JULY 15, 2019

BOARD MEMBERS PRESENT
Mr. Robert A. Archer, Rector
Mr. James R. Kibler, Vice Rector
Dr. Thomas Brewster
Dr. Jay A. Brown
Mr. Gregory A. Burton
Ms. Krisha Chachra
Dr. Rachel D. Fowlkes
Mr. Mark S. Lawrence
Dr. Debra K. McMahon
Ms. Karyn K. Moran
Ms. Nancy Angland Rice
Mr. David A. Smith
Ms. Georgia Anne Snyder-Falkinham
Ms. Lisa Throckmorton

BOARD MEMBER ABSENT
Dr. Susan Whealler Johnston

OTHERS PRESENT
President Brian O. Hemphill
Ms. Audrey Burges, Assistant Attorney General, Commonwealth of Virginia
Ms. Karen Casteele, Secretary to the Board of Visitors and Special Assistant to the President
Ms. Ashley Schumaker, Chief of Staff and Vice President for University Relations
Mr. Jeffrey J. Selingo, Author (Morning Session)
Ms. Kitty McCarthy, Vice President for Enrollment Management (Afternoon Presentation)

CALL TO ORDER
Mr. Robert A. Archer, Rector, called the meeting to order at 9:15 a.m. in the Crown Salon of The Cavalier in Virginia Beach, Virginia. Rector Archer welcomed everyone to the Retreat and specifically acknowledged newly appointed Board of Visitors member David Smith. Rector Archer expressed his appreciation to all members for their participation in the Retreat.
APPROVAL OF AGENDA
Rector Archer provided an overview of the two-day Retreat and requested approval of the agenda, as published. Mr. James R. Kibler, Vice Rector, so moved, Mr. Gregory Burton seconded, and the agenda was unanimously approved. Rector Archer asked the Board of Visitors members to please see the Annual Self-Evaluation survey in their notebooks and to take time during the day to review the questions and complete the form. Rector Archer added that the completed Self-Evaluations forms would be collected at the end of the day, compiled and discussed the following day. A copy of the Self-Evaluation survey is attached hereto as Attachment A and is made a part hereof.

President Brian O. Hemphill reviewed with the Board of Visitors members the many significant accomplishments and events from 2018-2019, including the largest gift in the University’s history from William C. Davis and Sandra C. Davis; highlights from Homecoming and Family Weekend; new partnerships; the approval of the Doctor of Education; the inaugural Retention Summit; the remembrance of Alexa Cannon; the third annual Highlander Pride Weekend; and an overview of the Highlander Family Tour. President Hemphill also provided updates on philanthropic giving; enrollment trends; and the University’s financial health. President Hemphill updated the Board of Visitors on many exciting events to look forward to in the future, including the opening of the Venture Lab; the implementation of the REAL Model of general education; the reimagined first-year experience; and further expanding partnerships. President Hemphill also discussed Radford University Carilion and the importance of the University embracing one culture with two campuses. The presentation is attached hereto as Attachment B and is made a part hereof.

FIRESIDE CHAT FOR College (Un)Bound: The Future of Higher Education and What It Means for Students
Author Jeff Selingo joined President Hemphill and the Board of Visitors members for a Fireside Chat about his book, “College (Un)bound: The Future of Higher Education and What It Means for Students.” President Hemphill asked Mr. Selingo a series of questions related to the author’s research into higher education and insights in making higher education more successful and rewarding in the future. The session concluded with the opportunity for the Board of Visitors members to dialogue with the author.

PROTOCOL AND COMMUNICATION
Rector Archer and Chief of Staff and Vice President for University Relations Ashley Schumaker provided a briefing on protocol, flow and Radford University staff commitments in responding to Board member information requests. The presentation is attached hereto as Attachment C and is made a part hereof.

RADFORD UNIVERSITY CARILION
Chief of Staff and Vice President for University Relations Ashley Schumaker provided the Board of Visitors with an update on Radford University Carilion and the efforts in place to make the transition the most efficient and effective. Chief of Staff and Vice President Schumaker reviewed the new employee orientation; information technology rollout; departmental budgets; the updated website;
campus culture and events; as well as new and ongoing branding and marketing initiatives. The presentation is attached hereto as Attachment D and is made a part hereof.

**THE STUDENT DEBT CHALLENGE**

Vice President for Enrollment Management Kitty McCarthy presented to the Board of Visitors an overview of the student debt challenge facing students and families. Vice President McCarthy provided basic facts of national student debt to help understand the complexity of the issue and the impact on families and the economy. She continued by discussing the details of loans specific to Virginia and Radford. In closing, she discussed efforts being made to educate students about college costs, reducing debt and better preparing for the workforce following graduation. The presentation is attached hereto as Attachment E and is made a part hereof.

**MEETING**

Rector Archer reported to the Board of Visitors members that the Executive Committee met earlier in the day and discussed the value of a former Rector’s experience, and specifically to the Executive Committee. In order to benefit from the past Rector’s knowledge and experience, Rector Archer stated that the Executive Committee recommends to the Board of Visitors that the Bylaws be amended to include the immediate past Rector as an ex-officio member of the Executive Committee. Ms. Georgia Anne Snyder-Falkinham made the motion, Ms. Nancy A. Rice seconded and the motion passed unanimously. The resolution is attached hereto as Attachment F and is made a part hereof.

The meeting recessed at 4:00 p.m. The Board of Visitors members reconvened for a reception and dinner in the South Lawn Loggia at The Cavalier.

**TUESDAY, JULY 16, 2019**

**BOARD MEMBERS PRESENT**

Mr. Robert A. Archer, Rector  
Mr. James R. Kibler, Vice Rector  
Dr. Thomas Brewster  
Dr. Jay A. Brown  
Mr. Gregory A. Burton  
Ms. Krisha Chachra  
Dr. Rachel D. Fowlkes  
Mr. Mark S. Lawrence  
Dr. Debra K. McMahon  
Ms. Karyn K. Moran  
Ms. Nancy Angland Rice  
Mr. David A. Smith  
Ms. Georgia Anne Snyder-Falkinham  
Ms. Lisa Throckmorton

**BOARD MEMBER ABSENT**

Dr. Susan Whealler Johnston
OTHERS PRESENT
President Brian O. Hemphill
Ms. Audrey Burges, Assistant Attorney General, Commonwealth of Virginia
Ms. Karen Casteele, Secretary to the Board of Visitors and Special Assistant to the President
Ms. Ashley Schumaker, Chief of Staff and Vice President for University Relations
Dr. Susan Trageser, Vice President for Student Affairs (Morning Presentation)

CALL TO ORDER
Rector Robert A. Archer reconvened the Retreat at 8:30 a.m. in the Crown Salon of The Cavalier in Virginia Beach, Virginia

2018-2023 STRATEGIC PLAN PROGRESS: Spring 2019 Update
Chief of Staff and Vice President for University Relations Ashley Schumaker provided a progress report summary of the 69 goals and objectives, of which two have been successfully completed and the progress of 63 goals and objectives is on track. Chief of Staff and Vice President Schumaker spotlighted five initiatives in the plan including: Student Celebrations; the Honors College; Undergraduate Research and Scholarship; Sustainability; and the Harvey Knowledge Center. The presentation is attached hereto as Attachment G and is made a part hereof.

A NEW RETENTION MODEL: CASE MANAGEMENT
Vice President for Student Affairs Susan Trageser provided information on the University’s continued efforts to enhance and improve student success and retention. Vice President Trageser discussed the task force created, including Academic Advising, New Student and Family Programs and Student Success and Retention, which is researching best practices and will be making final recommendations in October. Vice President Trageser also reviewed the partnership with Ruffalo Noel Levitz, the College Student Inventory, the Student Retention Predictor Model and Case Management. Vice President Trageser summarized the new and continued retention efforts for the upcoming year, including the You Matter Campaign, Highlander Chats, student employment, focus on commuter students and an emphasis on the sophomore experience. The presentation is attached hereto as Attachment H and is made a part hereof.

SACSCOC ANNUAL BOARD SELF-EVALUATION
Chief of Staff and Vice President for University Relations Ashley Schumaker reviewed with the Board of Visitors the importance of the self-evaluation process in order to remain effective in their roles in overseeing the University fulfilling its mission. Chief of Staff and Vice President Schumaker asked to Board of Visitors members to review the SACSCOC Principles of Accreditation handout in their notebooks which further describes the required annual review. Chief of Staff and Vice President Schumaker thanked the Board of Visitors members for thoughtfully completing the self-evaluation survey provided to them the day before. She described that the responses were given points, one through five, with five being excellent. She added that all Board of Visitors members answered two questions as “five” or excellent – 1) Adheres to a comprehensive conflict-of-interest policy and addresses conflicts appropriately and 2) Focuses its time on issues of greatest consequence to the University. Additionally, Chief of Staff and Vice President Schumaker reported that four questions each received a 4.9, which were
1) Ensures the administration involves the Board on high-profile issues that present significant risk to the University, 2) Has the right committees and uses them well, 3) Promotes trust among Board members through a culture based on openness and respect, and 4) Ensures that decisions are made without undue influence from individual board members. Chief of Staff and Vice President Schumaker added that the other responses were: 4.8, 4.6, 4.4 and 4.1, all above “Very Good.” She stated that several comments were added by Board of Visitors members including:

- Talented, focused and passionate Board that prioritizes student success and preparation for future. Numerous strengths that provide vision and direction for the university. It’s my honor to serve.
- Terrific functioning Board.
- RU Board works collaboratively with the President and faculty/staff to enhance student success and innovation! It’s rewarding to be a member of this effective and progressive team.
- Outstanding group and great effective leaders.
- The relationship with the President and his team is the most professional and trusting. Well-defined roles fosters good communications and transparency. Hopefully the students benefit from this approach.
- This Board is very functional. The lines of communications are clear and clearly defined. The second question is an area that I hope to improve but I don’t feel confident yet.
- A very highly functioning cohort.

The presentation and handout are attached hereto as Attachment I and Attachment J, respectively, and are made a part hereof.

WRAP UP AND ADJOURNMENT
Before adjourning, Rector Archer asked members for their reflections of the Retreat and thoughts for the upcoming year. The members concurred that there is a great deal of excitement among the Board members and look forward to working together to better serve the students, faculty and staff. Rector Archer distributed a copy of the 2019-2020 committee assignments attached hereto as Attachment K and is made a part hereof.

ADJOURNMENT
With no further business to come before the Board, Rector Archer asked for a motion to adjourn. Vice Rector Kibler made the motion, Ms. Georgia Anne Snyder-Falkinham seconded and the motion passed unanimously. The meeting adjourned at 12:15 p.m.

Respectfully submitted,

Karen Casteele
Secretary to the Board of Visitors/Special Assistant to the President
### Annual Self-Evaluation

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serves as a sounding board and thought partner to the President</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Understands the University’s business model and ensures its adequacy for the future</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensures the administration involves the Board on high-profile issues that present significant risk to the University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitors auxiliary operations and organizations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the right committees and uses them well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adheres to a comprehensive conflict-of-interest policy and addresses conflicts appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotes trust among Board members through a culture based on openness and respect</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Charges the executive committee to operate with transparency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensures that decisions are made without undue influence from individual board members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focuses its time on issues of greatest consequence to the University</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Please provide comments or suggestions related to the board’s performance.

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**Attachment A**
A Year in Review and A Look Forward

RADFORD UNIVERSITY

Brian O. Hemphill, Ph.D.  July 2019 Board of Visitors Retreat
A Year in Review
Homecoming and Family Weekend

A Year in Review
Doctor of Education

SEVEN-WEEK COURSES
Students can focus on one course at a time and still complete two courses per semester.

ONLINE PROGRAM
The Ed. D. program is convenient and flexible for working professionals. Our latest collaboration software allows for "face-to-face" engagement with faculty and cohort members.

PRACTITIONER-FOCUSED
Ed. D. program courses, field experience and research are directly connected to solving complex problems of practice in schools.

A Year in Review
RADFORD UNIVERSITY
Remembering Alexa Cannon
Third Annual Highlander Pride Weekend

HIGHLANDER PRIDE WEEKEND

APRIL 25 - 27, 2019

A Year in Review
Student to Graduate to Alumni: Class of 2019

A Year in Review
Highlander Family Tour

A Year in Review
# Philanthropic Giving

## Radford University - University Advancement

## Comparative Giving Report by Fiscal Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Pledge Balances</td>
<td>$ 9,610,923</td>
<td>$ 10,635,610</td>
<td>$ 7,311,589</td>
<td>$ 1,160,325</td>
<td>$ 505,474</td>
</tr>
<tr>
<td>Current-Year Pledge Payments</td>
<td>$ 429,078</td>
<td>$ 404,067</td>
<td>$ 544,121</td>
<td>$ 344,401</td>
<td>$ 793,813</td>
</tr>
<tr>
<td>New Planned Gifts</td>
<td>$ 539,964</td>
<td>$ 1,565,555</td>
<td>$ 1,192,050</td>
<td>$ 5,090,000</td>
<td>$ 1,282,000</td>
</tr>
<tr>
<td>Outright Cash Gifts</td>
<td>$ 1,856,843</td>
<td>$ 1,751,071</td>
<td>$ 1,563,936</td>
<td>$ 1,178,318</td>
<td>$ 1,336,277</td>
</tr>
<tr>
<td>Gifts-in-kind</td>
<td>$ 31,902</td>
<td>$ 336,320</td>
<td>$ 128,299</td>
<td>$ 223,955</td>
<td>$ 200,775</td>
</tr>
<tr>
<td>Gifts of Real Estate</td>
<td>$ -</td>
<td>$ 590,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Sponsored Programs</td>
<td>$ 42,130</td>
<td>$ 57,490</td>
<td>$ 52,485</td>
<td>$ 10,000</td>
<td>n/a</td>
</tr>
<tr>
<td>Total Giving</td>
<td>$ 12,510,840</td>
<td>$ 15,340,113</td>
<td>$ 10,792,480</td>
<td>$ 8,006,999</td>
<td>$ 4,118,339</td>
</tr>
<tr>
<td>Total Number of Donors</td>
<td>4,758</td>
<td>5,262</td>
<td>5,253</td>
<td>4,435</td>
<td>4,731</td>
</tr>
<tr>
<td>Total Number of New Donors</td>
<td>1,978</td>
<td>2,018</td>
<td>2,090</td>
<td>1,350</td>
<td>1,076</td>
</tr>
</tbody>
</table>
Enrollment Trends
Fall Enrollment Trend 1992-2019

- Total Enrollment

*Projected
Fall Enrollment Trend 1992-2019 by Student Fund Group

Enrollment Trends
Financial Health
Auxiliary Reserve Balances 2009-2019

Reserve Balance

<table>
<thead>
<tr>
<th>Year</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>$40,000,000</td>
</tr>
<tr>
<td>2009</td>
<td>$45,000,000</td>
</tr>
<tr>
<td>2010</td>
<td>$50,000,000</td>
</tr>
<tr>
<td>2011</td>
<td>$55,000,000</td>
</tr>
<tr>
<td>2012</td>
<td>$60,000,000</td>
</tr>
<tr>
<td>2013</td>
<td>$65,000,000</td>
</tr>
<tr>
<td>2014</td>
<td>$70,000,000</td>
</tr>
<tr>
<td>2015</td>
<td>$75,000,000</td>
</tr>
<tr>
<td>2016</td>
<td>$80,000,000</td>
</tr>
<tr>
<td>2017</td>
<td>$85,000,000</td>
</tr>
<tr>
<td>2018</td>
<td>$90,000,000</td>
</tr>
<tr>
<td>2019*</td>
<td>$95,000,000</td>
</tr>
</tbody>
</table>
Composite Financial Index (CFI)

Measurement of the overall financial well-being

• CFI is a combination of four core ratios including:
  1. Primary Reserve Ratio;
  2. Viability Ratio;
  3. Return on Net Position; and

• The potential range of CFI scores are -4 to 10, with 3 representing a baseline value of financial health.
...the Viability Ratio is an indicator of an institution’s capacity to service its long-term debt. Three institutions have ironclad viability ratios: the University of Virginia, Radford University, and Virginia Military Institute.
A Look Forward
Opening the Venture Lab
Opening the Venture Lab

A Look Forward
Launching the Together Campaign

CAMPAIGN PILLARS

OUR GOAL

LEAVE A LASTING LEGACY.

$100 MILLION

A Look Forward
Bringing the REAL Model to Life

The REAL Education Model

A Look Forward
Reimagining the First-Year Experience

A Look Forward
## Retention: Fall 2017 New Freshmen Returning Fall 2018

<table>
<thead>
<tr>
<th>Institution</th>
<th>Cohort</th>
<th>Retained</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Virginia</td>
<td>3,764</td>
<td>3,653</td>
<td>97.1%</td>
</tr>
<tr>
<td>College of William and Mary</td>
<td>1,529</td>
<td>1,451</td>
<td>94.9%</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>6,832</td>
<td>6,334</td>
<td>92.7%</td>
</tr>
<tr>
<td>James Madison University</td>
<td>4,665</td>
<td>4,216</td>
<td>90.4%</td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>424</td>
<td>377</td>
<td>88.9%</td>
</tr>
<tr>
<td>Christopher Newport University</td>
<td>1,293</td>
<td>1,126</td>
<td>87.1%</td>
</tr>
<tr>
<td>George Mason University</td>
<td>3,482</td>
<td>3,012</td>
<td>86.5%</td>
</tr>
<tr>
<td><strong>Public Four-Year Institution Average</strong></td>
<td><strong>35,228</strong></td>
<td><strong>30,392</strong></td>
<td><strong>86.3%</strong></td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>4,178</td>
<td>3,537</td>
<td>84.7%</td>
</tr>
<tr>
<td>University of Mary Washington</td>
<td>932</td>
<td>760</td>
<td>81.5%</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>2,916</td>
<td>2,252</td>
<td>77.2%</td>
</tr>
<tr>
<td>Longwood University</td>
<td>1,016</td>
<td>762</td>
<td>75.0%</td>
</tr>
<tr>
<td>University of Virginia's College at Wise</td>
<td>257</td>
<td>184</td>
<td>71.6%</td>
</tr>
<tr>
<td>Radford University</td>
<td>1,845</td>
<td>1,308</td>
<td>70.9%</td>
</tr>
<tr>
<td>Norfolk State University</td>
<td>1,012</td>
<td>707</td>
<td>69.9%</td>
</tr>
<tr>
<td>Virginia State University</td>
<td>1,083</td>
<td>713</td>
<td>65.8%</td>
</tr>
</tbody>
</table>
# A Look Forward

## Reimagining the First-Year Experience

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>RETENTION RATE</th>
<th>TOTAL ENROLLMENT</th>
<th>% PELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stockton University</td>
<td>87%</td>
<td>9,216</td>
<td>40</td>
</tr>
<tr>
<td>State University of New York at New Paltz</td>
<td>86%</td>
<td>7,565</td>
<td>33</td>
</tr>
<tr>
<td>CUNY Lehman College</td>
<td>83%</td>
<td>14,130</td>
<td>53</td>
</tr>
<tr>
<td>Slippery Rock University of Pennsylvania</td>
<td>81%</td>
<td>8,866</td>
<td>31</td>
</tr>
<tr>
<td>University of Michigan-Dearborn</td>
<td>81%</td>
<td>9,330</td>
<td>42</td>
</tr>
<tr>
<td>California State University-Stanislaus</td>
<td>80%</td>
<td>10,327</td>
<td>60</td>
</tr>
<tr>
<td>Sonoma State University</td>
<td>79%</td>
<td>9,481</td>
<td>33</td>
</tr>
<tr>
<td>Western Carolina University</td>
<td>79%</td>
<td>11,034</td>
<td>38</td>
</tr>
<tr>
<td>CUNY John Jay College of Criminal Justice</td>
<td>78%</td>
<td>14,834</td>
<td>53</td>
</tr>
<tr>
<td>Fitchburg State University</td>
<td>78%</td>
<td>7,075</td>
<td>36</td>
</tr>
<tr>
<td>Southern Connecticut State University</td>
<td>78%</td>
<td>10,202</td>
<td>38</td>
</tr>
<tr>
<td>SUNY College of Brockport</td>
<td>78%</td>
<td>8,313</td>
<td>41</td>
</tr>
<tr>
<td>SUNY College at Oswego</td>
<td>78%</td>
<td>8,026</td>
<td>42</td>
</tr>
<tr>
<td>University of Illinois at Springfield</td>
<td>78%</td>
<td>4,956</td>
<td>35</td>
</tr>
<tr>
<td>Murray State University</td>
<td>77%</td>
<td>10,012</td>
<td>31</td>
</tr>
<tr>
<td>Radford University</td>
<td>76%</td>
<td>9,418</td>
<td>33</td>
</tr>
</tbody>
</table>
Reimagining the First-Year Experience

RADFORD UNIVERSITY
Academic Advising

RADFORD UNIVERSITY
New Student and Family Programs

RADFORD UNIVERSITY
Student Success and Retention

A Look Forward
Creating a New Partnership Model
Taking IMPACT to the Next Level
Taking IMPACT to the Next Level

A Look Forward


0 4 7 10 14 471 478 485 486 503 524 600 714 939 1365 1550
Embracing Two Campuses and One Culture
Embracing Two Campuses and One Culture
Envisioning the Future

A Look Forward
A Year in Review and A Look Forward

RADFORD UNIVERSITY

Brian O. Hemphill, Ph.D.  July 2019 Board of Visitors Retreat
Protocol and Communication
Roles and Responsibilities

- Board Bylaws
- Board Officers (Rector Bob Archer and Vice Rector Jim Kibler)
- 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
  - University Advancement, University Relations, and Enrollment Management Committee
Requests for Information

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

• Collected Data/Information to be Shared with Full Board of Visitors (*Exceptions May Apply*)
Types of Communication

• Regular Communication
  • Meetings, Retreats, New Member Orientations, Etc.

• Three Levels of Additional Communication with Board Members
  • High-Level/Advance Notice
  • Exploratory/Anticipation
  • Regular Campus Updates
Organizational Topics

• New Employee Orientation
• Information Technology Rollout
• Departmental Budgets
• RUC Webpage
• Campus Culture
• Campus Events
• Branding and Marketing
New Employee Orientation
New Employee Orientation (Schedule)

- **Group 1 – Classified Staff**
  - July 10, 2019 (All Day) and July 11, 2019 (Half Day)
- **Group 2 – 12-Month Teaching and Research Faculty**
  - July 11, 2019 (All Day) and July 12, 2019 (Half Day)
- **Group 3 – Administrative and Professional Faculty**
  - July 12, 2019 (All Day) and July 15, 2019 (Half Day)
- **Group 4 – Make-Up for Groups 1, 2, and 3**
  - July 18, 2019 (All Day) and July 19, 2019 (Half Day)
- **Group 5 – 9-Month Teaching and Research Faculty**
  - August 12, 2019 (All Day) and August 13, 2019 (Half Day)
# New Employee Orientation (Day 1)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Duration</th>
<th>Responsible Party</th>
<th>Materials</th>
<th>Notes</th>
<th>Start Time</th>
<th>End Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome &amp; Introductions</td>
<td>15</td>
<td>Human Resources</td>
<td></td>
<td></td>
<td>8:30 AM</td>
<td>8:45 AM</td>
</tr>
<tr>
<td>Mission/Vision/Core Values/Code of Ethics</td>
<td>15</td>
<td>University Relations</td>
<td></td>
<td></td>
<td>8:45 AM</td>
<td>9:00 AM</td>
</tr>
<tr>
<td>University Oversight/Internal Governance/Organizational Structure</td>
<td>10</td>
<td>University Relations</td>
<td></td>
<td></td>
<td>9:00 AM</td>
<td>9:10 AM</td>
</tr>
<tr>
<td>RUID &amp; Parking Services</td>
<td>10</td>
<td>University Services</td>
<td>Current Orientation</td>
<td></td>
<td>9:10 AM</td>
<td>9:20 AM</td>
</tr>
<tr>
<td>University Calendar (Academic, Holidays)</td>
<td>10</td>
<td>Human Resources</td>
<td>Printed</td>
<td></td>
<td>9:20 AM</td>
<td>9:30 AM</td>
</tr>
<tr>
<td>Employment Handbook Overview</td>
<td>10</td>
<td>Human Resources</td>
<td>Printed</td>
<td></td>
<td>9:30 AM</td>
<td>9:40 AM</td>
</tr>
<tr>
<td>Benefits (Health, Life Insurance, Fact Sheets, Retirement)</td>
<td>60</td>
<td>Human Resources</td>
<td>Printed</td>
<td>Current Orientation</td>
<td>9:40 AM</td>
<td>10:40 AM</td>
</tr>
<tr>
<td>Break</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td>10:40 AM</td>
<td>10:55 AM</td>
</tr>
<tr>
<td>Leave Policies/Procedures/Reporting</td>
<td>30</td>
<td>Human Resources</td>
<td>Current Orientation</td>
<td></td>
<td>10:55 AM</td>
<td>11:25 AM</td>
</tr>
<tr>
<td>Payline/Pay Stubs/Pay Calendar</td>
<td>15</td>
<td>Controller's Office</td>
<td>Printed</td>
<td>Current Orientation</td>
<td>11:25 AM</td>
<td>11:40 AM</td>
</tr>
<tr>
<td>Required Trainings/Virginia Learning Center</td>
<td>20</td>
<td>Human Resources</td>
<td>Printed</td>
<td>Current Orientation</td>
<td>11:40 AM</td>
<td>12:00 PM</td>
</tr>
<tr>
<td>Lunch</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td>12:00 PM</td>
<td>1:00 PM</td>
</tr>
<tr>
<td>University Advancement Overview</td>
<td>15</td>
<td>VPUA or Designee</td>
<td>Current Orientation</td>
<td></td>
<td>1:00 PM</td>
<td>1:15 PM</td>
</tr>
<tr>
<td>Student Affairs Overview</td>
<td>15</td>
<td>VPSA or Designee</td>
<td></td>
<td></td>
<td>1:15 PM</td>
<td>1:30 PM</td>
</tr>
<tr>
<td>Information Technology Overview</td>
<td>30</td>
<td>VPIT or Designee</td>
<td>Current Orientation</td>
<td></td>
<td>1:30 PM</td>
<td>2:00 PM</td>
</tr>
<tr>
<td>Enrollment Management Overview</td>
<td>15</td>
<td>VPEM or Designee</td>
<td></td>
<td></td>
<td>2:00 PM</td>
<td>2:15 PM</td>
</tr>
<tr>
<td>Academic Affairs Overview</td>
<td>15</td>
<td>VPAA or Designee</td>
<td></td>
<td></td>
<td>2:15 PM</td>
<td>2:30 PM</td>
</tr>
<tr>
<td>Wrap Up (Q&amp;A)</td>
<td>20</td>
<td>Human Resources</td>
<td></td>
<td></td>
<td>2:30 PM</td>
<td>2:50 PM</td>
</tr>
</tbody>
</table>

Day One: 8:30 AM to 2:50 PM
July 8, 9, 11 - Alternate July 18

---

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# New Employee Orientation (Day 2)

**Day Two: 8:15 AM - 12:15 PM**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Duration</th>
<th>Responsible Party</th>
<th>Materials</th>
<th>Notes</th>
<th>Start Time</th>
<th>End Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit &amp; Advisory Services/Fraud, Waste &amp; Abuse</td>
<td>20</td>
<td>Audit &amp; Advisory Services</td>
<td>Current Orientation</td>
<td></td>
<td>8:15 AM</td>
<td>8:35 AM</td>
</tr>
<tr>
<td>University Wide Policies</td>
<td>15</td>
<td>Controller's Office</td>
<td></td>
<td></td>
<td>8:35 AM</td>
<td>8:50 AM</td>
</tr>
<tr>
<td>FOIA</td>
<td>20</td>
<td>Legal</td>
<td></td>
<td></td>
<td>8:50 AM</td>
<td>9:10 AM</td>
</tr>
<tr>
<td>Record Retention</td>
<td>15</td>
<td>Controller's Office</td>
<td></td>
<td></td>
<td>9:10 AM</td>
<td>9:25 AM</td>
</tr>
<tr>
<td>Title IX Training</td>
<td>30</td>
<td>Institutional Equity</td>
<td>Current Orientation</td>
<td></td>
<td>9:25 AM</td>
<td>9:55 AM</td>
</tr>
<tr>
<td>Break</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td>9:55 AM</td>
<td>10:10 AM</td>
</tr>
<tr>
<td>Finance and Administration Overview</td>
<td>15</td>
<td>VPFA or Designee</td>
<td>Current Orientation</td>
<td></td>
<td>10:10 AM</td>
<td>10:25 AM</td>
</tr>
<tr>
<td>Emergency Management</td>
<td>20</td>
<td>Police</td>
<td></td>
<td></td>
<td>10:25 AM</td>
<td>10:45 AM</td>
</tr>
<tr>
<td>Environmental Health &amp; Safety</td>
<td>15</td>
<td>Facilities</td>
<td>Current Orientation</td>
<td></td>
<td>10:45 AM</td>
<td>11:00 AM</td>
</tr>
<tr>
<td>Work Order Process</td>
<td>15</td>
<td>Facilities</td>
<td></td>
<td></td>
<td>11:00 AM</td>
<td>11:15 AM</td>
</tr>
<tr>
<td>Budget Overview</td>
<td>20</td>
<td>OBFP</td>
<td></td>
<td></td>
<td>11:15 AM</td>
<td>11:35 AM</td>
</tr>
<tr>
<td>Procurement/Payment Overview</td>
<td>20</td>
<td>Controller's Office</td>
<td></td>
<td></td>
<td>11:35 AM</td>
<td>11:55 AM</td>
</tr>
<tr>
<td>Travel Overview</td>
<td>10</td>
<td>Controller's Office</td>
<td></td>
<td></td>
<td>11:55 AM</td>
<td>12:05 PM</td>
</tr>
<tr>
<td>Wrap Up</td>
<td>10</td>
<td>Controller's Office</td>
<td></td>
<td></td>
<td>12:05 PM</td>
<td>12:15 PM</td>
</tr>
</tbody>
</table>

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New Employee Orientation (Others)

- Systems-Based Training
  - Ongoing
  - Finance and Administration

- Computer Deployment
  - Week of July 29, 2019
  - Information Technology

- Faculty Institute
  - August 14, 2019
  - Academic Affairs
Information Technology Rollout
## Information Technology Rollout

<table>
<thead>
<tr>
<th>Milestone Description</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move Network Switch, Firewall and Servers to RUC Network Closet</td>
<td>06-24-2019</td>
</tr>
<tr>
<td>RU Email Accounts made available for JCHS Staff and 12-Month Faculty (identity management pre-hire role)</td>
<td>06-27-2019</td>
</tr>
<tr>
<td>PowerCampus Self-Service changed to read-only mode for Students</td>
<td>07-01-2019</td>
</tr>
<tr>
<td>Establish Internet Connectivity</td>
<td>07-09-2019</td>
</tr>
<tr>
<td>Official Start Date for JCHS Full-time Employees and 12-Month Faculty</td>
<td>07-10-2019</td>
</tr>
<tr>
<td>JCHS Website Redirected to new RUC landing page on RU Website</td>
<td>07-10-2019</td>
</tr>
<tr>
<td>JCHS Students allowed to Access Registration in Banner</td>
<td>07-13-2019</td>
</tr>
<tr>
<td>RU Email Accounts made available for JCHS 9-Month Faculty (identity management pre-hire role)</td>
<td>07-15-2019</td>
</tr>
<tr>
<td>Blackboard Course Shells for Fall 2019 Created from Banner Data File</td>
<td>07-22-2019</td>
</tr>
<tr>
<td>eBills for Fall of 2019 will be Sent to all Students</td>
<td>07-24-2019</td>
</tr>
<tr>
<td>JCHS Summer School Grades Due</td>
<td>07-29-2019</td>
</tr>
<tr>
<td>Desktop and Laptop Cutover (Re-imaging of Windows Computers)</td>
<td>07-29-2019</td>
</tr>
<tr>
<td>R: and S: Drive Migration and Review for Sensitive Data</td>
<td>07-29-2019</td>
</tr>
<tr>
<td>Copiers: Xerox Multifunction Device Installs and Removal of HP Printer/Copiers</td>
<td>07-31-2019</td>
</tr>
<tr>
<td>Digital Signage Updated to Reflect RUC Branding</td>
<td>08-02-2019</td>
</tr>
<tr>
<td>Complete Maintenance Review of JCHS Classrooms</td>
<td>08-05-2019</td>
</tr>
<tr>
<td>Complete R: and S: Drive Migration</td>
<td>08-05-2019</td>
</tr>
<tr>
<td>Official Start Date for JCHS 9-Month Faculty</td>
<td>08-10-2019</td>
</tr>
<tr>
<td>@jchs.edu Email Access Stops for JCHS Students</td>
<td>09-01-2019</td>
</tr>
<tr>
<td>@jchs.edu Email Access Stops for JCHS Faculty/Staff</td>
<td>10-01-2019</td>
</tr>
</tbody>
</table>
Departmental Budgets
### E&G Expenses

**2019-20 Draft Authorized E&G Budget**

Radford University Carilion by Senior Management Level

<table>
<thead>
<tr>
<th>RUC EXPENSES</th>
<th>2019-20 Authorized Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>10- Academic Affairs</td>
<td>$9,335,259</td>
</tr>
<tr>
<td>20- Finance &amp; Administration</td>
<td>$462,509</td>
</tr>
<tr>
<td>30- Information Technology</td>
<td>$427,035</td>
</tr>
<tr>
<td>40- Central Administration</td>
<td>$59,278</td>
</tr>
<tr>
<td>50- Student Affairs</td>
<td>$289,434</td>
</tr>
<tr>
<td>60- University Relations</td>
<td>$80,273</td>
</tr>
<tr>
<td>70- University Advancement</td>
<td>$8,500</td>
</tr>
<tr>
<td>80- Enrollment Management</td>
<td>$868,803</td>
</tr>
<tr>
<td>90 Central Resources</td>
<td>$10,810,279</td>
</tr>
<tr>
<td><strong>RUC E&amp;G Expense Total</strong></td>
<td><strong>$22,341,370</strong></td>
</tr>
</tbody>
</table>
RUC Webpage
RUC Webpage (Process Overview)

• Migration of JCHS Website and RUC Updates
  • *February - July*

• Launch of RUC Webpage and Redirect of JCHS Website
  • *12:01 A.M. on July 10, 2019*

• Implementation of Other Updates to [www.radford.edu](http://www.radford.edu)
  • *12:01 A.M. on July 10, 2019*

• Final Review and Detailed Updates to RUC Webpage
  • *July 10, 2019 through July 31, 2019*
RUC Webpage (Bottom Level Content)
Campus Culture
Campus Culture

• A Balancing Act
  • RUC Experience vs. Radford Family

• A New Way of Doing Business
  • University Oversight and Organizational Structure

• A New Means of Campus Representation
  • Internal Governance

• An Alumni Legacy to Honor
  • Jefferson Circle
Campus Culture (University Oversight)
Campus Culture (Organizational Structure)
Campus Culture (Internal Governance)

Main Campus
- Radford, VA

Educational Sites
- Abingdon, VA
  - Southwest Virginia Higher Education Center
- Martinsville, VA
  - New College Institute
- Roanoke, VA
  - Radford University Carilion
  - Roanoke Higher Education Center
On May 23, 2019, Radford University President Brian O. Hemphill, Ph.D., announced the establishment of the Jefferson Circle as part of the Radford University Alumni Association. The Jefferson Circle functions as an alumni chapter of Radford University and honors the experience of those who graduated from and/or attended Jefferson College of Health Sciences (JCHS). It also celebrates the legacy of JCHS and the uniqueness of the Radford University Carilion (RUC) experience, while simultaneously recognizing these individuals as part of the Radford University family and acknowledging the important work occurring at RUC. The Jefferson Circle is a symbol of the strength of the historical foundation of JCHS from which RUC has been built, while also looking to an innovative future driven by meeting healthcare workforce needs across the Commonwealth of Virginia and beyond.
Campus Events
Campus Events

• August New Student Convocation
  • Roanoke and Radford

• August College Meetings
  • Radford

• August Fall Convocation
  • Radford

• December and May Commencement Ceremonies
  • Roanoke and Radford
Branding and Marketing
Branding and Marketing

- Logos
- Audiences
- Message Map
- Personality
- Welcome Ad
- Photography
- Exterior Signage
- Interior Signage
Branding and Marketing (Boilerplate)

Located in downtown Roanoke, Virginia, in the city’s Innovation Corridor, Radford University Carilion (RUC) provides a rigorous real-world learning experience to students pursing undergraduate and graduate degrees in the health sciences. RUC boasts a faculty of practicing clinicians who, in a clinical setting on the campus of Carilion Medical Center, teach students to care for patients, conduct research, and explore how to manage organizations. Learn more. »
Branding and Marketing (Colors)

White
CMYK 0 0 0 0
RGB 255 255 255
HEX FFFFFF

RADFORD RED
Pantone 186
CMYK 2 100 85 8
RGB 200 16 46
HEX C8102E

CARILION BLUE
Pantone 541
CMYK 100 58 9 46
RGB 0 60 113
HEX 003C71

Radford University Carilion
# Branding and Marketing (Audiences)

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
<th>Tertiary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospective Students and Influencers</td>
<td>Internal Community</td>
<td>External Community</td>
</tr>
<tr>
<td><strong>Who</strong></td>
<td><strong>The Unsure</strong></td>
<td><strong>The Optimistic</strong></td>
</tr>
<tr>
<td>Undergraduate students</td>
<td>Current Jefferson students</td>
<td>Most faculty and staff</td>
</tr>
<tr>
<td>Parents and family</td>
<td>Jefferson alumni</td>
<td>Current Radford students</td>
</tr>
<tr>
<td>Counselors and other influencers</td>
<td>Some faculty and staff</td>
<td></td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td><strong>Address their concerns and communicate advantages</strong>, moving them from unsure to optimistic.</td>
<td><strong>Inspire advocacy</strong>, encouraging their engagement and involvement.</td>
</tr>
<tr>
<td>Recruit and enroll more best-fit students by building awareness of the advantages of the Radford-Carilion partnership.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Branding and Marketing (Audiences)

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
<th>Tertiary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospective Students and Influencers</td>
<td>Recruit and enroll</td>
<td>Address concerns and communicate advantages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inspire advocacy</td>
</tr>
</tbody>
</table>

## Goals

**Primary**
- Recruit and enroll

**Secondary**
- Address concerns and communicate advantages
- Inspire advocacy

**Tertiary**
- Build reputation and visibility

## What do they need to know?

**The Unsure**
- That the advantages of the Jefferson College experience they currently enjoy will not only continue, but also strengthen
- That the day-to-day experience will not change profoundly, and will improve
- That costs will continue to go down

**The Optimistic**
- Continual updates about exciting developments and opportunities (including the new building)
- Information about access to more funding, research, and technology
- How they can share ideas and get involved

**Radford University Carilion**
- The vision for Radford University Carilion, and the opportunities that abound
- How the Radford-Carilion partnership contributes to the economic stability of the region
- The impact the partnership has on the health care industry as a whole
- How the partnership will help position Roanoke as a health care hub (and update some outdated perceptions of the area)
- That only the highest quality of care is offered, relieving any potential concerns about students delivering care
Branding and Marketing (Message Map)

OUR ACADEMICS
- programs that meet emerging workforce needs
- devoted faculty who are determined to help students succeed
- courses that cover the length, breadth, and depth of critical content

OUR APPROACH
- drawing on experienced practitioners as faculty
- an interprofessional approach to learning
- cutting-edge facilities, technology, and methods

OUR AMBITION
- an influential addition to Roanoke’s health sciences hub
- a dynamic opportunity for new initiatives and ventures
- a well-prepared workforce of health care providers

Attributes
(what we offer or "the give")
Radford University Carilion offers...
immersive learning within a dynamic health care ecosystem

Benefits
(why it matters or "the get")
students gain the relevant experience and confidence to identify and meet the needs of tomorrow's health care industry

So that...
developing intellectual agility and industry expertise
preparation for tackling the field's most pressing challenges - immediately
progress that propagates the industry and the commonwealth forward

Knowledge and skills that make graduates highly employable
support through a challenging curriculum
excelling in licensure and certification exams
learning about the day-to-day realities of the industry
developing critical, in-demand collaboration skills
students who are well-equipped to master and create what's next

attracting distinguished health care professionals and students to the area
diversifying and strengthening the region’s economy
changing countless lives through excellent care

Radford University Carilion
Branding and Marketing (Personality)

**RATIONAL**  
How we want people to **think** about the brand  
- Responsive  
  - Aware and accountable
- Resourceful  
  - Creative and prepared
- Forward-focused  
  - Driven and active

**EMOTIONAL**  
How we want people to **feel** about the brand  
- Caring  
  - Passionate and earnest
- Invested  
  - Dedicated and engaged
- Intentional  
  - Purposeful and confident
Branding and Marketing (Photography)
Branding and Marketing (Welcome Ad)

RADFORD UNIVERSITY PROUDLY WELCOMES
RADFORD UNIVERSITY CARILION INTO THE HIGHLANDER FAMILY.

Driven by what's next, RUC graduates are meeting healthcare workforce needs across the Commonwealth of Virginia and beyond.

Learn more at: www.radford.edu/ruc
Branding and Marketing (Exterior Signage)
Branding and Marketing (Exterior Signage)
Branding and Marketing (Interior Signage)
Branding and Marketing (Other Materials)
Branding and Marketing (Other Materials)
Branding and Marketing (Other Materials)
The Student Debt Challenge
Student loan debt is now an intergenerational problem; with ripple effects throughout the economy and social policy.

Jeffrey J. Selingo
College (Un)Bound
Lots of Attention

Recent Headlines

• *The Long Road to the Student Debt Crisis*
  Wall Street Journal/June 7, 2019

• *Democrats Push for Tougher Oversight on the Student Loan Market*
  The Hill/June 11, 2019

• *With $30K in Student Loans and No Job, Pennsylvania Man Joins Other Graduates By Leaving U.S. to Avoid Debt*
  Newsweek.com/June 11, 2019

• *Colleges Shouldn’t Escape Blame for the Student-Debt Crisis*
  National Review/June 28, 2019
Basic Facts

Class of 2018

• $1.56 trillion in student loan debt (exceeds total credit card debt by $521 billion)
• 44.7 million Americans with student loan debt
• 69% of all graduating students with some loan debt
• Average graduating student debt varies by institutional classification
  o $25,550 - Public college
  o $32,300 - Private, not for profit
  o $39,950 - Private for profit
• $393 average monthly payment for borrowers 20-30 years old

# Federal Direct Loan Borrowing Limits

<table>
<thead>
<tr>
<th>Year</th>
<th>Annual Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>$5,500</td>
</tr>
<tr>
<td>Second Year</td>
<td>$6,500</td>
</tr>
<tr>
<td>Third Year</td>
<td>$7,500</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>$7,500</td>
</tr>
<tr>
<td><strong>Total Stafford Loan for 4 Years</strong></td>
<td><strong>$27,000</strong></td>
</tr>
<tr>
<td>Origination Fee (approx. 1%)*</td>
<td>~$270</td>
</tr>
<tr>
<td><strong>Total Amount to Student</strong></td>
<td>~$26,730</td>
</tr>
</tbody>
</table>

*Origination Fees vary by year. Current fee is 1.062%.
Annual Amount in Federal Loans

Source: The College Board, Trends in Student Financial Aid
### Percentage of Undergraduate Students Borrowing Federal Loans

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No Stafford Loans</th>
<th>Subsidized Only</th>
<th>Unsubsidized Only</th>
<th>Both Subsidized and Unsubsidized Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>71%</td>
<td>5%</td>
<td>5%</td>
<td>19%</td>
</tr>
<tr>
<td>2012-13</td>
<td>63%</td>
<td>9%</td>
<td>7%</td>
<td>22%</td>
</tr>
<tr>
<td>2007-08</td>
<td>70%</td>
<td>12%</td>
<td>4%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Source: The College Board, Trends in Student Financial Aid
Percentage of Graduates with Debt (2017-18 by State)

<table>
<thead>
<tr>
<th>State</th>
<th>Dollar Amount</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecticut</td>
<td>$38,510</td>
<td>1</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>$36,854</td>
<td>2</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>$36,250</td>
<td>3</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>$34,415</td>
<td>4</td>
</tr>
<tr>
<td>Delaware</td>
<td>$34,144</td>
<td>5</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>$30,775</td>
<td>15</td>
</tr>
<tr>
<td>Virginia</td>
<td>$29,887</td>
<td>19</td>
</tr>
<tr>
<td>Maryland</td>
<td>$29,314</td>
<td>23</td>
</tr>
<tr>
<td>North Carolina</td>
<td>$26,526</td>
<td>37</td>
</tr>
</tbody>
</table>
## Student Debt in Virginia

### Average Debt, all graduates in Virginia $29,887

### Percent of graduates borrowing 56%

<table>
<thead>
<tr>
<th>Public Institutions/Class of 2015</th>
<th>Average Loan</th>
<th>% Borrowing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia Commonwealth University</td>
<td>$31,919</td>
<td>62%</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>$32,092</td>
<td>72%</td>
</tr>
<tr>
<td>Christopher Newport University</td>
<td>$32,994</td>
<td>57%</td>
</tr>
<tr>
<td>Virginia Polytechnic University</td>
<td>$30,221</td>
<td>49%</td>
</tr>
<tr>
<td>Virginia State University</td>
<td>$28,250</td>
<td>92%</td>
</tr>
<tr>
<td>Longwood University</td>
<td>$28,376</td>
<td>69%</td>
</tr>
<tr>
<td><strong>Radford University</strong></td>
<td><strong>$31,463</strong></td>
<td><strong>71%</strong></td>
</tr>
<tr>
<td>George Mason University</td>
<td>$30,755</td>
<td>56%</td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>$30,367</td>
<td>66%</td>
</tr>
<tr>
<td>College of William &amp; Mary</td>
<td>$24,072</td>
<td>36%</td>
</tr>
<tr>
<td>University of Virginia (Main)</td>
<td>$24,501</td>
<td>35%</td>
</tr>
<tr>
<td>James Madison University</td>
<td>$27,656</td>
<td>50%</td>
</tr>
<tr>
<td>University of Mary Washington</td>
<td>$29,964</td>
<td>54%</td>
</tr>
<tr>
<td>University of Virginia, Wise</td>
<td>$21,389</td>
<td>58%</td>
</tr>
<tr>
<td>Norfolk State University</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Source: Institute for College Success, State by State Data, 2017
# Federal Cohort Default Rates

<table>
<thead>
<tr>
<th>Institution</th>
<th>FY2015</th>
<th>FY2014</th>
<th>FY2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher Newport University</td>
<td>2.4%</td>
<td>3.1%</td>
<td>2.2%</td>
</tr>
<tr>
<td>College Of William &amp; Mary</td>
<td>1.3%</td>
<td>1.0%</td>
<td>0.8%</td>
</tr>
<tr>
<td>George Mason University</td>
<td>2.3%</td>
<td>2.0%</td>
<td>2.1%</td>
</tr>
<tr>
<td>James Madison University</td>
<td>2.2%</td>
<td>2.0%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Longwood University</td>
<td>3.9%</td>
<td>4.0%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Norfolk State University</td>
<td>11.5%</td>
<td>13.5%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>5.5%</td>
<td>6.2%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Radford University</td>
<td>5.8%</td>
<td>4.5%</td>
<td>4.4%</td>
</tr>
<tr>
<td>University of Mary Washington</td>
<td>1.8%</td>
<td>2.9%</td>
<td>1.9%</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>0.9%</td>
<td>1.3%</td>
<td>0.9%</td>
</tr>
<tr>
<td>University of Virginia's College At Wise</td>
<td>10.2%</td>
<td>11.7%</td>
<td>11.6%</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>3.7%</td>
<td>4.0%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>2.8%</td>
<td>3.9%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Virginia Polytechnic Institute &amp; State University</td>
<td>1.8%</td>
<td>1.4%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Virginia State University</td>
<td>16.2%</td>
<td>17.6%</td>
<td>14.7%</td>
</tr>
<tr>
<td><strong>National Public 4-Year Default Rate</strong></td>
<td><strong>13.7%</strong></td>
<td><strong>12.8%</strong></td>
<td><strong>12.9%</strong></td>
</tr>
</tbody>
</table>
## Loan Debt by Gender

(2017-18 Native Completers)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Native Completers</th>
<th>Percent Borrowed Federal Loans</th>
<th>Median Federal Loan Debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>763</td>
<td>72%</td>
<td>$26,714</td>
</tr>
<tr>
<td>Male</td>
<td>445</td>
<td>64%</td>
<td>$26,716</td>
</tr>
<tr>
<td>Total</td>
<td>1,208</td>
<td>69%</td>
<td>$26,716</td>
</tr>
</tbody>
</table>
# Loan Debt by Region (2017-18 Native Completers)

<table>
<thead>
<tr>
<th>Region</th>
<th>Native Completers</th>
<th>Percent Borrowed Federal Loans</th>
<th>Median Federal Loan Debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Va</td>
<td>86</td>
<td>81%</td>
<td>$26,225</td>
</tr>
<tr>
<td>Northern Va</td>
<td>377</td>
<td>60%</td>
<td>$26,714</td>
</tr>
<tr>
<td>Peninsula</td>
<td>45</td>
<td>76%</td>
<td>$26,717</td>
</tr>
<tr>
<td>Richmond</td>
<td>115</td>
<td>71%</td>
<td>$26,716</td>
</tr>
<tr>
<td>Roanoke Metro</td>
<td>56</td>
<td>79%</td>
<td>$26,720</td>
</tr>
<tr>
<td>South Central</td>
<td>34</td>
<td>79%</td>
<td>$24,740</td>
</tr>
<tr>
<td>Southwest</td>
<td>186</td>
<td>76%</td>
<td>$25,726</td>
</tr>
<tr>
<td>Tidewater</td>
<td>113</td>
<td>72%</td>
<td>$26,716</td>
</tr>
<tr>
<td>Valley</td>
<td>110</td>
<td>75%</td>
<td>$26,720</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>86</td>
<td>58%</td>
<td>$26,573</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,208</strong></td>
<td><strong>69%</strong></td>
<td><strong>$26,716</strong></td>
</tr>
</tbody>
</table>
### Loan Debt by Ethnicity (2017-18 Native Completers)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Native Completers</th>
<th>Percent Borrowed Federal Loans</th>
<th>Median Federal Loan Debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>2</td>
<td>50%</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian</td>
<td>7</td>
<td>86%</td>
<td>N/A</td>
</tr>
<tr>
<td>Black or African American</td>
<td>169</td>
<td>93%</td>
<td>$26,720</td>
</tr>
<tr>
<td>Hispanic</td>
<td>76</td>
<td>74%</td>
<td>$26,719</td>
</tr>
<tr>
<td>White</td>
<td>869</td>
<td>64%</td>
<td>$26,470</td>
</tr>
<tr>
<td>Two or more races</td>
<td>56</td>
<td>82%</td>
<td>$26,718</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>9</td>
<td>0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Race Unknown</td>
<td>20</td>
<td>80%</td>
<td>$22,426</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,208</strong></td>
<td><strong>69%</strong></td>
<td><strong>$26,716</strong></td>
</tr>
</tbody>
</table>
### Loan Debt by First-Generation (2017-18 Native Completers)

<table>
<thead>
<tr>
<th>First Generation</th>
<th>Native Completers</th>
<th>Percent Borrowed Federal Loans</th>
<th>Median Federal Loan Debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Generation</td>
<td>434</td>
<td>82%</td>
<td>$26,720</td>
</tr>
<tr>
<td>Not First Generation</td>
<td>774</td>
<td>62%</td>
<td>$25,732</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,208</strong></td>
<td><strong>69%</strong></td>
<td><strong>$26,716</strong></td>
</tr>
</tbody>
</table>
## Loan Debt by Income

*(2017-18 Native Completers)*

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Native Completers</th>
<th>Percent Borrowed Federal Loans</th>
<th>Median Federal Loan Debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income</td>
<td>158</td>
<td>92%</td>
<td>$26,720</td>
</tr>
<tr>
<td>Mid Income</td>
<td>196</td>
<td>95%</td>
<td>$26,720</td>
</tr>
<tr>
<td>High Income</td>
<td>279</td>
<td>90%</td>
<td>$26,714</td>
</tr>
<tr>
<td>Unknown</td>
<td>575</td>
<td>44%</td>
<td>$25,234</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,208</strong></td>
<td><strong>69%</strong></td>
<td><strong>$26,716</strong></td>
</tr>
</tbody>
</table>
# Loan Debt by Pell Recipient (2017-18 Native Completers)

<table>
<thead>
<tr>
<th>Received Pell (Any Time)</th>
<th>Native Completers</th>
<th>Percent Borrowed Federal Loans</th>
<th>Median Federal Loan Debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received Pell Grant</td>
<td>406</td>
<td>94%</td>
<td>$26,720</td>
</tr>
<tr>
<td>Did not receive Pell Grant</td>
<td>802</td>
<td>57%</td>
<td>$26,714</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,208</strong></td>
<td><strong>69%</strong></td>
<td><strong>$26,716</strong></td>
</tr>
</tbody>
</table>
## Loan Debt by Academic College (2017-18 Native Completers)

<table>
<thead>
<tr>
<th>College at Graduation</th>
<th>Native Completers</th>
<th>Percent Borrowed Federal Loans</th>
<th>Median Federal Loan Debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artis College of Science and Technology</td>
<td>104</td>
<td>64%</td>
<td>$26,714</td>
</tr>
<tr>
<td>College of Education and Human Development</td>
<td>208</td>
<td>71%</td>
<td>$26,718</td>
</tr>
<tr>
<td>College of Humanities and Behavioral Sciences</td>
<td>476</td>
<td>73%</td>
<td>$26,715</td>
</tr>
<tr>
<td>College of Visual and Performing Arts</td>
<td>107</td>
<td>72%</td>
<td>$26,718</td>
</tr>
<tr>
<td>Davis College of Business and Economics</td>
<td>211</td>
<td>60%</td>
<td>$26,428</td>
</tr>
<tr>
<td>Waldron College of Health and Human Services</td>
<td>102</td>
<td>71%</td>
<td>$26,714</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,208</strong></td>
<td><strong>69%</strong></td>
<td><strong>$26,716</strong></td>
</tr>
</tbody>
</table>
## Borrowing Trends (Native Completers)

<table>
<thead>
<tr>
<th>Graduating Year</th>
<th>Native Completers</th>
<th>Percent Borrowed Federal Loans</th>
<th>Median Federal Loan Debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>1,205</td>
<td>67%</td>
<td>$26,718</td>
</tr>
<tr>
<td>2016-2017</td>
<td>1,200</td>
<td>69%</td>
<td>$26,716</td>
</tr>
<tr>
<td>2017-2018</td>
<td>1,208</td>
<td>69%</td>
<td>$26,716</td>
</tr>
</tbody>
</table>
Higher educational institutions, public; student loan information.

Requires any public institution of higher education that receives federal education loan information for a student enrolled in the institution to provide such student, at least once during each academic year, certain information and estimates regarding the student's federal education loans.
<table>
<thead>
<tr>
<th>Loan Date</th>
<th>Loan Amount</th>
<th>Interest Rate</th>
<th>Current Principal &amp; Interest</th>
<th>Estimated Months</th>
<th>Estimated Monthly Payment</th>
<th>Estimated Total Interest</th>
<th>Estimated Total Principal &amp; Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Stafford Subsidized (SULA Eligible)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/15/2015</td>
<td>$3,500</td>
<td>4.29%</td>
<td>$3,500</td>
<td>81</td>
<td>$50</td>
<td>$535</td>
<td>$4,035</td>
</tr>
<tr>
<td>08/24/2016</td>
<td>$4,500</td>
<td>3.76%</td>
<td>$4,500</td>
<td>106</td>
<td>$50</td>
<td>$794</td>
<td>$5,294</td>
</tr>
<tr>
<td>08/23/2017</td>
<td>$4,500</td>
<td>4.45%</td>
<td>$4,500</td>
<td>110</td>
<td>$50</td>
<td>$985</td>
<td>$5,485</td>
</tr>
<tr>
<td>05/11/2018</td>
<td>$1,000</td>
<td>4.45%</td>
<td>$1,000</td>
<td>21</td>
<td>$50</td>
<td>$40</td>
<td>$1,040</td>
</tr>
<tr>
<td>08/22/2018</td>
<td>$5,500</td>
<td>5.05%</td>
<td>$5,500</td>
<td>120</td>
<td>$58</td>
<td>$1,516</td>
<td>$7,016</td>
</tr>
<tr>
<td>Direct Stafford Unsubsidized</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/15/2015</td>
<td>$2,000</td>
<td>4.29%</td>
<td>$2,312</td>
<td>52</td>
<td>$50</td>
<td>$594</td>
<td>$2,594</td>
</tr>
<tr>
<td>08/24/2016</td>
<td>$2,000</td>
<td>3.76%</td>
<td>$2,203</td>
<td>49</td>
<td>$50</td>
<td>$427</td>
<td>$2,427</td>
</tr>
<tr>
<td>12/01/2016</td>
<td>$4,000</td>
<td>3.76%</td>
<td>$4,365</td>
<td>105</td>
<td>$50</td>
<td>$1,233</td>
<td>$5,233</td>
</tr>
<tr>
<td>08/23/2017</td>
<td>$2,000</td>
<td>4.45%</td>
<td>$2,151</td>
<td>49</td>
<td>$50</td>
<td>$412</td>
<td>$2,412</td>
</tr>
<tr>
<td>01/14/2018</td>
<td>$2,044</td>
<td>4.45%</td>
<td>$2,163</td>
<td>49</td>
<td>$50</td>
<td>$383</td>
<td>$2,427</td>
</tr>
<tr>
<td>05/11/2018</td>
<td>$2,956</td>
<td>4.45%</td>
<td>$3,086</td>
<td>73</td>
<td>$50</td>
<td>$658</td>
<td>$3,614</td>
</tr>
<tr>
<td>08/22/2018</td>
<td>$2,000</td>
<td>5.05%</td>
<td>$2,071</td>
<td>48</td>
<td>$50</td>
<td>$355</td>
<td>$2,355</td>
</tr>
</tbody>
</table>
Financial Wellness

Inaugural Financial Wellness Day

• April 2, 2019

• Workshops
  -- Learning the basics of personal credit
  -- Financial aid

• Financial Wellness and Resource Fair
Financial Wellness

FALL 2019 PRIORITY ACTIVITIES

MAKE SURE YOU ARE UP-TO-DATE ON FINANCIAL ACTIVITIES TO ENSURE A SMOOTH TRANSITION TO THE START OF THE ACADEMIC YEAR.

› If you completed a FAFSA application and have received an award offer letter, review your letter and accept your awards
› If you have been selected for the FAFSA Verification Process, submit all requested documents to complete your financial aid file before the payment deadline
› Complete the Direct Loan Entrance Counseling (if you plan to utilize federal loans and you have not participated in the Direct Loan Program before) at https://studentloans.radford.edu
› If you are a new participant in the Federal Direct Loan program, you must complete a Master Promissory Note (MPN); you may now complete the MPN using the Radford University School Code which is 00273200 at https://studentloans.gov

PARENT PLUS LOANS – INSTRUCTIONS FOR PARENT LOAN FOR DEPENDENT STUDENT

› Go to https://studentloans.gov
› Logon using the Parent's FSA ID and password
› Complete the Parent PLUS loan application online.
› If approved, complete the Parent PLUS MPN online.

*Please note, if you are denied a Parent PLUS loan, your dependent child may be eligible for additional Unsubsidized Direct Loans.

GRADUATE PLUS LOANS – INSTRUCTIONS FOR GRADUATE STUDENT PLUS LOAN

› Go to https://studentloans.gov
› Logon using the students FSA ID and password
› Complete the Graduate PLUS loan application online.
› If approved, complete the Graduate PLUS MPN online.
Avoiding Excessive Debt

- 15 to Finish
- Assist students with course schedule planning
- Educate students on college costs
- Invest in financial literacy
- Prepare students for the workforce
- Encourage summer enrollment
- Advocate for financial support

Discussion
Radford University Board of Visitors
Resolution

Amendment to the Bylaws

Now Therefore Be it Resolved, the Board of Visitors hereby amends Section 6. A. of the Radford University Board of Visitor Bylaws as it relates to the membership of the Executive Committee, to include: the immediate past Rector serves as an ex-officio member.

Adopted: July 15, 2019

Robert A. Archer
Rector
Radford University Board of Visitors

Karen Casteele
Secretary to the Board of Visitors
Radford University
Strategic Plan Update
Progress Update Indicators

- [ ] [ ] [ ] [ ] [ ]
  Progress is on track.

- [ ] [ ] [ ] [ ] [ ]
  Progress has begun, but may be delayed.

- [ ] [ ] [ ] [ ] [ ]
  No progress has been reported.

- [ ] [ ] [ ] [ ] [ ]
  To date, there is no progress to report. Progress may be available at a later time.

- [ ] [ ] [ ] [ ] [ ]
  This goal and strategy of the strategic plan has been successfully completed.
General Presentation Outline

• Progress Report Summary

• Initiative Spotlights

• Next Steps and Open Discussion
Progress Report
Summary
Status Report Summary

• 69 goals and objectives
  • 2 successfully completed
  • 63 progress on track
  • 2 progress begun but may be delayed
  • 2 no progress reported
Academic Excellence and Research

17 goals and objectives with all 17 marked “progress on track”
Brand Identity

6 goals and objectives with all 6 marked “progress on track”
Economic Development and Community Partnerships

• 4 goals and objectives
  • 3 progress on track
  • 1 no progress reported
Philanthropic Giving and Alumni Engagement

• 10 goals and objectives
  • 1 successfully completed
  • 9 progress on track
Strategic Enrollment Growth

• 18 goals and objectives
  • 16 progress on track
  • 2 progress begun but may be delayed
Student Success

- 14 goals and objectives
  - 1 successfully completed
  - 12 progress on track
  - 1 no progress reported
Initiative Spotlight
Initiative Spotlight 1

• Student Celebrations
  • Halfway There
    A tradition that celebrates sophomore students as they approach the halfway mark to Commencement
  • Junior Twilight
    An evening garden party and dessert reception with a DJ, situated around the Heth Hall clocks
  • Senior Signing Day
    An event to highlight the accomplishments and future endeavors of senior Highlanders with students “signing off” on their next journey
Initiative Spotlight 2

RADFORD UNIVERSITY

Honors College

Recognition  Rigor  Community

Strategic Plan Update
Initiative Spotlight 3

RADFORD UNIVERSITY

Undergraduate Research and Scholarship

Broadly defines research as anything that makes an original intellectual or creative contribution to a discipline and believes that students of all majors, class standing, and GPA are capable of creating meaningful new knowledge with proper guidance.
Initiative Spotlight 4

*Sustainability*

*Provide an educational environment and the tools to address the social, economic, and environmental issues confronting our region, nation, and the world*
Initiative Spotlight 5

Supports students in achieving academic success by using a learner-centered approach for free academic consulting and seminars to support students’ skills and confidence in navigating the opportunities and challenges of their coursework.
Next Steps and Open Discussion
Next Steps and Open Discussion

• Next Steps
  • *Posting on Website*
  • *Distribution to Campus*

• Open Discussion
Strategic Plan Update
A New Retention Model: Case Management
Student Success and Retention

• Task Force for Academic Advising, New Student and Family Programs, and Student Success and Retention

• Review partnership with Ruffalo Noel Levitz

• Current retention data
Student Success and Retention

Task Force for Academic Advising, New Student and Family Programs, and Student Success and Retention

• Researching best practice from schools with high retention rates

• Robust discussions on what can work at Radford; developing consensus

• Final recommendations submitted by October
Student Success and Retention

• Develop a first-year experience/advising model
• Use tools to more effectively intervene with students who could use more assistance
• Increase our overall fall-to-fall freshman and sophomore persistence
Student Success and Retention

• Keynote speaker for Radford University inaugural Retention Summit in January 2019

• Five planned visits to Radford before December 2019

• Meeting with key campus leadership and stakeholders

Tim Culver, Ph.D.
Student Success and Retention

College Student Inventory

Sample Student Retention Predictor Model
Relative Strength of Model Variables

Student Retention Predictor Model

Case Management
Student Success and Retention: CSI

The CSI Strategy

Early Identification

Early Intervention
Student Success and Retention: CSI

16 scales divided into categories

**Academic Motivation**
- Study Habits
- Reading Interests
- Verbal and Writing
- Confidence
- Math and Science
- Confidence
- Commitment to College
- Interactions with Previous Educators

**General Coping**
- Social Engagement
- Family Support
- Capacity for Tolerance
- Career Plans
- Financial Security

**Receptivity to Support Services**
- Academic Assistance
- Personal Counseling
- Social Engagement
- Career Guidance
- Financial Guidance

**Background information**
- Parents’ education
- Work hours/week
- Self-reported high school GPA
- When student decided to enroll
- Highest degree student is seeking

Data is self-reported based on student responses.
Student Success and Retention: CSI

Sample Advisor Report

College Student Inventory™
Sample University
Advisor/Counselor Report

Instructions
This is a report of Shana’s College Student Inventory results. Please give her a thorough explanation of her Student Report. If you agree with the recommendations, gently encourage her to follow them. When possible, try to make the arrangements yourself as a way of reducing motivational barriers. Avoid attempting any psychological counseling if not professionally trained for such work. Above all, be sure to protect the confidentiality of this report. Please see the CSI Advisor’s Guide™ for more details.

Motivational Assessment

<table>
<thead>
<tr>
<th>Academic Motivation</th>
<th>Perc. Rank</th>
<th>Very Low</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Habits</td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Interests</td>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal and Writing Confidence</td>
<td>74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math and Science Confidence</td>
<td>68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment to College</td>
<td>52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactions with Previous</td>
<td>84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Coping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Engagement</td>
<td>73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Support</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacity for Tolerance</td>
<td>97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Plans</td>
<td>86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Security</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receptivity to Support Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Assistance</td>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Counseling</td>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Engagement</td>
<td>95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Guidance</td>
<td>51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Guidance</td>
<td>96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Background Information

<table>
<thead>
<tr>
<th>High School Academics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Year GPA</td>
<td>B+ Average</td>
</tr>
<tr>
<td>Family Background</td>
<td></td>
</tr>
<tr>
<td>Racial/Ethnic Origin</td>
<td>White/Caucasian</td>
</tr>
<tr>
<td>Mother’s/Guardian’s Education</td>
<td>Some High School</td>
</tr>
<tr>
<td>Father’s/Guardian’s Education</td>
<td>High School Diploma</td>
</tr>
<tr>
<td>College Experience</td>
<td></td>
</tr>
<tr>
<td>Decision to Enroll</td>
<td>Many Months Before</td>
</tr>
<tr>
<td>Degree Sought</td>
<td>Master’s</td>
</tr>
<tr>
<td>Plans to Work</td>
<td>1-10 Hours per Week</td>
</tr>
<tr>
<td>Grouping Fields</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td></td>
</tr>
</tbody>
</table>
Student Success and Retention: CSI

Preliminary Observations from CSIs completed so far:

• Highest scores are in Social Engagement, Receptivity to Social Engagement, and Capacity for Tolerance.

• Lowest scores are in Study Habits, Reading Interests, and Math and Science Confidence.

• 65% of students said they plan to work 1-10 or 11-20 hours/week.
Potential Interventions

• Mentoring Opportunities

• RA or RD Welcome Meetings/Interviews

• Targeted marketing of the Harvey Knowledge Center, Writing Center, Success Coaches, Center for Talent and Development and other support services

• Targeted communication about on-campus employment opportunities

• Academic advisors, UNIV 100 Instructors, CAS, and other support staff knowing how to interpret reports and have conversations about them
Student Success and Retention: SRP

Sample Student Retention Predictor Model
Relative Strength of Model Variables

- High School GPA: 16.6%
- Sense of Financial Security: 14.6%
- ACT Composite Score: 12.2%
- Facility Code: 14.0%
- Desire to Transfer: 12.0%
- Family Emotional Support: 11.3%
- Intended Major: 9.6%
- Percent of Need Met: 8.7%
Student Success and Retention: SRP

Ingredients

- Pell Eligibility
- High School GPA
- Deposit Date
- Housing Application Date
- Academic Major
Student Success and Retention: SRP

The SRP model distributes students into percentiles of likelihood to persist.

Tail A

Tail C

2.5% 13.5% 34% 34% 13.5% 2.5%

-3 -2 -1 0 1 2 3

Standard Deviations

Case Management
Student Success and Retention: SRP

Relative Strength of Model Variables

- High School GPA (Optimal Binning): 25.4%
- Number of Days Confirmed: 16.1%
- Student Ethnicity: 15.9%
- In-State Tuition Eligibility Flag: 13.9%
- Subdivision or College: 10.6%
- Residence Hall: 10.5%
- Number of Days Packaged: 7.8%
Student Success and Retention: SRP

Student risk factors are used to create prediction for retention. (SRP not calculated from CSI responses)
SRP score: 0 to 1
Student Success and Retention: Re-Enrollment
Student Success and Retention: Case Management

Advisor

Advisor/Case Mgr

Student  Student  Student  Student  Student  Student
Student Success and Retention

Freshman Fall to Fall YTD

- 2017-18
- 2018-19
Student Success and Retention

Sophomore Fall to Fall YTD

- 2017-18: 80.0%, 81.0%, 82.0%, 82.8%, 83.4%, 83.8%, 82.3%
- 2018-19: 81.0%, 82.0%, 82.8%, 83.4%, 83.8%, 82.3%
### Impact of new suspension policy for fall 2018 freshman cohort

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Total</th>
<th>Still SQ Risk</th>
<th>Reg Fall 19</th>
<th>Reg Fall 19 (SQ Risk)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018 New Freshmen Below 1.0</td>
<td>122</td>
<td>93</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>Did not return after fall</td>
<td>43</td>
<td>43</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Returned Spring 2019</td>
<td>79</td>
<td>50</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>• Withdrew during spring 2019</td>
<td>11</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>• GPA still below 1.0</td>
<td>31</td>
<td>31</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>• GPA raised to 1.0-1.49</td>
<td>21</td>
<td>8</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>• GPA raised to 1.5-1.99</td>
<td>13</td>
<td>0</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>• GPA 2.0 or higher</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Continued Efforts

- Campaigns to encourage course registration
- Pop-up registration events
- Working closely with IR to find trends in enrollment/retention
- Pick 4
- Signature Programs (by class)
  - First-Generation Luncheon
  - Halfway There Celebration
  - Junior Twilight
  - Senior Signing Day
New and Continued Retention Efforts 2019-20

• You Matter Campaign
  o Culture

• Highlander Chats
  o Opportunities to expand

• Student Employment
  o Structured learning check-ins

• Continued Focus on Commuter Students

• Sophomore Experience Emphasis
Discussion
SACSCOC Required Annual Board Self-Evaluation

RADFORD UNIVERSITY

Board of Visitors Retreat
July 15-16, 2019
The Principles of Accreditation

• Standard 4.2.g

• The governing board defines and regularly evaluates its responsibilities and expectations.
The Principles of Accreditation

• Handout Overview
  • Notes and Rationale
  • Questions to Consider
  • Sample Documentation

• Survey Feedback

• Open Discussion
SACSCOC Required Annual Board Self-Evaluation

RADFORD UNIVERSITY

Board of Visitors Retreat  July 15-16, 2019
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.
STANDING COMMITTEES 2019-2020

Executive Committee
Mr. Robert A. Archer, Chair
Mr. James R. Kibler, Jr, Vice Chair
Dr. Jay A. Brown, (GAAC)
Mr. Gregory A. Burton, (BAAC)
Ms. Krisha Chachra, (UAUREMC)
Dr. Susan Whealler Johnston, (AERC)
Mr. Mark S. Lawrence, (Ex officio)
Dr. Debra K. McMahon, (SSC)
Dr. Brian O. Hemphill, President

Academic Excellence and Research Committee*
Dr. Susan Whealler Johnston, Chair
Dr. Thomas Brewster, Vice Chair
Ms. Krisha Chachra
Dr. Rachel D. Fowlkes
Ms. Georgia Anne Snyder-Falkinham
Dr. Jake Fox (Non-Voting Faculty Advisory Member)

Business Affairs and Audit Committee*
Mr. Gregory A. Burton, Chair
Mr. Mark S. Lawrence, Vice Chair
Dr. Jay A. Brown
Dr. Susan Whealler Johnston
Dr. Debra K. McMahon
Ms. Nancy Angland Rice

Governance, Administration and Athletics Committee*
Dr. Jay A. Brown, Chair
Dr. Rachel D. Fowlkes, Vice Chair
Dr. Thomas Brewster
Mr. Gregory A. Burton
Mr. David A. Smith
Ms. Lisa Throckmorton

Student Success Committee*
Dr. Debra K. McMahon, Chair
Ms. Karyn K. Moran, Vice Chair
Dr. Susan Whealler Johnston
Mr. Mark S. Lawrence
Mr. David A. Smith
Mr. Breon Case (Non-Voting Student Advisory Member)

University Advancement, University Relations and Enrollment Management Committee*
Ms. Krisha Chachra, Chair
Ms. Lisa Throckmorton, Vice Chair
Ms. Karyn K. Moran
Ms. Nancy Angland Rice
Ms. Georgia Anne Snyder-Falkinham

BOV liaison to the Radford University Foundation: Ms. Georgia Anne Snyder-Falkinham

*The Rector and Vice Rector serve as ex officio members of all standing committees.
**The immediate past Rector serves as an ex official member.

As of July 15, 2019
End of Board of Visitors Materials