased to see the Board members owning its own work and that Board members will need to continue to stay informed, ask questions and make the best decisions.

**REFLECTION ON RETREAT AND OBJECTIVES FOR YEAR AHEAD TOGETHER**

Rector Archer thanked everyone for their participation in the Retreat and stated the importance of working together toward accomplishing the goals in the Strategic Plan, especially during this time of transition. Board members shared their support for the University and optimism for the year ahead.

Rector Archer informed the Board of Visitors members that Mr. Allen T. Wilson will no longer be Radford’s representative from the Office of the Attorney General and that Ms. Deb Love will represent the University until a replacement is named. Rector Archer thanked Mr. Wilson for his thoughtful attention and expert advice during his tenure with Radford University.

Rector Archer pointed out the schedule for the upcoming year and that a location for the 2022 Retreat will be determined.

**ADJOURNMENT**

With no further business to come before the Board, Rector Archer adjourned the Retreat at 1:13 p.m.

Respectfully submitted,

Karen Casteele
Secretary to the Board of Visitors and Special Assistant to the President
STANDING COMMITTEES 2021-2022

Executive Committee
Mr. Robert A. Archer, Chair
Dr. Jay A. Brown, Vice Chair
Dr. Thomas Brewster, (AERC)
Ms. Krisha Chachra , (SSC)
Mr. Mark S. Lawrence, (Ex officio)**
Dr. Debra K. McMahon, (BAAC)
Mr. David A. Smith, (GAAC)
Ms. Lisa Throckmorton, (AUREM)

Academic Excellence and Research Committee*
Dr. Thomas Brewster, Chair
Ms. Georgia Anne Snyder-Falkinham, Vice Chair
Ms. Charlene A. Curtis
Dr. Rachel D. Fowlkes
Mr. David A. Smith
Dr. Katie Hilden (Non-Voting Faculty Advisory Representative)

Business Affairs and Audit Committee*
Dr. Debra K. McMahon, Chair
Mr. Mark S. Lawrence, Vice Chair
Dr. Susan Whealler Johnston
Mr. Marquett Smith
Ms. Nancy Angland Rice

Governance, Administration and Athletics Committee*
Mr. David A. Smith, Chair
Ms. Nancy Angland Rice, Vice Chair
Dr. Thomas Brewster
Ms. Charlene A. Curtis
Dr. Susan Whealler Johnston

Student Success Committee*
Ms. Krisha Chachra, Chair
Dr. Debra K. McMahon, Vice Chair
Ms. Lisa W. Pompa
Mr. Marquett Smith
Ms. Lisa Throckmorton
Ms. Grace Hurst (Non-Voting Student Advisory Member)

Advancement, University Relations and Enrollment Management Committee*
Ms. Lisa Throckmorton, Chair
Dr. Rachel Fowlkes, Vice Chair
Ms. Krisha Chachra
Mr. Mark S. Lawrence
Ms. Lisa W. Pompa
Ms. Georgia Anne Snyder-Falkinham

BOV liaison to the Radford University Foundation: Dr. Rachel Fowlkes

*The Rector and Vice Rector serve as ex officio members of all standing committees.
**The immediate past Rector serves as an ex officio member.
RADFORD UNIVERSITY BOARD OF VISITORS

STATEMENT ON GOVERNANCE

The Radford University Board of Visitors (“the Board”) is composed of 15 voting members appointed by the Governor of the Commonwealth of Virginia, subject to confirmation by the General Assembly. Each member serves a term of four years. In addition, each year the Board selects a student and a faculty member to serve as non-voting advisory representatives on the Board of Visitors.

As public trustees the Board has the responsibility and authority, subject to constitutional and statutory limitations, for the continuing operation, development of evolving policies, and financial oversight of Radford University ("the University"). The Board appoints a President to serve as Chief Executive Officer of the University.

The Board and the University are at all times subject to the control and legislative enactments of the General Assembly of the Commonwealth of Virginia.

The Board in executing their duties has adopted the Radford University Board of Visitors Bylaws to provide for the orderly, consistent, and efficient conduct of its business as the governing body of Radford University.

In carrying out its responsibilities, the following expectations are attendant to service on the Radford University Board of Visitors:

- Board members have a fiduciary responsibility to the University and are expected to act in the best overall interest of the University;
- Board members are expected to become familiar with key aspects of the University including, but not limited to, its mission, governance, financing, strategic plans and performance measures;
- Board members are expected to devote the necessary time, attention and preparation to Board activities to function effectively and to enable the Board as a whole to function effectively, including new Board of Visitor orientation, continuing education, committee meetings, board retreats and public meetings;
- Board members are expected to understand the Virginia Freedom of Information Act and act accordingly;
- Board members are expected to defer to the Board Rector for public comment on matters before the Board, or to make clear that any opinions expressed are expressed as an individual rather than on behalf of the Board as a whole; and
- Board members are expected to maintain a tradition of exemplifying the highest standards of ethical behavior, and to comply with the University’s Code of Ethics, and to comply with Federal, State and local laws and comply with all regulations and policies applicable to Board of Visitors of public colleges and universities in the Commonwealth of Virginia.

Adopted by the Board of Visitors on February 4, 2014
Updated and approved by Board of Visitors on August 9, 2021
Radford University is committed to maintaining the highest ethical standards and to upholding the public’s trust. We recognize that our behavior affects not only our own individual reputation, but also that of Radford University. Accordingly, this Code of Ethics forms the ethical principles that will guide all members of the university community in all decisions and activities. These principles are:

**Respect:** We will nurture a climate of care, concern, fairness, and civility toward others while recognizing and embracing each individual’s dignity, freedom, and diversity even in the face of disagreement.

**Honesty and Integrity:** We will act and communicate truthfully and candidly. We will uphold the university’s values and make decisions based on the greater good, conducting ourselves free of personal conflicts or appearances of impropriety and self-dealing.

**Communication:** We will openly share information with stakeholders regarding the processes used in developing policies and making decisions for the university.

**Stewardship:** We will use university resources in a wise and prudent manner in order to achieve our educational mission and strategic objectives. We will not use university resources for personal benefit or gain.

**Excellence:** We will conduct all university affairs diligently, exercising due professional care and striving to meet the high expectations we have set for ourselves as well as the expectations of those we serve.

**Responsibility and Accountability:** We will be trustworthy and answerable for our conduct, decisions and obligations and will comply with all applicable laws, regulations, policies and procedures. We recognize our obligation to report unethical conduct to appropriate authorities.

*Approved by Board of Visitors*  
*August 23, 2007*

*Reaffirmed by Board of Visitors*  
*August 9, 2021*

*Reviewed by President’s Cabinet*  
*October 19, 2020*
A Year in Review and
A Look Forward

Carolyn R. Lepre, Ph.D.
Interim President

Board of Visitors Retreat
Responsive

A Year in Review

CAMPUS REOPENING
Responsive:

➢ Reimagined Spaces
➢ Alternative Work Plans
➢ Virtual Engagements
➢ Campus Wellness
Reinventing Dining Experiences
Highlander Food Pantry
University Rankings and Acknowledgements
University Rankings and Acknowledgements
Student Recognition

Karisma Woods

Vinicius Rios
Awards - Faculty

Theresa Burriss  Rachel Hall  Skip Watts  Jolanta Wawrzycka
REAL – Innovative General Education Approach

"My students are excited about doing such real, applied survey work. Most undergraduates don't get to use the expensive equipment, but our students get their hands on everything."

Rhett Herman, Ph.D.
Professor of Physics
Academic Success Center
Student Experiential Learning Pathway

**ATTRACT**
Attraction, recruitment and onboarding activities of prospective Highlanders

**EXPLORE**
Provide a foundation for work-based learning and prepare Highlanders to make the most of their academic and early career opportunities.

**EXPOSE**
Provide exposure to a variety of experiences that link classroom learning with talents, skills, competencies and paths to inform their career journey.

**ENGAGE**
Deepen learning and build skills through scaffolded work-based and experiential learning opportunities.

**EXPERIENCE**
Strengthen technical experience, leadership skills and competencies within the context of a work environment

**ADVANCE**
Integrate technical skills, experiential and work-based learning into compelling story to support a successful transition into first destination beyond graduation

A Year in Review
RUC - Equalizing Tuition
School of Nursing
Bridge Program
McGlothlin Center for Global Education
Vinod Chachra IMPACT Lab

- Completion of $13MM SEED Grant
- New Partnerships
- $100K Intel Foundation Grant
- Academic Partnership
Sustainability Taskforce - Carbon Commitment

A Year in Review
Homecoming 2020

Virtual HOMECOMING 2020
...connecting October 16-17

THIS YEAR, JOIN FELLOW ALUMNI FROM AROUND THE GLOBE
Homecoming 2020
Athletics - New Baseball Field
Athletics Academic Excellence

2020-21 Academic Year

Radford Baseball

31 Players with a GPA of 3.0+
17 Players with a GPA of 3.5+
2 Players with a perfect GPA of 4.0

3.40 Team GPA for the 2020-21 Academic Year

ABCA Team Academic Excellence Award Winners
Athletics Academic Excellence

2020-21 BIG SOUTH
WOMAN OF THE YEAR
SYDNEY FISHER

A Year in Review
Athletics Talent Acquisition

WELCOME HOME

DARRIS NICHOLS
HEAD MEN'S BASKETBALL COACH

RADFORD UNIVERSITY
Together Campaign
FISCAL YEAR 21 ACCOMPLISHMENTS BY VOLUME

Raised $16.9 million – $75.6 million towards our campaign goal

MOST DOLLARS RAISED IN UNIVERSITY HISTORY
Commencement 2020 and 2021
Artis Center for Adaptive Innovation and Creativity

GROUND BREAKING
MAY 25, 2021

RADFORD UNIVERSITY

Artis Center for Adaptive Innovation and Creativity

OPENING 2024

A Year in Review

RADFORD UNIVERSITY
SACSCOC Reaffirmation
Highlander Hotel

A Year in Review
A Look Forward
A Look Forward

✓ Fast Track Programs
✓ Retention Summit 2021
✓ Academic Leadership Fellows Program
✓ E-Sports Center
✓ Nurse Resilience
✓ Center for Social Opportunity and Mobility
✓ And more!
A Year in Review and A Look Forward

Carolyn R. Lepre, Ph.D.
Interim President
Protocol and Communication
Roles and Responsibilities

• Board Bylaws
• Board Officers (Rector Bob Archer and Vice Rector Jay Brown)
• Board Committees (Committee Chairs and Vice Chairs)
  • Executive Committee
  • Academic Excellence and Research Committee
  • Business Affairs and Audit Committee
  • Governance, Administration, and Athletics Committee
  • Student Success Committee
  • Advancement, University Relations and Enrollment Management Committee

• Lines of Communication
  • Board Members - Protocol and Expectations
    - Rector, Vice Rector or Committee Chair - first point of contact
Requests for Information

• For Meeting Logistics
  • Contact Board Secretary

• For Data/Information Requests
  • Contact Board Secretary ------ if an email, copy Rector, President and Chief of Staff. The information will be shared with full Board of Visitors or Committee, as appropriate.

• For Sensitive Information
  • Contact the Rector or President directly

• Lines of Communication
  • University Members - Protocol and Expectations
Types of Communication

• Regular Communication
  • Surrounding Meetings

• Additional Communication to Board Members
  • Advance Notice
  • Regular Campus Updates
Discussion
4.2.g The governing board defines and regularly evaluates its responsibilities and expectations. *(Board self-evaluation)*

**Rationale and Notes**

As the body that holds in trust the fundamental autonomy and ultimate well-being of the institution, the governing board of the institution is a critical element in the success of the institution. Good institutional governance requires that the board systematically asks itself, “How are we doing? What are we doing? Are we as effective as a board as we can be?” The process of institutional improvement underlies the *Principles of Accreditation*. While the means by which a governing board participates in that process may be different in scope, tone, and detail than that of the rest of the institution, it is still a necessary element in institutional leadership.

A good starting place is a self-reflective examination of the issues that underlie the governance standards of the *Principles of Accreditation* and the “Questions to Consider” in this section of this *Resource Manual*. How this is done is something best determined by a governing board itself. Some institutions use a board retreat format. Some boards build self-reflection into an annual orientation/reorientation of the board. Some boards facilitate this process by using external resources such as a facilitator or a book, although that is not a requirement of this standard. What is expected of this standard is something more substantive than a statement that “the board conducted a self-evaluation.”

**NOTE**

*If the institution has multiple governing boards [see Standard 4.3 (Multi-level governance)], then the institution should address the self-evaluation process for all relevant boards.*
Questions to Consider

- What are the legal obligations of board members? Does each member of the board understand these expectations?
- Do bylaws and other written documents for board procedures make clear the role of and limits of board actions?
- Do bylaws and other written documents for board distinguish the roles between the board (policy-making) and the CEO (administrative)?
- Is the board structure working well? Are committee responsibilities well defined?
- Is the orientation of new board members effective?
- How does the board stay informed as to the financial health of the institution?
- How does the board maintain its focus on the institutional mission?
- Is review of the mission statement a regular expectation of the governing board?
- What is the relationship between the institution’s chief executive officer and the institution’s governing board?
- What protections are built into the board structure to ensure the board is not subject to undue influence by a minority of members or by external forces?
- Are board minutes clear and accurate? Do they provide sufficient detail to capture the results of deliberations?
- Do board procedures regarding protection from internal conflicts of interest work appropriately?
- Does the board have a functioning self-evaluation process?
- Are procedures for CEO succession clear?
- If the governing board interacts with other boards (e.g., system boards, foundation boards, alumni boards), are duties and expectations clear?

Sample Documentation

- Statements of board responsibilities and expectations.
- Schedule used by the board for self-review.
- Board policies and procedures regarding board self-evaluation.
- Board minutes or reports detailing the findings of board self-evaluation.
- Materials used as part of the self-examination process (e.g., excerpts from board books, retreat handouts, summaries).

Reference to SACSCOC Documents, If Applicable

None noted.
**Annual Self-Evaluation**

**Please assess the Board’s performance in the following areas:**

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<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Don’t Know</th>
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<tr>
<td>Serves as a sounding board and thought partner to the President</td>
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<td>Understands the University’s business model and ensures its adequacy for the future</td>
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<td>Ensures the administration involves the Board on high-profile issues that present significant risk to the University</td>
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<td>Monitors the University’s financial performance (E&amp;G, Auxiliary Enterprise, Student Financial Aid and Sponsored Programs.)</td>
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<td>Has the right committees and uses them well</td>
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<td>Adheres to a comprehensive conflict-of-interest policy and addresses conflicts appropriately</td>
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<td>Promotes trust among Board members through a culture based on openness and respect</td>
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<td>Charges the executive committee to operate with transparency</td>
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<tr>
<td>Ensures that decisions are made without undue influence from individual board members</td>
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<td>Focuses its time on issues of greatest consequence to the University</td>
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Please provide comments or suggestions related to the board’s performance.
Radford University

FREEDOM OF INFORMATION ACT

“THE PUBLIC’S BUSINESS DONE IN PUBLIC”
Why does FOIA matter?

- Highly scrutinized by many groups: press, public, General Assembly
- First time violations can result in civil penalties from $500 - $2,000.
- Negative publicity for University, Board and administration
- Violation of the public trust
WHAT IS A PUBLIC RECORD?

- Any writing or recording
- Any format
- Prepared, owned by or in the possession of
- A public body or its employees
- In the transaction of public business
EXAMPLES

- Handwritten notes
- Typewritten documents
- Electronic files
- E-mail
- Audio and video recordings
- Photographs
- Any other written or recorded media
Who may request a record?

- Any Citizen of Virginia
- Newspapers or magazines with circulation in Virginia
- Radio and TV stations that broadcast in or into Virginia
Requesting a Record

- May be oral or in writing
- Does not have to mention FOIA
- Cannot require request to be in writing
- Can request name and legal address before responding
Responding To A Request

- Must be in writing

- Must be made within 5 days of receipt of request

- Failure to timely respond is considered a denial and violation of FOIA
FOIA Exclusions

- Exclusions of General Application – Va. Code § 2.2-3705.1

  - Personnel records
  - Legal Advice
  - Legal memoranda and work product related to litigation
FOIA Exclusions

- Exclusions related to higher education – Va. Code § 2.2-3705.4
  - Scholastic records
  - Confidential letters and statements of recommendation
  - Certain information related to fundraising
Meetings

• “Meeting” is defined as a meeting as a body or entity of 3 or more members of a public body. – Va. Code § 2.2-3701

• Meetings include work sessions and telephonic communication.
Meetings

- All meetings of public bodies shall be open, except when the requirements for holding a closed meeting are met. – Va. Code § 2.2-3707

- Notice of the date, time and location of the meeting is required.

- Notice must be posted at least 3 days prior to meeting.
Electronic Meetings

Members may participate in a meeting by phone from a remote location:

- Personal matter or medical condition
- Emergencies
- Old school electronic meeting
Closed Meetings

- Can only be held for limited purposes. – Va. Code § 2.2-3711.

- More than 40 exceptions, including:
  - **Personnel** – Discussion of specific employees
  - **Scholastic records** – Discussion of specific students
  - **Contracts** – Discussion of award of a contract using public funds where an open meeting would adversely affect the Institution’s bargaining position
  - **Legal advice** – Consultation with legal counsel for advice on specific legal matters
Closed Meeting-Procedure

- Motion must be made in open meeting
  - Identifies subject matter of closed meeting;
  - States the purpose of the meeting; and
  - Makes reference to the specific exemption from the open meeting requirements.
Closed Meeting-Procedures

• Notice provisions do not apply.

• Discussion restricted to only those matters identified in the closed meeting motion.

• No action can be taken in closed meeting.

• Minutes are not required.

• Must immediately reconvene in open meeting and vote.
Enforcement

• Any person denied FOIA rights and privileges may file petition in court

• Agency has burden of proving that an exemption applies

• Court may award payment of attorneys’ fees and cost

• A court finding of willful and knowing violation may result in civil penalty of $500-$2,000
Other Statutes of Note


Questions?

Thank you.
Taskforce Members - Thank You!

President Hemphill, Ph.D.
Angela Joyner, Ph.D.
Jeanne Mekolichick, Ph.D.
Ellen Taylor
Joy Bhadury, Ph.D.
Heather Keith, Ph.D.
Taylor Hawkins
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Agenda

1. Overview

2. Recommendations

3. Next Steps
The Presidential Taskforce was charged with creating a comprehensive experiential learning (ExL) program at Radford University that is accessible to all students and provides a sustainable talent pipeline for southwest Virginia. The taskforce produced the deliverables outlined below.

<table>
<thead>
<tr>
<th>Vision Statement</th>
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</thead>
<tbody>
<tr>
<td>Mission Statement</td>
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<tr>
<td>Common Language</td>
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<tr>
<td>Experiential Learning Plan</td>
</tr>
<tr>
<td>Budget Summary</td>
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</tbody>
</table>
The taskforce and advance team met over the course of nine months to understand the current landscape, identify opportunities and obstacles and develop recommendations for a comprehensive experiential learning plan.
The taskforce is proposing several recommendations that will increase student engagement, address current opportunities and provide strategies that make experiential learning more accessible and equitable to Radford University students and stakeholders alike.
Types of Experiential Learning at Radford University

- Independent Study
- Internship
- Lecture / Lab
- Seminar
- Specialized Training / Practicum / Field Work
- Student Teaching

Source: Institutional Research Data 2021
Types of Experiential Learning at Radford University

Innovative Teaching Types

- Case studies
- Civic engagement
- Civic learning
- Problem-based learning
- Collaborative problem solving
- Client-based project
- Clinical component / experience
- Field trips
- Guest Speaker
- Portfolio / E-portfolio
- Simulations or role play
- Undergraduate research / scholarship

Source: Partial list generated from Activity Insight Data 2020
“I’ve heard a lot of people say that they can’t really find the connections that they need in the professional world so it’s hard for them to be able to catch an internship.”

“If Radford offered funding for internship opportunities, I might actually be able to get a job after graduating from here.”

“I have a couple friends that find it difficult to put themselves out there to apply for other jobs or internships because they’re just not capable of being in an environment where they’re gonna feel uncomfortable.”

“I felt like I missed out because my classmates were able to participate in summer internships and get jobs but I had to work my regular summer job to make money for living and tuition. Education is kinda like unfair if you don’t have family money.”

“An internship seems cool but I didn’t really see any paid ones near my house. I don’t want to work for nothing when I could really use the money.”
Current Landscape - Employer Perspective

“Employers want students who are flexible, willing to learn all sides of the industry, and will ask questions.”

“Reflection is Key! No matter what the initiative or experience, it is only as good as the student’s ability to reflect on it, communicate it, replicate it.”
“Students need to get the sense that ExL is built in to their academic experience. Experiential freedom to explore.”

“ExL learning is life-long learning, has intrinsic value, encourages curiosity, learning not only in the language of the university but in the language of the real-world...”

“The magic of ExL is if a student is individually accountable to a real-world stakeholder, it matters to someone and there are consequences.”
There is a significant amount of experiential learning at Radford University. There is also recognition that our current can be strengthened by a bold vision, campus-wide approach, common language, learning outcomes, and consistent tracking and reporting mechanisms.
Experiential Learning Eco-System

- Student
- Curricular Activities
- Co-curricular activities
- Extra-Curricular Activities
- Work-based Learning

- Peers
- Faculty & Staff
- Families
- Employers
- Alumni

Experiential Learning Taskforce
Recommendation Summary

1. Establish a Presidential Promise
2. Adopt an ExL mission and vision statement and common language
3. Convene an Experiential Learning Steering Committee
4. Develop a comprehensive success metric plan
5. Create an experiential learning pathway
1. Establish a Presidential Promise

Every student will have the opportunity to participate in at least two (2) experiential learning activities.

Every student will have the opportunity to complete 2 experiential learning opportunities including at least one work-based learning opportunity.

Every student will be required to complete at least one experiential learning activity prior to graduation.

Target timing: 2026.
2. Adopt an ExL mission and vision statement and common language

To provide an **immersive** and **innovative** experiential learning **ecosystem** that is **inclusive** and **accessible** to all students, and **responsive** to the comprehensive needs of our region and the world.
Experiential learning at Radford University cultivates a sense of purpose and opportunity for students to think creatively and critically about the unique challenges and the equally unique opportunities of our times. Every student—no matter their background or circumstance—will engage in experiential learning through transformative and innovative course-based, community-based, and work-based experiences. Our graduates will enter local and global communities prepared to leverage their talents to address the social, economic, and environmental issues confronting our region, nation, and world.
3. Convene an Experiential Learning Steering Committee

Roles & Responsibilities

- Identify ExL opportunities for students and employer partners.
- Collaborate with campus stakeholders to implement strategies.
- Provide updates on strategy implementation and resource needs.
- Provide input for and linkage to the strategic plan.

Committee Composition

- Employer Partners
- Faculty
- Academic Success Center
- Students
- Faculty Development
- Student Affairs
- Career and Talent Development
- Academic Affairs
- Institutional Research
- Alumni Relations

Commitment

- 18 month appointment to provide continuity.
4. Develop a comprehensive plan to identify, track and report experiential learning engagement and outcomes.
5. Create an Experiential Learning Pathway

**EXPERIENCE**

- Capstone Classes
- Required PPD
- Alumni Connections

**ENGAGE**

- Internships
- Co-Curricular
- Extra-Curricular
- Student Employment
- Highlander Research Rookies
- Service Learning

Strengthen technical skills, experiential and work-based learning into a compelling story to support a successful transition into first destination beyond graduation.

**EXPLORE**

- REAL PPD
- Curricular
- Co-Curricular
- Extra-Curricular
- Job Shadowing
- Micro-Internships
- Alumni Connections
- Highlander Research Rookies
- Student Employment

Deepen learning and build skills through scaffolded work-based and experiential learning opportunities.

**EXPOSE**

- Internships
- Curricular
- Co-Curricular
- Jobs Shadowing
- Student Employment
- Highlander Research Rookies
- Service Learning

Build awareness of experiential learning opportunities and their linkage to careers. Provide a foundation for work-based learning and prepare Highlanders to make the most of their academic and early career opportunities.

**ATTRACTION**

- Recruiting
- Quest
- Pathway U

Attraction, recruitment and onboarding activities of prospective Highlanders

**DISCOVER**

- UNIV 100
- Pathway U
- REAL PPD
- Mentorship
- Job Shadowing
- JumpStart Conference
- Volunteer

Build awareness of experiential learning opportunities and their linkage to careers. Provide a foundation for work-based learning and prepare Highlanders to make the most of their academic and early career opportunities.

**ADVANCE**

- Capstone Classes
- Cooperative Education
- Mentoring
- Required PPD
- Alumni Connections

Integrate technical skills, experiential and work-based learning into a compelling story to support a successful transition into first destination beyond graduation.
Introduce the experiential learning eco-system and our mission/vision as part of recruiting and attracting future Highlanders:

<table>
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<tr>
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<th>Resources Needed</th>
<th>Metrics</th>
<th>Implementation Timing (Immediate, Short-term, Long Term)</th>
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<tbody>
<tr>
<td>Recruiting</td>
<td>• Presidential Promise - All students will have the opportunity to complete an experiential learning activity to satisfy graduation requirement. • Highlighted in the campus visit process—engage with students involved in ExL • Education and marketing to parents • Training student tour guides to discuss experiential learning specifically; have prospective student visit field-based courses • Highlander Days - Engage prospective students in campus ExL such as participate in Radford Gives back as part of Highlander days.</td>
<td>• Academic Affairs, Student Affairs, Faculty, Alumni Relations, Employer partners, $$$ • Academic Affairs, Student Affairs, $$ • University Relations and Enrollment Management $$ • Infrastructure development; University Relations; Enrollment Management $$$</td>
<td>• Retention of students participating in the program • Yield rates from students participating in program • Conversion related to ExL mentions (number of students)</td>
<td>• Long Term • Immediate to Short term • Immediate short term • Short term</td>
</tr>
</tbody>
</table>

Notes:
- Immediate: <1 year
- Short Term: 1-3 years
- Long Term: > 3 years
Build awareness of experiential learning opportunities and their linkage to careers. Provide a foundation for work-based learning and prepare Highlanders to make the most of their academic and early career opportunities.

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<tr>
<td>• ExL requirement for each Living Learning Community; curricular infusion;</td>
<td>• Restructure each residence hall by theme and incorporate ExL courses; expanded to include all students (could be college or discipline based; each responsible for their Living Learning Community)</td>
<td>• Academic Affairs, Center for Career and Talent Development, Alumni Affairs, Employer Partners, Budget Finance and Planning</td>
<td>• Increase in student employment opportunities, retention, progression, graduation rates; post-graduation outcomes</td>
<td>• Long Term</td>
</tr>
<tr>
<td>• Student Employment</td>
<td>• Recruitment for LLC by faculty and staff for ExL opportunities</td>
<td>• $$$</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Department-based intro classes that infuse ExL</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Every first year and transfer student gets the opportunity to work on campus (with faculty, departments, etc.)</td>
<td></td>
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<tr>
<td></td>
<td>• Identify 1% budget savings by to fund student workers;</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Partner with industry partners to fund campus positions;</td>
<td></td>
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<tr>
<td></td>
<td>• Integrate work experiences with scholarship for P3 Partners (i.e.) Chartwells, Barnes &amp; Noble, local non-profits, tech talent etc.</td>
<td></td>
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<tr>
<td></td>
<td>• Go Virginia and workforce development grants to fund on campus and near campus internships</td>
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<td></td>
<td></td>
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</table>

Notes:
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### EXPOSE

Provide exposure to a variety of experiences that link classroom learning with talents, skills, competencies and paths to inform their career journey.

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<td>• Department webpage Communication; infuse examples of students ExL stories; • Faculty ExL Fair</td>
<td>• Invite faculty to share their research and opportunities to engage • Create an event that invites conversations about experiential learning and connections to partners</td>
<td>Faculty, Student Engagement Student Affairs, Academic Affairs</td>
<td>• Increase in engagement in activities • Increase in on campus internships, research projects and work-based learning opportunities</td>
<td>Short Term</td>
</tr>
<tr>
<td>• Faculty experiential learning</td>
<td>• Expose faculty to companies and industries in the region • New Faculty orientation can include a tour of the industries.</td>
<td>Community Engagement Partnerships, Center for Career and Talent Development, Alumni Relations; Employer partners CITL $$</td>
<td>• Engagement</td>
<td>Short Term</td>
</tr>
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</table>

**Notes:**
- Immediate: < 1 year
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Deepen learning and build skills through scaffolded work-based and experiential learning opportunities.

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<td>Database for student-faculty connection</td>
<td>Survey faculty experiences that would benefit students (worked in fed gov, peace corps, research focus...)</td>
<td>-expert system to scan resume/CV/linkedin (build radford network)</td>
<td>-engagement data</td>
<td>Short Term (expert system)</td>
</tr>
<tr>
<td>Cross Disciplinary Faculty Liaison</td>
<td></td>
<td>-survey of interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Circles</td>
<td>-create pods in which students who have engaged in ExL activities share knowledge and provide guidance for students wishing to engage</td>
<td>-define/identify the structure and where it would be administered</td>
<td>-survey</td>
<td>-Short Term (Pilot)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Engagement data</td>
<td>-Long Term</td>
</tr>
<tr>
<td>&quot;Highlander Huddle&quot; Mentorship (formal/informal)</td>
<td>-Young alumni for better student connection and lasting alumni relationships</td>
<td>-Alumni Office</td>
<td>-Participation</td>
<td>-Short Term (Pilot)</td>
</tr>
<tr>
<td>Next phase of Learning Circles</td>
<td>-Culture of giving back</td>
<td>-Career Center</td>
<td>-Annual Survey Reporting</td>
<td>-Long Term</td>
</tr>
<tr>
<td></td>
<td>-Recruiting Tool</td>
<td>-Shared Language</td>
<td>-Recruiting Language- Marketing</td>
<td></td>
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<td></td>
<td></td>
<td>-Experience for new students “Network language”</td>
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Notes:
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Strengthen technical experience, leadership skills and competencies within the context of a work environment

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| Integrate Career Competencies into on-campus work experiences and internships | - Leverage federal work study and student wage to broaden scope of experiences to focus on building career competencies  
- Seek other sources of funding to create more jobs  
- Increase SURF grants / fellowships | - Training for on-campus supervisors in career competency development  
- SkillSurvey type 360 evaluation instrument  
- $5 for additional student positions, grants, fellowships | - # of positions created  
- Career competency national benchmark data via SkillSurvey or similar assessment | - Short-Term  
- Short-Term  
- Long Term |

Incorporate project-based learning and ExL Throughout the Curriculum (Beyond required Clinical Practicum Experience Student teaching) | - Require and embed across majors  
- Pair classes with local university nonprofits and businesses (IE: social media campaign)  
- Develop mechanism to facilitate and build connections between faculty and local business and non-profits  
- Connect faculty with alumni and employers and invite them into the classroom as partners | - Program coordination  
- Faculty buy-in and training (CITL)  
- Employer / Non-profit buy-in and training | - Track number of collaborative course-based projects  
- Use rubrics, reflection, and e-portfolios to evaluate learning.  
- Surveys to community / employer partners | - Long Term |

Notes:  
- Immediate: < 1 year  
- Short Term: 1-3 years  
- Long Term: > 3 years
Integrate technical skills, experiential and work-based learning into compelling story to support a successful transition into first destination beyond graduation

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</table>
| Create Your Story: **Using reflection to translate your story** into your Resume, CV, LinkedIn, e-portfolio and the interview | • Center for Career and Talent Development skill-building for students  
• Training for faculty on how to integrate reflection on transferable skills into courses  
• Leveraging alumni and advisory boards to provide practice in skill building | • Many elements are in place. Create structure within Career Center.  
• Coordination with Alumni Relations | • Assessment of documents (i.e. Resume, LinkedIn)  
• Engagement metrics of faculty, students.  
• Surveys/feedback by alumni and employers engaged in programs. | • Short-term |
| Showcase your Story: **Building opportunities for creating and sharing your artifacts** | • Increase opportunities for students to showcase their “outputs” to encourage completion of ExL projects.  
• More diverse options - some informal and some formal displays  
• Framing as a capstone project. | • Many elements are in place. Create a structure building on best practices such as the Student Engagement Forum, CVPA performances, etc. | • Count of involvement in events  
• Rubrics and reflection to assess students’ confidence and ability to articulate accomplishments | • Short term |
| Validate Accomplishments: **Certifications and endorsements** to show evidence of competencies | • Provide opportunity for students to acquire certifications  
• Create mechanism for students to acquire endorsements or validation of skills from faculty and employers | • Explore opportunities to provide credentialing (IMPACT Lab AWS, etc.)  
• SkillSurvey or similar assessment validating Career Competencies | • SkillSurvey or similar assessment to validate career competencies  
• Scores on certifications  
• Qualitative assessments from employers | • Short-term (Pilot)  
• Long term |
| Acceleration Programs to Practice: **Apprenticeships** | • Explore apprenticeship programs that would allow students to work as apprentices while also learning.  
• Assess interest from academic programs | • Coordination within the university  
• Regional partnerships  
• Explore grant funding opportunities | • Involvement count - # students; # partners participating | • Short-term |
Reimagining How to Measure Career Readiness

SkillSurvey Career Readiness™ adapted its proven HR solution, developed by I/O Psychologists to help institutions discover insights into students' proficiency in the competency areas NACE employers value most – all within an easy-to-use online assessment for student work-related experiences.

**Radford SkillSurvey Career Readiness Pilot – Fall 2021**

- SkillSurvey Implementation: August 2021
- Team Orientation & Training: August 2021
- Identification of Fall 2021 Cohort: August- September 2021
- Faculty and work-Supervisor Training: August- September 2021
- Administration of Survey: November – December 2021
- Survey Feedback to Participants: November – December 2021
- Analysis of Data: November – December 2021
Next Steps

1. Submission to SCHEV

2. Career Readiness Pilot - Skill Survey - Fall 2021

3. Next Steps
College Belonging

*How First-Year and First-Generation Students Navigate Campus Life*

By Lisa M. Nunn
Students describe belonging as a sense of feeling **accepted** for who they are and feeling **valued** by the larger community. They explain that belonging brings a kind of confidence, the liberty to let their guard down, to not feel self-conscious or worry about being judged. This in turn offers them the **freedom to explore** and **thrive** because they are unencumbered by doubt and insecurities about whether they are wanted. They describe belonging as feeling “comfortable” and “at home.”
The Three Realms of Belonging

- Campus Community Belonging
- Academic Belonging
- Social Belonging

“Fitting in is about knowing what you have to do to make yourself acceptable to a particular crowd but belonging is being accepted and valued for who you are.”

~ Brené Brown
Case Studies

First-generation students generally do not receive the automatic validation and effortless acceptance that continuing-generation students often do – not in terms of campus-community belonging nor in terms of social belonging. Instead, they have to scramble for it.

Nunn, pg 41
Recommendations Poll

Promote targeted outreach with messages that remind students that the burden of figuring out how the campus works and where they belong in it does not rest on their shoulders.

Require that curricula and co-curricular programs meaningfully address issues of inequalities on campus, in the wider U.S. society, and around the world.

The critical element here is to strategically listen to the voices of students who numbers are small on campus, rather than making decisions based on what most students say they want.

Providing centers and other spaces that are safe havens for students is critically important.

Explicitly articulate to students and everyone else who is part of the campus community what your campus is all about and what you value.

Teach faculty small everyday ways to affirm the presence of first-generation and students of color.

They need flexibility in the system and unsolicited advice at every turn.

An important part of evaluating whether policies and programs meet your campus’ goals is to assess whether they balance the needs of ... those with all forms of marginalized identities.

Design ways to “reach in” to students’ lives to ask how they are doing and to offer mentorship and help.
Concluding Thoughts

“We must endeavor to meet students’ needs, and for first-generation students that means we need to do more than sit patiently in our offices and resource centers waiting for them to come to us for help.” p. 168