RADFORD UNIVERSITY

RADFORD UNIVERSITY BOARD OF VISITORS MEETING
DECEMBER 8, 2017
MARTIN HALL, THIRD FLOOR
MARY ANN JENNINGS HOVIS MEMORIAL BOARD
ROOM RADFORD, VIRGINIA

MINUTES

Draft

BOARD MEMBERS PRESENT

Mr. Mark S. Lawrence, Rector
Mr. Randolph "Randy" J. Marcus, Vice Rector
Mr. Robert A. Archer
Dr. Jay A. Brown
Mr. Gregory A. Burton
Ms. Krisha Chachra
Dr. Rachel D. Fowlkes
Dr. Susan Whealler Johnston
Mr. James R. Kibler, Jr.
Ms. Karyn K. Moran
Ms. Georgia Anne Snyder-Falkinham
Ms. Lisa Throckmorton
Dr. Jason "Jake" Fox, Faculty Representative (non-voting advisory member)
Ms. Jessica Wollmann, Student Representative (non-voting advisory member)

BOARD MEMBERS ABSENT

Dr. Debra "Deb" K. McMahon
Mr. Steve A. Robinson
Dr. Javaid Siddiqi

OTHERS PRESENT

President Brian O. Hemphill
Mr. Richard S. Alvarez, Vice President for Finance and Administration and Chief Financial Officer
Mr. Joe Carpenter, Vice President for University Relations and Chief Communications Officer
Dr. Kenna Colley, Interim Provost and Vice President for Academic Affairs
Ms. Lisa Ghidotti, Director of State Government Relations
Mr. Danny M. Kemp, Vice President for Information Technology and Chief Information Officer
Mr. Robert Lineburg, Director of Athletics
Ms. Wendy Lowery, Vice President for University Advancement
Ms. Katherine "Kitty" McCarthy, Vice President for Enrollment Management
Ms. Margaret McManus, University Auditor
Mr. Chad Reed, Associate Vice President for Budget and Financial Planning
Ms. Ashley Schumaker, Chief of Staff, Office of the President
Ms. Susan Trageser, Interim Vice President for Student Affairs
Ms. Mary Weeks, Secretary to the Board of Visitors and Senior Assistant to the President

Mr. Allen Wilson, Senior Assistant Attorney General, Commonwealth of Virginia
Radford University faculty and staff

BOARD ROOM DEDICATION

President Brian O. Hemphill opened the Mary Ann Jennings Hovis Memorial Board Room dedication program welcoming members of the Board of Visitors, guests, former Rector Chris Wade and former Board of Visitors member Mary Campbell. President Hemphill expressed gratitude to the members of the Jennings and Hovis families, especially Bob Hovis, for attending the dedication. Ms. Lisa Ghidotti, Director of State Government Relations, brought greetings and comments from The Honorable Ralph Northam, Lieutenant Governor of Virginia; The Honorable Mark Herring, Attorney General of Virginia; The Honorable Eileen Filler-Corn, Virginia House of Delegates; The Honorable Mark Keam, Virginia House of Delegates; and The Honorable Joseph Yost, Virginia House of Delegates. Rector Mark Lawrence spoke of the mentorship Mary Ann provided to new Board of Visitors members. Ms. Karyn K. Moran read a proclamation from Governor McAuliffe, which is hereby attached as ***Attachment A*** and made a part thereof. Former Rector Chris Wade brought heartfelt memories of working with Mary Ann, noting that she was dedicated to helping others and providing opportunities. At the end of the program, the lettering was unveiled, and the room will now be known as the Mary Ann Jennings Hovis '65 Memorial Board Room. Members of the Jennings and Hovis families joined President Hemphill and members of the Board of Visitors, past and present, in concluding the dedication program.

CALL TO ORDER

Mr. Mark S. Lawrence, Rector, called the Board of Visitors meeting to order at 9:45 a.m. in the Mary Ann Jennings Memorial Board Room, Third Floor, Martin Hall, Radford University, Radford, Virginia. Rector Lawrence welcomed new Board of Visitors member, Ms. Lisa Throckmorton.

APPROVAL OF AGENDA

Rector Lawrence requested a motion to approve the Board of Visitors agenda as published. The motion was made by Mr. Randolph "Randy" J. Marcus, and it was seconded by Mr. Robert A. Archer. The agenda was unanimously approved.

APPROVAL OF MINUTES

Rector Lawrence requested a motion to approve, as a block vote, the minutes, as published, of the: September 15, 2017 Board of Visitors meeting; the May 4, 2017 Mini-Retreat; and the July 28, 2017 New Board Member Orientation. Dr. Jay A. Brown so moved, and Mr. Marcus seconded the motion. The minutes were unanimously approved, and a copy of the approved minutes can be found at http://www.radford.edu/content/bov/home/meetings/minutes.html.

PRESIDENT'S REPORT

President Hemphill opened his comments with appreciation to Ms. Heather Miano, Executive Director of Administration, for serving as Chair of the planning group for the Holiday Gathering. He went on to announce that Dr. Ann Marie Klotz, the new Vice President for Student Affairs, and Ms. Mildred Johnson, the new Dean of Admissions, will both be joining the Radford family at the start of the Spring 2018 term.

President Hemphill provided an update on state government relations, legislative priorities, the progress of initiatives by Growth4VA, and comments on the forthcoming 2018-2020 biennium state

budget. He also announced that Radford University Advocacy Day will be held in Richmond on January 24-25, 2018.

President Hemphill reported that partnership agreements have been signed with George Mason University, Northern Virginian Community College, New River Community College and several international and corporate partners.

He went on to recognize the more than 180 students, faculty, staff and community leaders who participated on the Strategic Planning Task Force and subgroups and who worked this past year on the 2018-2023 Strategic Plan. Three people of note for special recognition were Drs. Kenna Colley and Jack Call, co-chairs of the Strategic Planning Task Force, and Ms. Ashley Schumaker, Chief of Staff. President Hemphill closed his comments with the announcement of a new scholarship fund by Virginia Natural Gas and Mr. James R. Kibler, Jr. A copy of the President Hemphill's report, as distributed, is hereby attached as ***Attachment B*** and made a part thereof.

Rector Lawrence thanked President Hemphill for his report.

REPORT FROM THE ACADEMIC AFFAIRS COMMITTEE

Dr. Susan Whealler Johnston, Chair of the Academic Affairs Committee, provided an update on the leadership transition of Dr. Kenna Colley, Interim Provost and Vice President for Academic Affairs. Programs and initiatives are moving forward under Dr. Colley's guidance and include international education; pathways for success; high-impact practices; research opportunities for faculty and students; and preparation for the upcoming five-year review by Southern Association of Colleges and Schools Commission on Colleges. Dr. Johnston also noted that five retired faculty who have received 'Emeritus Faculty' status and they are:

Dr. Lisa Onega	School of Nursing
David Castonguay	Department of Music
Dr. Alice King Ingham	School of Social Work
Dr. Joseph P. Scartelli	Department of Music
Dr. Ellen Birx	School of Nursing

The Faculty Senate is considering recommendations from the General Education Task Force on core curriculum, as well as reviewing long-term plans for quadrennial evaluation of department chairs. The Faculty Senate is also reviewing academic software needs such as online proctoring and plagiarism detection.

The Academic Affairs Committee recommended three resolutions for the Board of Visitors to consider approving.

Recommendation of Resolution to Approve the Bachelor of Science (B.S.) in Sport Management

Rector Lawrence requested a second to approve the resolution for the Bachelor of Science (B.S) in Sport Management, pending approval of the Undergraduate Curriculum Committee, and Mr. Marcus seconded. The motion was unanimously approved and is attached hereto as ***Attachment C*** and is made a part thereof.

Bachelor of Science (B.S.) in Allied Health Sciences
Rector Lawrence requested a second to approve the Bachelor of Science (B.S) in Applied Health Sciences and Dr. Fowlkes seconded. The motion was approved unanimously and is hereby attached as ***Attachment D*** and is made a part thereof.

Recommendation of the Discontinuance of the Bachelor of Science (B.S.) in Athletic Training
Rector Lawrence requested a motion to approve discontinuing the Bachelor of Science (B.S.) in Athletic Training as recommended by the respective accrediting agency. Mr. Marcus seconded the motion. The motion passed unanimously and is hereby attached as ***Attachment E*** and is made a part thereof.

Rector Lawrence thanked Dr. Johnston for her report.

REPORT FROM THE UNIVERSITY ADVANCEMENT, UNIVERSITY RELATIONS AND ENROLLMENT MANAGEMENT COMMITTEE

Ms. Krisha Chachra, Chair of the University Advancement, University Relations and Enrollment Management Committee, reported that enrollment for fall 2017 freshman grew by 5.5 percent and fall 2018 freshman application activity, as of December 5, 2017, is up 5.8 percent. Completed applications have increased with the most significant in-state growth in the Roanoke and Southwest Virginia areas and out-of-state growth is significant in North Carolina and the District of Columbia.

Ms. Chachra stated that University Relations has completed several special projects such as the 2017 Six-Year Plan, the State of the University Address, the 2016-2017 Annual Report, and the 2018-2023 Strategic Plan. Web Communications has updated several University webpages including IMPACT, the Master of Business Administration website and the Admissions landing page.

She also reported that the giving report reflects increased donations compared to the same time last year, a 66 percent increase, $2,957,291. The total number of donors has also increased. Giving Tuesday, known as #RADTuesday, raised $29,000 surpassing the goal of 107 donors, reaching 200 donors in the 24-hour campaign period. Ms. Chachra stated that the Capital Campaign Steering Committee had its first introductory meeting on December 1, 2017 with Ms. Jennie Allman and Ms. Sandy Cupp Davis as co-chairs. Planning is ongoing in developing a case for support draft document.

Rector Lawrence thanked Virginia Natural Gas and Mr. Kibler for contributing to the success of Radford students with scholarship support. He then thanked Ms. Chachra for her report.

REPORT FROM BUSINESS AFFAIRS AND AUDIT COMMITTEE

Mr. Robert A. Archer, Chair of the Business Affairs and Audit Committee reported that the Auditors Report for quarter ending September 30, 2017, showed no discrepancies in the Discretionary Fund and that the Office for Audit and Advisory Services will be undergoing a review by the Institute of Audit Standards early spring 2018.

Mr. Archer provided a briefing on the requested budget adjustment resolution. The adjustments are due to increases in fall 2017 enrollments and the receipt of a $13.8 million dollar ASSET grant award. He also reported that the Committee had a discussion on possible impacts Radford University may experience due to forthcoming federal budget changes and the state biennium budget. At the February 2018 Committee meeting, there will be more information available to continue this discussion.

The Business Affairs and Audit Committee recommends approval of the 2017-2018 Operating Budget Adjustment Resolution.

Recommendation to Board of Visitors for Approval of the Resolution for Radford University's 2017-2018 Operating Budget Adjustment

Rector Lawrence requested a second to approve the resolution for the 2017-2018 operating budget adjustment. Mr. Marcus seconded. The motion was unanimous and is hereto attached as ***Attachment F*** and is made a part thereof.

Rector Lawrence thanked Mr. Archer for his report and thanked Mr. Richard S. Alvarez, Vice President for Finance and Administration and Chief Financial Officer, and Mr. Chad Reed, Associate Vice President for Budget and Financial Planning, and their teams for the detailed reports.

REPORT FROM THE GOVERNANCE, ADMINISTRATION AND ATHLETICS COMMITTEE

Dr. Rachel D. Fowlkes, Chair of the Governance, Administration and Athletics Committee, provided an update on the platforms that the Division of Technology are utilizing to support students, faculty and staff. Dr, Fowlkes named a few of the projects including the launch of the IMPACT Program; the Career Development Center launch of the Handshake platform; the Medicat Immunization Tracking program; and Parchment Online Transcripts. She also noted that several programs to support infrastructure have been updated: the Virtual Lab; Online Proctoring; Non-Emergency Test Messaging; a new Security Awareness Training; Chrome River Travel and Expense Management; and others.

Athletics has had a very successful fall semester with several student athletes achieving recognition:

- Fraser Colmer, Big South All-Academic Team and Big South Men's Soccer Scholar-Athlete of the Year;
- Jessica Wollmann, Big South All-Academic Team and CoSIDA Academic All-District 3; and
- Mak Casey, Percie Lyons and Kaylor Nash, all Big South All-Academic Team.

Additionally, multiple teams advanced in competition including the Volleyball team, which won the Big South Championship and competed at the NCAA tournament. Athletics has also met 94-95 percent of their goals in fundraising, adhering to the Cox Legislation. Rector Lawrence thanked Mr. Robert Lineburg, Director of Athletics, for the hard work in meeting this important goal.

The Governance, Administration and Athletics Committee recommends approval of the resolution for changes to the Administrative and Professional Faculty Handbook. Dr. Fowlkes noted that the handbook has not been updated since 2000, and the changes are a positive improvement.

Recommendation of Resolution for Approval of Changes to the Administrative and Professional Faculty Handbook

Rector Lawrence requested a second to approve the resolution for approval of changes to the Administrative and Professional Handbook. Mr. Marcus seconded and the resolution passed unanimously. President Hemphill noted that these revisions would not have been possible without the dedicated efforts of Ms. Sandra Bond, President of the Administrative and Professional Faculty Senate, and Mr. Chad Reed, Associate Vice President for Budget and Financial Planning. A copy of the resolution and the handbook is hereby attached as ***Attachment G*** and ***H***, respectively, and made a part thereof.

Rector Lawrence thanked Dr. Fowlkes for her report.

REPORT FROM THE STUDENT AFFAIRS COMMITTEE

Dr. Susan Whealler Johnston, Vice Chair of the Student Affairs Committee, reported that the Student Government Association (SGA) has participated in multiple events: Fear 2 Freedom; a freshmen cookout hosted by President Hemphill; a campus safety walk; and a K-cup recycling drive. Based on the concerns voiced by students, the SGA is also reviewing and discussing the current Radford University smoking policy. The SGA Student Finance Committee is working on a pilot program to offer students with financial need an interest free student loan in support of tuition, fees, and/or books.

The Division of Student Affairs has been collaborating with academic departments and faculty to offer alcohol, drug and sexual assault prevention education services. An activity of note for the Division was the Outdoor Nation Challenge, a national physical activity competition, in which Radford University finished first in Virginia and third nationally. The Radford City Bobcat Backpacks Program food drive was also a success, collecting over 15,000 items supporting area students.

The Committee discussed and recommends to the Board of Visitors approval of the resolution for required immunization records for admission to Radford University.

Recommendation of Resolution for Approval of Required Immunization Records for Student Admission

Rector Lawrence requested a second to approve the resolution of required immunization records. Mr. Marcus seconded and the resolution passed unanimously. A copy of the resolution is hereby attached as ***Attachment I*** and is made a part thereof.

Rector Lawrence thanked Dr. Johnston for her report.

REPORT ON THE RADFORD UNIVERSITY FOUNDATION

Ms. Georgia Anne Snyder-Falkinham, Representative to the Radford University Foundation Board of Directors, provided a briefing that included changes to membership on the Board of Directors. Ms. Nancy Artis will become the President of the Radford University Foundation Board of Directors on January 2018 and there are currently two vacancies. The RU Corporate Park has gained new tenants, including the IMPACT program and Spider Management has had strong returns, averaging 11 percent.

Ms. Snyder-Falkinham distributed a recap report and is hereby attached as ***Attachment J*** and is made a part thereof.

Rector Lawrence thanked Ms. Snyder-Falkinham for her report.

ACTION ITEMS

Drs. Kenna Colley and Jack Call, co-chairs of the Strategic Planning Task Force, provided brief comments on the year-long process and the final product of their work. They both thanked President Hemphill for his guidance and leadership during the past year. They also wanted to thank the writing team and the University Relations design team for the professional publication of the 2018-2023

Strategic Plan, as well as Ms. Ashley Schumaker, Chief of Staff, and Ms. Niki Shepherd, Office of the President, for the support they provided.

Resolution to Approve the Mission Statement for Radford University
Rector Lawrence requested a motion to approve the resolution for the Mission Statement of Radford University. Mr. Marcus so moved, and Dr. Brown seconded the motion. The resolution passed unanimously and is hereby attached as ***Attachment K*** and is made a part thereof.

Resolution to Approve the 2018-2023 Strategic Plan: Embracing the Tradition and Envisioning the Future
Rector Lawrence requested a motion to approve the resolution to approve the 2018-2023 Strategic Plan. Mr. Marcus so moved, and Dr. Brown seconded the motion. The resolution passed unanimously and is hereby attached as ***Attachment L*** and is made a part thereof. A copy of the 2018-2023 Strategic Plan is hereby attached as ***Attachment M*** and made a part thereof.

Ms. Ashley Schumaker informed the Board of Visitors that the 2018-2023 Strategic Plan webpage will be active by January 2018 and will include goals strategies and key performance indicators that will be regularly updated.

Rector Lawrence called for a break of the Board of Visitors meeting at 10:50 a.m. The meeting reconvened at 11:00 a.m.

REPORT FROM THE ADVISORY (NON-VOTING) STUDENT REPRESENTATIVE TO THE BOARD

Ms. Jessica Wollmann, Student Representative, updated the Board of Visitors on initiatives she is working on this year. A pilot program, addressing environment awareness, is using stickers that are in Madison and Jefferson Halls, reminding students to turn off lights, conserve hot water, and recycle. A Student Internship Sustainability Forum was held this fall, and many ideas were generated as initiatives to increase sustainability on campus.

The second Unity Fest will be April 7, 2018 with the theme "Unity is Strength," and a tee shirt has been designed. Ms. Wollmann also participated in the Fear 2 Freedom and the food drive events. A copy of Ms. Wollmann's report is hereby attached as ***Attachment N*** and made a part thereof.

Rector Lawrence thanked Ms. Wollmann for her report and congratulated her on her athletic awards.

FREEDOM OF INFORMATION ACT REFRESHER AND UPDATE

Mr. Allen Wilson, Senior Assistant Attorney General, Commonwealth of Virginia, provided training and information on current Freedom of Information Act request changes and guidelines. A copy of the presentation is hereby attached as ***Attachment O*** and is made a part thereof.

CLOSED SESSION

Rector Lawrence existed the meeting and Vice Rector Marcus conducted the closed session meeting by requesting a motion to move into closed session pursuant to Section 2.2-3711 (A) Items 1., 3, 9 and 29 under the Virginia Freedom of Information Act for the discussion of personnel, the acquisition of real property; related gifts, bequests and fund rising activities; and the award of the public contract involving the expenditure of public funds on behalf of Radford University. Dr. Johnston so moved, and Mr. Archer seconded the motion. The motion passed unanimously. The

Board of Visitors went into closed session at 11:25 a.m. The following were asked to remain, and the public was asked to leave:

Ms. Heather Miano, Executive Director of Administration, Office of the President
Ms. Ashley Schumaker, Chief of Staff, Office of the President
Mr. Allen Wilson, Senior Assistant Attorney General, Commonwealth of Virginia

RECONVENED SESSION

Vice Rector Marcus reconvened the meeting at 1:10 p.m. and requested a motion to come out of closed session and for a Certification of Executive Meeting. Dr. Fowlkes so moved the following resolution:

WHEREAS, the Radford University Board of Visitors has convened a closed session on this date pursuant to an affirmative recorded vote and in accordance with the provisions of the Virginia Freedom of Information Act; and

WHEREAS, §2.2-3712 of the Code of Virginia requires a certification by this Board that such closed meeting was conducted in conformity with Virginia law;

NOW, THEREFORE, BE IT RESOLVED, that the Board certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements under this chapter were discussed in the closed meeting to which this certification resolution applies, and (ii) only such public business matters as were identified in the motion by which the closed session was convened were heard, discussed or considered by the Board. Mr. Archer seconded the motion.

Roll Call	Vote
Mr. Randolph "Randy" J. Marcus, Vice Rector	Yes
Mr. Robert A. Archer	Yes
Dr. Jay A. Brown	Yes
Mr. Gregory A. Burton	Yes
Ms. Krisha Chachra	Yes
Dr. Rachel D. Fowlkes	Yes
Dr. Susan Whealler Johnston	Yes
Mr. James R. Kibler, Jr.	Yes
Ms. Karyn K. Moran	Yes
Ms. Georgia Anne Snyder-Falkinham	Yes
Ms. Lisa Throckmorton	Yes

OTHER BUSINESS

Resolution for Partnership Opportunities

Rector Lawrence requested a motion to approve the resolution for partnership opportunities. Dr. Fowlkes so moved and Mr. Kibler seconded and the motion passed unanimously and is hereto attached as ***Attachment P*** and is made a part thereof.

Rector Lawrence rejoined the meeting.

Resolution of the Performance Plan Update
Rector Lawrence requested a motion to approve the resolution, updating the performance plan for President Hemphill. Dr. Fowlkes so moved and Mr. Archer seconded. The motion passed unanimously and is hereto attached as ***Attachment Q*** and is made a part thereof.

Resolution for the Delegation of Authority to the President
Rector Lawrence requested a motion to approve the resolution for the delegation of authority to President Hemphill. Dr. Fowlkes so moved and Ms. Snyder-Falkinham seconded. The motion passed unanimously and is hereto attached as ***Attachment R*** and is made a part thereof.

ADJOURNMENT
With no further business to come before the Board, Rector Lawrence thanked everyone for attending and requested a motion to adjourn. Mr. Marcus so moved, and Ms. Karyn K. Moran seconded. The meeting adjourned at 1:25 p.m.

Respectfully submitted,

Mary Weeks
Secretary to the Board of Visitors and Senior Assistant to the President

CERTIFICATE of RECOGNITION

By virtue of the authority vested by the Constitution of Virginia in the Governor of the Commonwealth of Virginia, there is hereby officially recognized:

MARY ANN JENNINGS HOVIS

WHEREAS, a native of Marion, Virginia, Mary Ann Jennings Hovis graduated from Radford University in 1965; and

WHEREAS, while a student, she served as president of Sigma Sigma Sigma Sorority and on the executive council of the Student Education Association as well as a member of the Cotillion Club and the Radford Redcoats; and

WHEREAS, Mrs. Hovis was a strong supporter of Radford University and steadfast advocate of past, present, and future Highlanders; and

WHEREAS, Mrs. Hovis dedicated her time and efforts to several Radford University organizations, including the Board of Visitors, Radford University Foundation, Business Industry Council, Presidential Search Committee, Commission for the Future of Radford University, and Radford University Alumni Association; and

WHEREAS, her distinguished service and passion for Radford University earned Mrs. Hovis the 1995 Alumni Association's Outstanding Service Award and the prestigious Radford University's Lifetime Achievement Award; and

WHEREAS, the Mary Ann Jennings Hovis Scholarship provides opportunities for students who demonstrate leadership qualities in extracurricular or community affairs to attend Radford University; and

WHEREAS, Mrs. Hovis' work and dedication will undoubtedly leave a lasting impact on the Radford University community and the Commonwealth;

NOW, THEREFORE, I, Terence R. McAuliffe, do hereby recognize **MARY ANN JENNINGS HOVIS** and her service in our **COMMONWEALTH OF VIRGINIA,** and I call this observance to the attention of all our citizens.

Governor

Secretary of the Commonwealth

RADFORD UNIVERSITY
Brian O. Hemphill, Ph.D.
President

TO: Members of the Board of Visitors

FROM: Brian O. Hemphill, Ph.D.
President

DATE: December 8, 2017

RE: President's Report

I want to thank you for the opportunity to update you and share my perspectives about our University as we are completing the Fall 2017 semester.

Key Personnel Updates

Vice President for Student Affairs
Since the September 14-15, 2017 Board of Visitors meetings, there has been an addition to the senior leadership team. With a recent announcement, Dr. Anne Marie Klotz was selected as the next Vice President for Student Affairs effective January 8, 2018. Dr. Klotz has more than 15 years of extensive and diverse experiences with proven leadership results in student affairs, having served as Dean of Students at New York Institute of Technology. Previous student affairs positions include the following institutions: Oregon State University, DePaul University, Ball State University and Albion College. In preparing to welcome Dr. Klotz to the Radford family, I want to take this opportunity to express my sincere appreciation and everlasting gratitude to Susan Trageser for her service as Interim Vice President for Student Affairs. Her leadership and management of Student Affairs has been instrumental as we worked through a busy summer and a productive Fall 2017 semester. Susan will remain an integral part of the Student Affairs leadership team and the entire campus community, and I look forward to her continued contributions to Radford University.

Dean of Admissions
In October, Mildred Johnson was selected to be the next Dean of Admissions effective January 3, 2018. Mildred is alumna of Radford University, earning her M.S. in counseling and student development in 1981. She currently serves as Associate Vice Provost for Enrollment Management and Director of Undergraduate Admissions at Virginia Tech, where she played a key role in growing student enrollment by 7,000 students during her tenure. She brings considerable experience in her profession, including great visibility within the Commonwealth of Virginia, and she previously served in a variety of positions, including senior associate director of Undergraduate Admissions, associate director of Undergraduate Admissions and assistant director of Undergraduate Admissions at Virginia Tech; as well as admissions positions at the University of North Carolina at Greensboro, Longwood University and Gardner-Webb University.

I look forward to introducing both Ann Marie and Mildred to the Board of Visitors in February.

State Government Relations Update

Growth4VA

One of my stated priorities has been to build upon our partnerships with the communities and businesses throughout the region, including support of economic development. At the end of September, we announced Radford University's support of the newly-launched Growth4VA campaign, which will focus on promoting reform and reinvestment in Virginia's top-ranked higher education system. The campaign, backed by a partnership of higher education and business leaders, aims to help grow the Virginia economy, expand access to education and job opportunities for all Virginians, and regain Virginia's #1 ranking for business. Radford University joined fellow Virginia colleges, universities and community colleges to help achieve these goals. Working with our partners in the business community, the Growth4VA initiative will be offering practical policies and creative ideas focused on four strategies: make Virginia the top state for talent; become recognized as the home of innovators and entrepreneurs; prepare Virginians for great jobs and great lives; and provide affordable access for all Virginians. At the Growth4VA's 2017 Virginia Summit on Higher Education and Economic Competitiveness held in Richmond on October 11, 2017, higher education and business partners came together to hear from both gubernatorial candidates and discuss possible strategies to promote Growth4VA priorities. I had the privilege to represent higher education in a panel discussion, "Developing Virginia's Top Talent."

2017 General Election

The November election resulted in change and uncertainty in state government, especially in the Virginia House of Delegates. Heading into Election Day, Republicans maintained control of the House with a 66-34 margin. Democrats won an additional 15 seats in the House, just two seats shy of a majority. Four races resulted in recounts, and control of the House for the 2018 General Assembly will be determined by the recount results. One out of five members of the House will be a newly-elected delegate and approximately one-third of the members of key committees, notably the House Appropriations Committee and House Education Committee, will not be returning in 2018. Additionally, Governor-Elect Ralph Northam will take office on January 13, 2017. As a campus community, we look forward to working with the Northam administration and the entire General Assembly on our shared vision to ensure all Virginians have access to affordable higher education opportunities in the Commonwealth.

2018-2020 Biennium Budget

Governor McAuliffe will introduce his 2018-2020 biennium budget on December 18, 2017, representing the final budget of his administration. While the Commonwealth's revenues are favorable compared to this time last year, additional general fund dollars for higher education will likely be limited, given other state priorities such as increased Medicaid enrollment, public education re-benchmarking and building cash reserves. Radford University was selected to host one of only four regional public budget hearings in early January, and we look forward to welcoming members of the House Appropriations and Senate Finance Committees and their staff to campus.

2018 Legislative Priorities

At Radford University, students always come first, which is reflected in the University's top priorities for the 2018 General Assembly as it convenes on January 10, 2018. To better serve current and future generations of students, Radford University is requesting funding to implement the Student Success and Retention Action Plan, which was approved by the Board of Visitors in February 2017. The University continues to strive to maintain access and affordability for all students so that a Radford University education is financially attainable for all Virginians. Financial aid makes a significant difference in not only the affordability of education, but also its lasting impact on a student's decision whether to pursue that education in the first place. Therefore, the University is requesting additional funding for need-based financial aid, which will assist the University in maintaining reasonable tuition and fees and overall affordability for our students. The University is also requesting additional funding to establish the Office of Adult, Corporate and Community Education Services (ACCESS), which will address workforce development challenges in the region and a changing student population. The need for modernized academic space and replacement of aging infrastructure continues to be a priority for Radford University. The single greatest capital outlay need for Radford is the creation of the Center for Adaptive Innovation and Creativity, which will provide space for a radically different approach to health education and interdisciplinary research, while addressing enrollment demand in the Waldron College of Health and Human Services. The University is requesting initial authorization for the Center utilizing internal planning funds, which would be reimbursed when the project becomes fully funded. Radford University is also requesting additional funding to maintain and service the College of Humanities and Behavioral Sciences Building. Additional priorities include supporting several budget recommendations approved by the State Council of Higher Education for Virginia that could have a positive impact on financial management strategies for public institutions, including Radford University.

2018 Advocacy Day

During the annual session of the General Assembly, the University leads a contingent of students to Richmond to meet with elected state officials and carry Radford University's message to the state capital. For the upcoming 2018 session, a group of students and University officials will be traveling to Richmond from January 24-25, 2018 for the annual Advocacy Day activities. With the recent election, students will have an even more timely opportunity to represent Radford University to a new audience. Several members of the President's Cabinet and the Leadership Council members will be accompanying the students. Any members of the Board who desire to participate in activities associated with Advocacy Day should contact my office, so that additional information can be provided.

Annual State of the University

On October 6, 2017, the University came together for my first State of the University address, which will be an annual event to update the campus and the community on recent developments and exciting initiatives. In addition to recounting our many successes from the past year, I was pleased to have the opportunity to announce several initiatives, many of which emanated from recommendations and suggestions over the course of the past year through my engagement with each academic department and the strategic planning process. These include: the Student Venture Lab, the Appalachian Outreach Institute, the Center for Highlander Engagement and a Highlander

Advisory Board, an Enrollment Data Council, the Highlander Research Rookies Program and the Highlander Discovery Institute.

During the State of the University, I had the privilege of announcing that the University received a $13.8 million grant from the U.S. Department of Education to support the recently-launched competency-based education platform. The grant represents the largest grant in the history of Radford University, payable over the next three years and is the next phase of the IMPACT Program. With this critical support, we will develop and deliver content for general education teachers in Appalachia to support inclusive practices, specifically throughout the Commonwealth of Virginia and neighboring states. As I did during the State of the University, I would like to take this opportunity to acknowledge the grant writers and principal investigators for their work: Drs. Brooke Blanks, Amanda Bozack, Matt Dunleavy and Kenna Colley.

Homecoming and Family Weekend

On October 6-8, 2017, the Radford family had the privilege of welcoming back home alumni for Alumni Homecoming and families for Family Weekend. From the camaraderie of the Athletics' Hall of Fame ceremony on that Friday evening to the spirit of the Alumni Village and Greek challenge that Saturday afternoon and the engaging stories of the Class of 1967 celebrating their golden reunion that Saturday evening, the weekend was a resounding success for Highlanders of all ages.

A Focus on Partnership Through Collaboration and Service

Through the Fall 2017 semester, the Radford family has been sharply focused on building partnerships by engaging in collaboration and giving back through service to others. Their continued efforts reinforce what it means to be a part of a caring community that wants to create greater opportunities for current and future generations of Highlanders.

Partnership Agreements
On October 18, 2017, I joined George Mason University President Angel Cabrera to announce a new dual-degree between the Antonin Scalia Law School at George Mason University and Radford University. The program will help Radford University students expedite their law school education. Students participating in the new "3+3 program" will complete three years of undergraduate study at Radford University before transferring to the Antonin Scalia Law School for the final three years needed to complete both a bachelor's degree at Radford University and a law degree from George Mason University. This new enhanced track reduces the time to graduate with a baccalaureate degree and law degree by one year. Students must be approved for the program during their freshman or sophomore year, enabling them to apply for formal admission to the law school during their third year of undergraduate education.

Over the course of the fall semester, the University has proudly signed agreements with Northern Virginia Community College and New River Community College. The University recently joined forces with three new international partners, Shandong Youth University of Political Science, Jiangsu Second Normal University, and Institut des Stratégies et Techniques de Communication in order to provide global experiences for Highlander students. Additionally, through the IMPACT

Program, agreements have been signed with various corporate partners, such as Ennoble First Corporation, Montgomery County Public Schools, Radford City, and Radford City Public Schools.

Clinical Simulation Center
On November 15, 2017, I was joined by Senator John Edwards, who chairs the Roanoke Higher Education Board of Trustees, for a ribbon cutting commemorating the reopening of the Radford University Clinical Simulation Center, which is located at the Roanoke Higher Education Center (RHEC). The $1.8 million project began in May is a bond-funded package secured by the RHEC from the General Assembly that underwrote the project, included an expansion and renovation of the existing Center. The Center is operated by the Radford University School of Nursing and will have additional hospital rooms, exam rooms, interview rooms and an apartment room to prepare nursing students from Radford University, as well as Jefferson College of Health Sciences and Patrick Henry Community College, with immersive learning experiences in a safe and realistic environment. As a result of the renovation and expansion, capacity has been expanded by increasing hospital simulation rooms from four to six and examination rooms from two to six. Additional debriefing rooms, video spaces and room for standardized patients, or actors who portray patients, have also been added.

Fear 2 Freedom
On September 27, 2017, the Radford University family united to support the global nonprofit organization Fear 2 Freedom that supports those affected by sexual violence. For the third consecutive year, a record number of more than 500 students – representing several different clubs, organizations and sports teams - faculty, staff and community partners, gathered to prepare 460 after care kits to aid and comfort sexual assault survivors. In delivering the kits to the Women's Resource Center of the New River Valley, a group of about 150 students joined together in a ceremonious walk to honor survivors. The kits were divided between the Women's Resource Center and Carilion New River Valley Medical Center to benefit survivors throughout the region.

Radford Gives Back
On October 25, 2017, more than 250 students, faculty, staff and community members gathered in the Student Recreation and Wellness Center to pack bags of donated food items as part of the University's second annual Radford Gives Back food drive. The campaign helps replenish Bobcat Backpacks, a nonprofit organization founded in 2016 by three alumnae. The program collected more than 15,000 food items this year and provides underserved Radford City Public Schools students with food during evenings and weekend throughout the school year and the summer.

Strategic Planning

As the Board of Visitors formally considers the 2018-2023 Strategic Plan, *Embracing the Tradition and Envisioning the Future*, I want to publically thank the more than 180 students, faculty, staff, alumni and community members who, through their commitment and dedication over the past year, have developed recommendations that will allow Radford University to transform into an innovative, premier university in the Commonwealth of Virginia and beyond with a keen focus on teaching, research and service. The plan, including the goals and strategies, as well as key performance indicators, were developed by Task Force and various subgroup members and represent a truly collaborative effort among the Radford family. I am confident that

this strategic plan lays the path for a prosperous future and the continued success of Radford University. On behalf of the strategic planning participations and the entire campus community, I look forward to your consideration of the strategic plan

This concludes my report. Thank you.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Program Proposal Cover Sheet

1. Institution Radford University	2. Academic Program (Check one): New program proposal x Spin-off proposal _____ Certificate document _____
3. Name/title of proposed program Sport Management	4. CIP code: 31.0504
5. Degree/certificate designation Bachelor of Science (B.S.)	6. Term and year of initiation: Fall, 2018
7a. For a proposed spin-off, title and degree designation of existing degree program 7b. CIP code (existing program)	
8. Term and year of first graduates: Spring, 2022	9. Date approved by Board of Visitors
10. For community colleges: date approved by local board date approved by State Board for Community Colleges	
11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)	
12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Departments(s) or division of Health and Human Performance School(s) or college(s) of Education and Human Development Campus(es) or off-campus site(s) Main Campus Mode(s) of delivery: face-to-face x distance (51% or more web-based) _____ hybrid (both face-to-face and distance) _____	
13. Name, title, telephone number, and e-mail address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal. Dr. George Santopietro, Assistant Provost; 540-831-5465; gsantopi@radford.edu.	

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Dr. J.P. Barfield, Associate Professor; 540-831-6858; abarfield@radford.edu

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Description of the Proposed Program

Program Background

Radford University requests approval to initiate a Bachelor of Science degree program in Sport Management to be implemented in the fall 2018 semester. The proposed program will be administered by the Department of Health and Human Performance in the College of Education and Human Development.

The purpose of the proposed program is to educate students about the theoretical and applied aspects of management as they apply to the sport industry. Students will be exposed to coursework in sport marketing, management, accounting, ethics, business law, sport finance, social and cultural aspects of sport, facility/event management, and fundraising. The degree program also integrates an internship experience to integrate classroom and real-world experience. Upon completion of the program, students will be able to work in a variety of settings including educational institutions, professional sport teams, nonprofit organizations, corporate fitness and wellness units, government agencies, sport governing bodies, and youth sport organizations.

The proposed program responds to the demand for trained sport managers. Currently, the sport industry is vibrant and growing, ranking among the largest industries in the United States. According to Plunkett Research, the total value of the United States sport industry is almost $500 billion annually.[1] Because of the size of the sport market, there are a wide variety of career opportunities in the industry which employs 4.65 million people accounting for a household income of $127 billion annually.[2]

Before the turn of the twenty-first century, the majority of sport management positions were delimited to athletic director positions at high schools and colleges. Because of the job growth mentioned previously, the skill set required for entry-level positions in the field has dramatically expanded. The academic content standards needed to prepare for these diverse job opportunities are guided by the North American Society of Sport Management (NASSM; See Appendix A). In 2008, NASSM and the National Association for Sport and Physical Education (NASPE) jointly established the independent body known as the Commission on Sport Management Accreditation (COSMA) to guide curricula and provide accreditation for college and university programs. Sport Management, as an academic discipline, is well defined by COSMA and warrants a change to Radford's program classification (i.e., Sport Administration concentration).

The curriculum is designed to meet program standards set by COSMA and to prepare students for entry level positions within the sport industry or graduate programs in sport management. This program change will coincide with the deletion of the existing Sport Administration concentration in the Exercise, Sport, and Health Education major (CIP Code 13.1314). Graduates of the program are expected to be competitive for entry level jobs within the sport industry including event management, licensing operations, concession operations, marketing, personnel

[1] https://www.plunkettresearch.com/statistics/sports-industry/

[2] https://www.plunkettresearch.com/statistics/sports-industry/

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management, and public relations. Additionally, this program will prepare students for graduate degree programs in both business and sport. Fortunately, many Radford University students are showing success in both professional and academic endeavors under the current curriculum. In addition to local sports organizations, recent Radford University graduates have found employment within the sports industry regionally, nationally, and internationally at places such as Start 2 Finish (Charlotte, NC), High Performance Athletic Training Center (West Chester, PA), Allied Integrating Marketing (Washington, DC), Dubai Sports Council (Dubai, UAE), Brad Keselowski Racing (Charlotte, NC), and Ashley Plantation (Daleville, VA). A new Bachelor of Science degree in Sport Management will ensure that Radford University graduates will have the educational and experiential knowledge necessary to pursue sport opportunities in the Commonwealth and the nation.

Mission

Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service, and research programs. First and foremost, the university emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible, well-educated citizens. RU develops students' creative and critical thinking skills, teaches students to analyze problems and implement solutions, helps students discover their leadership styles, and fosters their growth as leaders. Toward these ends, the university is student-focused and promotes a sense of caring and of meaningful interaction among all members of the University community. Research is viewed as a vital corollary to the teaching and learning transaction as it sustains and enhances the ability to teach effectively. Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University, so as to meet the changing needs of society.

The Sport Management program meets the mission of the university because it provides opportunities for students to develop critical thinking skills, analyze problems and implement solutions. These skills are necessary for sport managers and are consistent with COSMA's accreditation content standards. The program develops these skills through a series of interdisciplinary courses (e.g., finance, accounting, marketing, business law).

Accreditation (if applicable)

Radford University will seek accreditation through the Commission on Sport Management Accreditation.[3] The scope of this accreditation agency can be found online.[4] The Department of Health and Human Performance will seek accreditation for the program in the 2019-2020 academic year.

Admission Criteria

Admission to Radford University requires the following:

- An official transcript of high school work completed, and
- An official Scholastic Assessment Test I (SAT I) or American College Testing Program (ACT) score report.
    - No minimum score is required.

[3] http://www.cosmaweb.org

[4] http://www.cosmaweb.org/scope-of-accreditation.html

- Applicants with a 3.20 GPA (on a 4.00 scale) may elect to be considered for admission without submitting their Scholastic Assessment Test I (SAT I) or American College Testing Program (ACT).

Radford University takes a holistic approach to reviewing applications and views all materials that an applicant submits in an effort to get to know the prospective student as well as possible. Every application is reviewed by members of the Admissions committee in an effort to select potential Radford University students who are likely to find academic success at Radford and who are likely to be positive contributors to the community. To this end, the Office of Undergraduate Admissions reviews:

- Academic transcripts,
- The strengths of an applicant's high school curriculum,
- Standardized testing,
- Letters of recommendation, and
- All other materials submitted.

The Sport Management program requires no additional application. Transfer credit is accepted for Radford University and there is no limit to the number of hours that a student may transfer. However, half of the required major courses, and at least 45 hours total, must be taken at Radford University for the Sport Management degree.

Target Population

No specific groups will be targeted for the proposed degree program.

Curriculum

The proposed Bachelor of Science in Sport Management is 120 credit hours. The program enables students to pursue entry-level positions in the sport management field or pursue graduate study. The program does not require a thesis.

The curriculum was guided by COSMA accreditation standards. These standards mandate courses to address four major content areas for entry-level sport managers. The proposed curriculum address each of these areas, including: 1) foundations of sport (e.g., Introduction to Sport Management, Sociological Aspects of Sport), 2) foundations of sport management (e.g., Business Law, Sport Administration), 3) functions of sport management (Sport Finance, Entrepreneurship and Innovation), and 4) the sport management environment (e.g., Legal Issues in Sport Management, Sport Ethics). Coursework in these four areas enable graduates to pursue entry-level sport manager positions in a variety of settings.

Additionally, the curriculum offers experiential learning opportunities through professional fieldwork courses. Students learn how to identify and secure positions during a pre-internship course and then complete ≥240 hours of professional fieldwork during the final program year. This experiential learning experience enables students to apply course-based knowledge, skills and abilities in real-world settings under the direction of a site supervisor and program faculty.

Bachelor of Science in Sport Management Requirements

General Education Requirements 43-44 Credit Hours

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Major Core Requirements: 39-45 Credit Hours

ESHE 212	Introduction to Sport Management	(3)
ESHE 341	Legal Issues in Sport Management	(3)
ESHE 345	Sports Ethics	(3)
ESHE 350	Sport and Exercise Psychology	(3)
ESHE 360	Marketing and Promotion of ESHE	(3)
ESHE 370	Sociocultural Aspects of Sport	(3)
ESHE 375	Event and Facility Management	(3)
ESHE 415	Sport Administration	(3)
ACTG 211	Fundamentals of Financial Acct.	(3)
MKTG 340	Principles of Marketing	(3)
ENGL 306	Professional Writing	(3)
ESHE 463	Professional Fieldwork in ESHE	(6-12)

Concentration Courses

Sport management is a broad field but can be stratified into two primary professional tracks: sport administration (managing professional sport organizations) and professional coaching. To structure the academic degree program to meet these needs, students choose either a concentration in Sport Administration or Coaching Management to complement the major core and complete the degree program.

A primary area of concentration is sport administration, a program designed to prepare professionals to administer collegiate and professional athletic departments. A second area of interest for sport management students is professional coaching. Because the job requirements are distinct from sport administrators, the academic preparation is also different. To this end, Radford University will offer a concentration in Coaching Management to prepare students to work in coaching careers at the college and professional level.

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<u>Sport Administration: 15 Credit Hours</u>

ESHE 358	Technology for ESHE	(3)
ESHE 461	Organization and Administration of ESHE	(3)
MGNT 250	Entrepreneurship and Innovation	(3)
MGNT 323	Human Resource Management	(3)
MGNT 361	Managing Professional Communications and Negotiation	(3)
MGNT 421	Leadership and Motivation	(3)
MKTG 341	Advertising Strategy	(3)
MKTG 344	Sales Management	(3)
MKTG 350	Consumer Behavior	(3)
MKTG 360	Professional Selling	(3)
MKTG 440	Supply Chain Management	(3)
ACTG 212	Fundamentals of Managerial Accounting	(3)
BLAW 203	Legal Environment of Business	(3)
BLAW 304	Business Law I	(3)
BLAW 305	Business Law II	(3)
BLAW 306	Entertainment Law	(3)
FINC 251	Personal Finance I	(3)

FINC 331	Introduction to Business Finance	(3)
FINC 332	Intermediate Business Finance	(3)
ECON 205	Principles of Macroeconomics	(3)
ECON 313	Public Planning	(3)
COMS 104	Basic News Writing	(3)
COMS 114	Public Speaking	(3)
COMS 146	Media Performance	(3)
COMS 173	Introduction to Advertising	(3)
COMS 204	News Reporting	(3)
COMS 225	Introduction to Public Relations	(3)
COMS 235	Writing for Public Relations	(3)
COMS 236	Print Production	(3)
COMS 240	Teamwork & Communication	(3)
COMS 250	Interpersonal Communication	(3)

Coaching Management: 15 Credit Hours

ESHE 201	Introduction to Athletic Injuries	(3)
ESHE 305	Principles & Practice of Strength & Cond.	(3)
ESHE 358	Technology for ESHE	(3)
ESHE 388	Coaching the Athlete	(3)
ESHE 390	Kinesiology	(3)
ESHE 395	Motor Behavior	(3)
BIOL 310	Human Structure & Function I	(4)
BLAW 203	Legal Environment of Business	(3)
BLAW 306	Entertainment Law	(3)
COMS 104	Basic News Writing	(3)
FINC 251	Personal Finance	(3)
FIINC 331	Introduction to Business Finance	(3)

Free Electives: 11-17 Credit Hours

11-17 Free elective courses, including the program(s) from which students may select courses

Total: 120 Credit Hours

Appendix B provides a Sample Plan of Study for fulltime and part-time students. See Appendix C for Course Descriptions.

Time to Degree Completion

The current degree program is designed to take first-year, full-time students four years to complete. The program is also designed to take full-time transfer students with an associate's degree two years to complete. For part-time students starting with an associate's degree, it is expected that the program can be completed in four years.

Student Retention and Continuation Plan

Student progress will be monitored through individual advising sessions each semester. First-year students are advised through the College of Education and Human Development's advising

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office so that students receive mentoring and feedback on curriculum guidelines and dual-enrollment credit from professional advisors. Starting the second year, students meet with a degree-specific faculty advisor each semester to plan an individual curriculum path. Additionally, the department offers a student mentoring program for students with difficulty with the academic transition to Radford University. Advisors are also advised of student progress each semester through an online advising platform (i.e., Starfish).

Radford University instructors also have the ability to notify advisors of student progress throughout the semester and advisors can arrange tutoring for all Sport Management courses through the Learning Assistance Resource Center (LARC). Also, an Introduction to Sport Management course is part of the program, allowing faculty to address retention and matriculation early in the degree program.

Faculty

The Department of Health and Human Performance consists of 17 full-time faculty lines with 2 faculty lines allocated to Sport Management. Both faculty members teach major core courses and 2 courses within the Sport Administration concentration. Collectively, these faculty have published multiple articles on Sport Management topics in peer reviewed sport management journals and delivered local, regional, national and international presentations at sport management and related conferences. Additionally, sport management faculty have supported student research and presentations at national and international undergraduate research conferences. At this time, there are no plans to seek additional full-time faculty lines.

Four faculty in the Department of Health and Human Performance support the program by teaching courses in the Sport Administration and Coaching Management concentrations (see Appendix D). Support for the program is also provided by academic units outside the College of Education and Human Development. Specifically, three major core classes are taught by the Departments of Accounting, Finance and Business Law (fundamentals of accounting), Marketing (Principles of Marketing), and English (Professional Writing). These departments, as well as the Departments of Management and Communication, lead courses that support both Sport Management concentrations. In total, there are 18 faculty from the College of Business and 9 faculty from the College of Humanities and Behavioral Sciences that support the proposed degree program. A brief description of faculty credentials is provided in Appendix D.

Adjuncts

Adjunct instructors are used to teach one core class (ESHE 375) and two Sport Administration concentration courses (ESHE 358, 461). These adjuncts are current professionals in the field and experts in their subject matter (i.e., technology and event management, respectively). Students have evaluated both adjuncts highly in the past and the Department of Health & Human Performance plans to continue their role in the proposed major.

Program Administration

The proposed Bachelor of Science in Sport Management will have a program administrator. The administrator will be responsible for teaching in the program, reviewing progress/matriculation at the end of each semester, documenting post-graduate outcomes, organizing recruitment

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initiatives (new and transfer students), and advising in the program. A full-time, tenure-track Sport Management faculty member will serve as administrator of the program.

The administrative assistant in the Department of Health and Human Performance will provide support for the proposed program. The assistant will be responsible for administering faculty travel proposals and reimbursement, ordering equipment and supplies, and maintaining personnel records.

Student Assessment

Every student who completes a Bachelor of Science degree in Sport Management will have mastered a set of skills that are needed for entry-level positions and graduate study in sport management.

Students will be assessed via written exams, written papers, portfolios, debate evaluations, and project presentations. In addition, students are evaluated by internship supervisors to assess performance of entry-level skills, knowledge and behaviors. This culminating experience enables students to put coursework into real-world performance settings and receive direct feedback from employers and supervising faculty.

The learning outcomes for the Bachelor of Science in Sport Management are specific to undergraduate knowledge, skills, and abilities identified by COSMA. Faculty have worked with staff members in the Office of Academic Assessment to develop learning outcomes and appropriate measures which are consistent with COSMA standards (Appendix E). These learning outcomes are assessed annually in compliance with the Office of Assessment.

Learning Outcomes

Sport Management students will be able to:

- Communicate in the written form,
- Communicate orally,
- Apply critical thinking and decision making as it applies to the sport setting, and
- Demonstrate managerial competencies in a sport related activity.

Curriculum Map

Learning Outcome	**Course**	**Assessments**
Sport Management students will be able to communicate in the written form.	ESHE 212	Students will complete a jobs portfolio assignment in ESHE 212. Part of a grading rubric will be used to evaluate writing skills.
Sport Management students will be able to communicate orally.	ESHE 415	Students will debate current issues in sport administration and their ability to use data to argue and communicate a point will be analyzed with a rubric.
Sport Management students	ESHE 212	In ESHE 212, students will

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will demonstrate the ability to apply critical thinking and decision making as it applies to the sport setting.	ESHE 415	work in groups to solve a critical thinking problem designed at a CLRA workshop. In ESHE 415, students will have to solve a budgetary issue and other typical athletic department issues in a role-playing assignment.
Sport Management students will demonstrate managerial competencies in a sport related activity.	ESHE 463	Students will be evaluated by internship supervisors with a grading rubric to determine managerial competencies

Employment Skills/Workplace Competencies

Graduates of the Sport Management program will be able to:

- Design and implement promotional and advertising materials,
- Minimize organizational liability by implementing risk management procedures,
- Analyze and recommend policies for the ethical behavior for sport organizations,
- Develop community, public and media relationships,
- Design policies and procedures for diversity in the workplace,
- Conduct applied research for the sport organization,
- Plan, manage, and implement sporting events,
- Apply appropriate leadership theories in the workplace, and
- Write professional content for the sport organization.

Specific to the Sport Administration concentration, graduates will be able to:

- Plan budgets,
- Project financial gains/losses,
- Account for all income and expenditures,
- Identify revenue streams,
- Provide oversight of organizational employees, and
- Ensure individual program policies and procedures are consistent with regulations.

Specific to the Coaching Management concentration, graduates will be able to:

- Develop annual scheduling,
- Assist with logistical operations,
- Coordinate travel arrangements,
- Recruit prospective athletes,
- Lead position-specific drills and practices, and
- Oversee tape exchange.

Program Assessment

The Department of Health and Human Performance will assess and evaluate the proposed program after the initial year. The department will conduct and report annual assessments of

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student learning outcomes beginning in 2018 in accordance with the Office of Assessment's university-wide reporting requirements. To meet the Office of Assessment's requirements, a five-year review of the programs mission, goals, learning outcomes, and student success will also be conducted to make changes to program goals and student learning outcomes where necessary. The Sport Management program, with help from the Office of Assessment, will use institutional data, senior and alumni surveys, and learning outcomes assessments to complete the annual program assessment report that will describe how goals and learning outcomes have been achieved. The Sport Management program is scheduled to submit is first program review in 2019.

Benchmarks of Success

The benchmarks of success of this program include:

1. 60% of graduates will find employment within the field within 1 year of graduation.
2. 20% of graduates will be accepted into graduate school within 1 year of graduation.
3. 85% of students will report satisfaction with the degree program at the conclusion of the senior year.

If the employment benchmark is not met, the program director will meet with RU's Career Services unit to determine effective strategies. Additionally, the program director will survey local employers regarding the disconnect between student training and job entrance. The program director will also contact graduate program coordinators if the graduate school benchmark is not met. Finally, rather than a specific benchmark, Sport Management faculty will examine the qualitative results of student satisfaction to make changes to the program.

Expansion of Existing Programs

The proposed Bachelor of Science in Sport Management is an expansion of an existing program, namely the Sport Administration concentration within the Exercise, Sport, and Health Education major of the Department of Health and Human Performance. The current concentration was started to expand opportunities for physical education teacher licensure students who wanted to pursue other options upon graduation. The accreditation program standards in the field have changed dramatically over the past two decades and have resulted in the need to update the currently approved curricula to remain current with the field and to comply with accreditation standards.

Approval of the proposed program will result in elimination of the Sport Administration concentration from the ESHE major. In short, students interested in entry-level positions in sport management are unlikely to understand that a major in Exercise, Sport, and Health Education is a viable curriculum choice. The proposal seeks a stand-alone major so that prospective students can effectively identify a structured, meaningful undergraduate degree in Sport Management that leads to entry-level positions and graduate study in the field. No additional faculty will be needed for this change as no additional courses are projected.

Relationship to Existing Radford University Degree Programs

The proposed Bachelor of Science in Sport Management is not similar or related to any existing degree program at Radford University. The degree program can be implemented without compromising or negatively effecting any existing degree program in the Department of Health and Human Performance, College of Education and Human Development or Radford University.

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Compromising Existing Programs

No degree programs will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Collaboration or Standalone

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

Defining Sport and Sport Management

The sport industry is vibrant and growing, ranking among the largest industries in the United States. According to Plunkett Research, the total value of the United States sport industry is approximately $500 billion annually.[5] The sport industry consists of three primary segments, namely sport performance (e.g., amateur and professional sport, fitness and sport firms), sport production (e.g., equipment, apparel), and sport promotion (e.g., media, merchandising). There are three primary drivers that continue to increase the size of the sport market through one, if not multiple, of the aforementioned segments. That is, technology, globalization, and increased participation rates are all driving the sport market and therefore the demand for effectively trained sport managers.

Technology is increasing the audience for sport, thereby expanding the sport promotion and production segments in the industry. For example, social media is changing how consumers access sport, expanding the sport promotion segment into unchartered waters. The technology of equipment is also expanding quickly as football helmet design has become one of the major sport innovations in the past twenty years.[6] It is clear that technology is increasing the size of the sport industry, requiring a greater knowledge base among future sport managers.

Globalization is also affecting the sport industry. Sport is big business and it occurs on a global stage.[7] A global audience has a direct impact on the sport promotion segment but also affects how equipment and sporting goods (sport production) are manufactured outside the United States.[8] The expanse of sport internationally is creating more competition, larger fan bases, and ultimately more sport consumers.

Finally, increased participation rates in sport (performance segment) has been, and will continue to be, a major driver of the sport industry. Increased participation has been due to additional

[5] https://www.plunkettresearch.com/statistics/sports-industry/

[6] Read, D. (2013). The tools to play *Athletic Management, 25*, 64-68.

[7] de Haan D, S. Internationalization of the sport management curriculum: Academic and student reflections. *Journal of Studies in International Education* [serial online]. February 1, 2012;16(1):24-39.

[8] Thibault, L., (2009). Globalization of sport: An inconvenient truth. *Journal of Sport Management, 23*, 1-20.

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engagement in both leisure activity and non-traditional sports (e.g., extreme and action sports). Molitor[9] correctly predicted that the "Leisure Time Era" would start in 2015 when "free time" dominated total individual lifetime activity. The aging "baby-boomer" population has driven this shift toward lifetime activity as more people than ever are leaving the workforce and seeking more leisure time pursuits.[10] The increase in leisure consumerism has been accompanied by dramatic participation increases in non-traditional sports such as extreme sports.[11] Extreme sports, or action sports (e.g., X-Games, CrossFit), are non-traditional sport options with unique participation, marketing, and management requirements. As such, leisure and extreme sport participation have created a sport setting that is unfamiliar to traditional sport managers. Greater participation in sport is dramatically increasing industry size, creating a demand for more sport mangers with training in all segments of sport, not simply administration of traditional high school and college team sports.

The Role of Undergraduate Sport Management Education

Sport management is the program name given to university-level academic programs that prepare students for entry-level positions in sport.[12] Before this century, the majority of sport management positions were delimited to athletic director positions at high schools, colleges or professional sport teams (i.e., general managers). Because globalization, technology, and increased participation has expanded all segments of the sport industry, the skill set required for entry-level positions in the field has dramatically expanded. The academic standards needed for these diverse job opportunities are guided by the North American Society of Sport Management (NASSM).[13] In 2008, NASSM and the National Association for Sport and Physical Education (NASPE) jointly established an independent body known as the Commission on Sport Management Accreditation (COSMA) to guide curricula and provide accreditation for college and university programs. Radford University has offered academic preparation for future sport managers since 2012 but must update its program to meet the unfolding industry being shaped by globalization, technology, and increased non-traditional participation.[14] The proposed degree program in Sport Management reflects the department's response to the curriculum standards of COSMA and the needs of students seeking to become entry-level sport management professionals.

Seven colleges and universities in Virginia have undergraduate degrees in, or related to, sport management but only Liberty University has an accredited undergraduate degree in Sport Management as recognized by COSMA.[15] Radford University will seek to become the first public Virginia university with COSMA accreditation once the current proposal is approved.

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[9] Molitor, G. T. T. (1999). The next 1,000 years: The "big five" engines of economic growth. *The Futurist*, *33*(10), 13-18.

[10] Patterson, I., & Pegg, S. (2009). Marketing the leisure experience to baby boomers and older tourists. *Journal of Hospitality Marketing & Management*, *18*(2-3), 254-272.

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[13] https://www.nassm.com

[14] http://www.cosmaweb.org/scope-of-accreditation.html

[15] https://www.nassm.com/Programs/AcademicPrograms/United_States

Employment Demand

Because globalization, technology, and increased participation are expanding the sport industry, the demand for graduates of sport management programs is high as documented by federal and Commonwealth employment projections. Evidence is included from 3 sources: 1) Bureau of Labor Statistics, 2) Virginia Labor Market Information, and 3) job advertisements.

Specific to federal employment projections, the Bureau of Labor Statistics Occupational Handbook projects employment demand for the next decade to be as high or higher than average for sport managers. Demand for entertainment and sport managers is expected to increase by 6% over the next decade.[16] Specific to sport, job growth will grow faster than average for some areas of the field through 2024 due to increased profits from the industry.[17]

National Employment Demand via Bureau of Labor Statistics

Career Field	Median Salary	Projected 10-year Job Growth	Evaluation
Sport Performance	$45,000	6[18]	As Fast as Average
Sport Production	Varies	Varies[19]	Varies
Sport Promotion	$125,000	9%[20]	Faster than Average

According to the North American Industry Classification System[21], there are over 300 different position types in the sport field. Specific to Commonwealth employment projections, the demand for sport managers is consistent with national trends, with all fields projected to have more job openings than candidates. The table below documents a few job opportunities for sport managers.

Commonwealth Employment Demand via Virginia Labor Market Information

Career Field	Salary Range	Current Commonwealth Openings	Supply/Demand
Coaches and Scouts	$20,000-50,000	237	.14 candidates/job opening[22]
Recreation Workers	$17,000-32000	159	.24 candidates/job opening[23]
Marketing Managers	$94,000-187,000	299	.86 candidates/job opening[24]

[16] https://www.bls.gov/ooh/entertainment-and-sports/athletes-and-sports-competitors.htm
[17] https://www.bls.gov/emp/ep_table_102.htm
[18] https://www.bls.gov/ooh/entertainment-and-sports/athletes-and-sports-competitors.htm
[19] https://www.bls.gov/oes/current/naics4_424300.htm#11-0000
[20] https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm
[21] https://www.census.gov/cgi-bin/sssd/naics/naicsrch?input=sport&search=2017+NAICS+Search&search=2017
[22] https://data.virginialmi.com/vosnet/lmi/occ/occsummary.aspx?
[23]
https://data.virginialmi.com/vosnet/lmi/occ/occsummary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNwso4rlzVCr0GZG+s4y45T9mnPCDfWVSldG0vD+0W4tTq7S7ZbX8f93dOVLy8+sxjLAoF+C6K+NMKjXLxWZM608dkXe3S
[24]
https://data.virginialmi.com/vosnet/lmi/occ/occsummary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNwso4rlzVCr0GZG+s4y45T9mnPCDfWVSldG0vD+0W4tTq7S7ZbYY78kRf92R+Uh01izROMpBddmxUDaTgvJTY4fxP80n3

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Graduates of the Sport Management program will be qualified for a variety of entry-level positions in the Commonwealth and beyond. Entry-level positions in the Commonwealth include staff positions for multiple major and minor league professional teams, historic stock car racing tracks, multiple colleges and university athletic departments, recreation centers, intramural/club sport programs, travel youth and adult sports teams, and fitness-related venues. Graduates also have the ability to be employed in youth sport through organizations such as after school sports programs, community organizations such as city parks and recreation, YMCA, Boys Club/Girls Club, and travel sports teams. Event managers are needed to work at traditional facilities and in stand-alone businesses. Private sport companies include additional management opportunities at facilities such as golf courses, aquatic centers, ski resorts, racquet clubs, and fitness facilities. Finally, there is a need for workers in the sport production (retail business) segment.

Additionally, Radford serves employers primarily in central and southwest Virginia. Based on a Virginia-specific search, there are multiple listings for sport managers in:

- Professional Sport: 36 job postings including the Richmond Kickers, Washington Redskins, Salem Red Sox, Norfolk Admirals, Ted Convocation Center, Potomac Nationals, Richmond International Raceway, Martinsville Speedway, Richmond Flying Squirrels and Lynchburg Hillcats,
- Sport Hospitality and Entertainment: 9 job postings with positions including Affinity Marketing Coordinator, Convention and Tourism Marketing and Public Relations Coordinator, Sales and Marketing Team, Independent Sports Marketing Sales Rep, and Sales Representative, and
- College Sport: 137 job postings.

See Appendix F for job announcements.

Student Demand

Evidence of student demand is documented from two sources: 1) student survey, and 2) enrollment data.

Student Survey

In the spring of 2017, several classes were surveyed (Appendix G) to assess student interest in a B.S. degree in Sport Management. The data from students (*N* = 104*)* participating in the survey revealed several consistent patterns. Students overwhelmingly were in favor of establishing a B.S. degree in Sport Management (100/104 = 96%). Student attitudes towards a degree in Sport Management were overwhelmingly positive or very positive (99/104=95%). Almost all believed that a Sport Management major would be beneficial for the development of sport within the community (102/104=98%). Respondents were predominately male (72%) but there was a good distribution between Freshmen (21%), Sophomores (37%), Juniors (27%), and Seniors (15%). See Appendix H for a complete description of survey responses.

Enrollment Data

Enrollment in ESHE Sports Administration, Department of Health & Human Performance

	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**% Change**
Sport Administration	98	100	112	117	+19%

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Enrollment[25]					
HHP Enrollment	865	852	775	699	-19%
Degrees conferred in Sport Administration	*[26]	*	16	32	
Sport Administration Minors	21	24	18	21	0%

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[25] https://ir.radford.edu/electronic-fact-book/

[26] *data unavailable

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Table 1. Projected Enrollment

Year 1		**Year 2**		**Year 3**		**Year 4 Target Year (2-year institutions)**			**Year 5 Target Year (4-year institutions)**		
2017-2018		2018-2019		2019-2020		2020-2021			2021-2022		
HDCT 139	FTES 139	HDCT 165	FTES 165	HDCT 196	FTES 196	HDCT	FTES	GRAD	HDCT 233	FTES 233	GRAD 63

*These estimates are based on student growth in the Sport Administration program over the past five years (19% increase).

Assumptions:
Retention percentage: 65%
Full-time students average credit hours per semester: 15
Full-time students graduate in 4 years

Duplication

Radford University is located in Southwest Virginia and intends to offer a major in **Sport Management** (CIP Code 31.0504: Sport and Fitness Administration/Management). According to SCHEV's degree inventory (http://research.schev.edu/degreeinventory/inventory_3.asp), only 4 other public institutions in Virginia offer the same program of study, namely George Mason (graduate program only), James Madison University (undergraduate and graduate), Virginia Commonwealth University (graduate program only), and Virginia State University (graduate program only). Radford is proposing the second public undergraduate program in the state and the only public undergraduate program offered in Southwest Virginia. The proposed program is the only degree opportunity to meet student and employer demand in Southwest Virginia. This program will fill a critical void. The ability to recruit, advise, matriculate, and graduate students through a degree program benefits future students, statewide industry, and higher education.

Enrollments and Degrees Awarded at Comparable Programs in the Commonwealth
James Madison University offers the Bachelor of Science in Sport and Recreation Management, the only comparable undergraduate program to the proposed curriculum. There are a number of similarities between the James Madison program and the one proposed by Radford University. Several core classes are similar as both programs require legal issues in sport management, sport ethics, sport psychology, marketing and promotions, sociocultural aspects of sport, event and facility management, and accounting. Additionally, both programs offer an experiential learning

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experience at the conclusion of the program, namely a practicum/internship experience. Finally, both programs offer a series of business classes to complement the core curriculum.

However, Radford University's proposed program is distinct from the James Madison University degree program in several significant ways. While the curriculums have a lot in common the degree at James Madison University focuses on hospitality and recreation management and is broad-based. The proposed curriculum at Radford University is targeted to the emerging sport management professional and was designed with the standards set forth by COSMA. The curriculum allows for greater flexibility for students who will be choosing different areas of concentration within the sport management field. For example, for the student who aspires to pursue sport communication, the proposed curriculum allows students to select a variety of courses within the sport administration concentration to help better prepare them for success. Students can take up to 15 hours of communication classes. This is not the case with the curriculum at James Madison University. Additionally, Radford University students can pursue business law classes for careers in compliance, sport agency representation, or other legal areas. For students wanting to enter a marketing field or management field the sport management student can take a variety classes in marketing and management areas. This distinction is important because the sport industry is quite diverse and requires a variety of skill set for success in entry level positions. Additionally, the coaching management concentration allows students to take a coaching management class and related coursework designed to aid the aspiring coach. The James Madison program does not offer a true academic preparation into the coaching field.

Projected Resource Needs for the Proposed Program

Resource Needs

Radford University and the Department of Health and Human Performance have the resources needed to initiate and operate the proposed degree program.

The course sequence is already in operation and the program does not have a need for many additional resources. The Department currently administers the Sport Administration concentration through 2 full-time faculty lines with advising support from 1 additional full-time faculty member who teaches within the program. The primary future needs of the program are minimal as few equipment/supplies are needed to maintain the program.

*Full-time Faculty***.** Additional full-time faculty lines are not needed at this point (the current Sport Administration concentration faculty will lead the new program). If growth of the program continues, additional adjunct or full-time faculty may be needed.

Part-time Faculty. Part-time faculty are not currently needed nor are expected to be needed over the next five years.

Adjunct Faculty. Because the optional concentration courses are taught by full-time faculty from varied departments across campus, additional adjunct faculty are not expected to be required within the next five years. Current full-time faculty are able to accommodate the student demand for core classes at this point and additional sections (and therefore adjunct faculty) are not needed at this time.

Graduate Assistants. Graduate assistants are not needed to support the program.

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Classified Positions. The program faculty and administrative assistant (Department of Health & Human Performance) will handle the administrative components of the degree. No additional classified positions are needed.

Targeted Financial Aid. There is no targeted financial aid planned at this point.

Equipment. There is no need for additional equipment at this time.

Library. The department has a sufficient library budget that supports the current students. No additional library needs are expected.

Telecommunications. The department has a sufficient telecommunications budget that supports the current faculty. No additional phone/video needs are expected.

Space. The department has sufficient space that supports the current students. No additional space requests are expected.

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Resources Needs: Part A – D

Part A: Answer the following questions about general budget information.

• Has or will the institution submit an addendum budget request to cover one-time costs?	Yes _____	No X
• Has or will the institution submit an addendum budget request to cover operating costs?	Yes _____	No X
• Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)?	Yes _____	No X
• Will each type of space for the proposed program be within projected guidelines?	Yes X	No _____
• Will a capital outlay request in support of this program be forthcoming?	Yes _____	No X

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Part B: Fill in the number of FTE positions needed for the program

	Program Initiation Year 2018 – 2019		Target Enrollment Year 2023 – 2024	
	On-going and reallocated	**Added (New)**	**Added (New)*** **	**Total FTE positions**
Full-time FTE*	0.00	0.00	0.00	0.00
Part-time FTE **	0.00	0.00	0.00	0.00
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	0.00	0.00	0.00	0.00
Classified positions	0.00	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00	0.00

* Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.
*** Added **after** initiation year and up through target enrollment year.

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Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 2018 – 2019		Expected by target enrollment 2023- 2024	
Full-time faculty	0.00	0.00	0.00	0.00
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0
Part-time faculty (faculty FTE split with other units)	0.00	0.00	0.00	0.00
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0
Adjunct faculty	0.00	0.00	0.00	0.00
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0
Classified Positions	0.00	0.00	0.00	0.00
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0

Total personnel cost				
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0
Total personnel cost	$0	$0	$0	$0
Equipment	$0	$0	$0	$0
Library	$0	$0	$0	$0
Telecommunication costs	$0	$0	$0	$0
Other costs	$0	$0	$0	$0
TOTAL	**$0**	**$0**	**$0**	**$0**

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Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

_____ Yes _____
Signature of Chief Academic Officer

_____ No _____
Signature of Chief Academic Officer

If "no," please complete items 1, 2, and 3 below.

1. Estimated $$ and funding source to initiate and operate the program.

Funding Source	Program initiation year 2018-2019	Target enrollment year 2023-2024
Reallocation within the department *(Note below the impact this will have within the department.)*	$0.00	$0.00
Reallocation within the school or college *(Note below the impact this will have within the school or college.)*	$0.00	$0.00
Reallocation within the institution *(Note below the impact this will have within the institution.)*	$0.00	$0.00
Other funding sources *(Specify and note if these are currently available or anticipated.)*	$0.00	$0.00

2. Statement of Impact/Other Funding Sources. A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.

Reallocation within the department

Reallocation within the school or college

Reallocation within the institution

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Other funding sources

3. Secondary Certification.
If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

_____ Agree _____
Signature of Chief Academic Officer

_____ Disagree _____
Signature of Chief Academic Officer

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Appendices

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Appendix A – Abbreviated Curriculum Standards for COSMA Accreditation[27]

Excellence in sport management education at the undergraduate level requires coverage of the key content areas of sport management – the Common Professional Component (CPC). The CPC topic areas, as outlined below, should be adequately covered within the content of undergraduate sport management programs. Evaluation of the "balance" within the sub-areas is based on the sport management academic unit's mission to allow maximum flexibility. For clarification of each content area, see "Definitions" in this section**.**

A. Foundations of Sport: Historical, Sociological, and Psychological

B. Foundations of Sport Management
   1. Management Concepts
   2. Governance & Policy
   3. International Sport

C. Functions of Sport Management
   1. Sport Operations
   2. Sport Marketing
   3. Sport Communications
   4. Sport Finance and Economics

D. Sport Management Environment
   1. Legal aspects of sport management
   2. Ethical aspects of sport management
   3. Diversity issues in sport management
   4. Technological advances in sport management

E. Integrative Experiences & Career Planning
   1. Internship/Practical/Experiential Learning
   2. Capstone Experience

[27] http://www.cosmaweb.org/accreditation-manuals.html

Appendix B – Sample Plan of Study

Sample Plan of Study for Full-Time Students

*Must be taken in designated semester. Courses in **Bold** are required in Core Curriculum.

Fall Semester		**Spring Semester**	
Freshman Year	**Cr.**	**Freshman Year**	**Cr.**
* Core 101	3	* Core 102	3
Humanities or VPA	3	**MATH 137**	3
Global Perspectives	3	**HLTH 200**	3
ECON 205 or 206	3	Humanities/VPA/Foreign Lang	3
BIOL 105	4	ESHE 212: Intro to Sport Management	3
	Total 16		**Total 15**
Sophomore Year		**Sophomore Year**	
*Core 201, POSC 201 or MKTG 201	3	* Core 202 or POSC 202	3
Humanities or VPA	3	ACTG 211: Fundamentals of Financial Acct	3
STAT 200	3	ESHE 350: Sport Psychology	3
PSYC 121	3	Concentration Course # 1	3
*ESHE 375: Event and Facility Mgmt.	3	Concentration Course # 2	3
	Total 15	***Talk to advisor about choosing a minor to complement your degree & interests.***	**Total 15**
Junior Year		**Junior Year**	
Elective	3-4	*ESHE 341: Legal Issues in Sport Management	3
MGNT 322: Organizational Behavioral	3	*ESHE 400: Financial Aspects of Sport	3
ENGL 306/307	3	ESHE 360: Marketing & Promotion in ESHE	3
MKTG 340: Principles of Marketing	3	Elective	3
Concentration Course # 3	3	Concentration Course # 4	3
	Total 15-16		**Total 15**

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Senior Year		**Senior Year**	
*ESHE 345: Sport Ethics	3	Elective	3
Concentration Course # 5	3	Elective	3
*ESHE 370: Sociocultural Aspects of Sport	3	ESHE 463: Professional Fieldwork in ESHE	6
Elective	3-4		
ESHE 415: Sport Administration (must be taken semester prior to ESHE 463)*	3		
	Total 15-16		**Total 12**

TOTAL CREDIT HOURS ___120__

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Appendix C – Course Descriptions

Description of Required Common Core Courses

ACTG 211: Fundamentals of Financial Accounting
A comprehensive introduction to the fundamental concepts and procedures in accounting for proprietorships, partnerships, and corporations. Emphasis is on the user perspective. ACTG 211 is a business core requirement.

BIOL 105: Biology for Health Science Majors
Intended for any student who is not a Biology major, but who needs to take microbiology or human anatomy courses for their majors.

ECON 205: Principles of Macroeconomics
An introduction to the concepts of scarcity and choice, supply and demand theory, national income accounting, money and banking, monetary and fiscal policy models, and how government deals with the problems of inflation, unemployment, and economic growth. This course has been approved for Core Curriculum credit in Social and Behavioral Sciences or U.S. Perspectives.

ECON 206: Principles of Microeconomics
Econ 206 concentrates on microeconomics: elasticity of demand and supply, consumer and producer behavior, market structure, labor market analysis, and general equilibrium.

ENGL 306: Professional Writing
Course introduces students to writing for their careers. Assignments may include instructions, a proposal, a resume, letters, memos, short reports, and computer graphics.

ENGL 307: Business Writing
The course prepares students to cope with the strategy and writing of a wide range of informative and persuasive business letters and reports.

ESHE 212: Introduction to Sport Management
Designed to provide students with an overview of the sport management/administration profession and the array of careers currently available in the sport industry. Studies the impact of social, historical, health and economic trends on the growth of sport in the United States and throughout the world. Special emphasis is placed on ethical and diversity issues as they relate to the sport management profession. Information related to the governance of sport organizations is studied.

ESHE 341: Legal Issues in Sport Management
Designed to introduce students to the legal doctrines, major statutes, standards and case law that establish legal responsibilities, rights, privileges and controls related to the field of exercise and sport sciences.

ESHE 345: Sport Ethics
Examination of the ethical principles related to sport-specific issues within the context of managing sport services.

ESHE 350: Sport and Exercise Psychology
Provides students with an overview of concepts and principles essential to understanding the behavioral aspects of sport and exercise Emphasis is given to the conceptual frameworks and the applied aspects of performance enhancement, mental skills, exercise behavior and motivation, social factors, and psychology of injury. Applications are made to the athlete/participant, exercise leader and sport coach.

ESHE 360: Marketing of ESHE
Examines the entrepreneur's role with emphasis on marketing and promotion. Studies and applies methods employed to promote, market, select and administer all aspects of exercise, sport and health programs.

ESHE 370: Sociocultural Aspects of Sport
The purpose of this course is to introduce the student to sport specific sociocultural perspectives as they apply to the study of sport management. Topics may include race/ethnicity, gender and social class, and globalization as these apply to sport. Students will demonstrate the ability to assess the effect of sport in both American and global societies.

ESHE 375: Event and Facility management
Addresses the principles and procedures involved in sports facility and event management. Special emphasis will be given to sports event planning, production, and evaluation.

ESHE 400: Financial Aspects of Sport
Financial considerations important to sport; budgeting, fundraising, and economic impact of sport.

ESHE 415: Issues in Sport Management
Principles of organization and administration in a variety of sport related settings. Issues concerning facilities, equipment, philosophy, budget, scheduling, public relations, staffing, diversity, and management style are discussed.

ESHE 463: Fieldwork in ESHE
Course provides students opportunities to integrate previous course work with practical field experience.

HLTH 200: Wellness Lifestyles
Provides students with the knowledge and skills to keep themselves healthy and fit for life. The lecture provides information on health knowledge. The activity classes introduce a variety of fitness skills and techniques in order to help the individual pursue lifetime fitness. The laboratory assessments provide personal health/wellness data. All three components are integrated to promote a commitment to a wellness lifestyle.

MATH 137: College Algebra
A systematic approach to the concepts of algebra. Topics include basic properties of numbers systems, equations and inequalities, systems of equations, functions and graphs, polynomials and rational functions, exponentials and logarithms.

MGNT 322: Organizational Behavior
A study of individual and group behaviors within organizations. Intended to develop in managers a greater awareness of the problems and opportunities in managing individuals in organizations and in increasing employee effectiveness. A business core requirement.

MKTG 340: Principles of Marketing
Examines the marketing principles, concepts, and practices used by organizations to create value, enhance satisfaction, and manage customer relationships. The course emphasizes how to develop, position, price, distribute, communicate, and promote an organization's offerings to selected target markets in a dynamic global environment, A business core requirement.

PSYC 121: Introductory Psychology
Introduces students to the scientific study of behavior. Topics include essential concepts in brain function, development, cognition, learning, personality, social behavior, abnormal psychology, and the methods used to generate and apply psychological knowledge in a variety of settings. This course has been approved for credit in the Social and Behavioral Sciences area of the Core Curriculum.

STAT 200: Introduction to Statistics
Introduction to statistical methods; descriptive statistics, normal distribution, estimation, hypothesis testing, correlation and regression.

Description of Concentration, Track, and/or Focus Area Courses (if applicable)

Sport Administration Concentration

ACTG 212: Fundamentals of Managerial Accounting
Comprehensive introduction to the fundamental principles and procedures of accounting for managerial decision making, planning, control and performance evaluation. ACTG 212 is a business core requirement.

BLAW 203: Legal Environment of Business
This course provides a survey of the legal system of the United States of America. Civil procedure, tort law, administrative law and criminal law are briefly surveyed. Areas of the law studied in more depth include contracts, government regulation, international law and agency. Business ethics and diversity are emphasized in much of the topical coverage. (Does not include coverage of the Uniform Commercial Code.)

BLAW 304: Business Law I
The course is an in-depth study of the Uniform Commercial Code, Articles 2, 2a, 3, 4, 6, 7 and 9, bankruptcy, the CISG and other business law topics frequently addressed on the CPA examination.

BLAW 305: Business Law II
An in-depth study of the laws affecting business organizations, property, wills, trusts and estates and insurance. In addition, other areas of the law affecting business may be covered as these areas emerge and as time permits.

BLAW 306: Entertainment Law
This course provides a study of the legal aspects of the entertainment industry. Particular attention will be paid to contracts and contract implications, copyright law, and licensing concerns. Union issues, agency, and international implications will also be addressed.

COMS 104: Basic News Writing
Instruction and practice in basics writing for print and electronic media. Includes introduction to writing fundamentals, writing for all types of media, and use of expository, narrative, descriptive and persuasive approaches. This is a core course required of all Media Studies majors in the journalism concentration.

COMS 114: Public Speaking
Techniques and fundamentals of public speaking; methods for improving poise and confidence, delivery, construction of speeches and critical evaluation of speeches and speakers. For students who wish to improve their ability to communicate in public.

COMS 146: Media Performance
Performance demonstrated and practiced through a variety of media in studio and field settings. Personal coaching provided on the basis of audio and video recordings, analysis and feedback.

COMS 173: Introduction to Advertising and IMC
This course provides a foundation for advertising, its history, development, problems and challenges. Includes an overview of advertising, its creativity, composition, decision making, media planning, and management.

COMS 204: News Reporting
Practice in advanced level reporting and feature writing. The course requires submission of all stories for possible media distribution (e.g., “The Tartan,” “NRV News”). Advanced discussion of ethics, morality, law and responsibility, as well as examination of national and international media issues.

COMS 225: Introduction to Public Relations
Principles, history and practice of public relations in business, educational institutions, social welfare organizations, government and the military services.

COMS 235: Writing for Public Relations
Provides students with the theory and technical knowledge necessary to produce messages as professional communicators. Students will develop skills in a variety of writing formats and learn to utilize desktop publishing and graphics software in the production of messages.

COMS 236: Print Production
Principles and practices in the production of print and digital media with emphasis on computer graphics and desktop publishing. Course also covers theories of typography and visual communication.

COMS 240: Teamwork and Communication
Development of communication skills in the context of teams in organizational and professional settings. Students study the structure of effective teamwork, group process, problem solving, and leadership.

COMS 250: Interpersonal Communication
Improves understanding of internal communication environments, enhances ability to communicate with others. Emphasis on theory and research through experiential projects and examination of communication process used by class itself.

ECON 205: Principles of Macroeconomics
An introduction to the concepts of scarcity and choice, supply and demand theory, national income accounting, money and banking, monetary and fiscal policy models, and how government deals with the problems of inflation, unemployment, and economic growth. This course has been approved for Core Curriculum credit in Social and Behavioral Sciences or U.S. Perspectives.

ECON 206: Principles of Microeconomics
Econ 206 concentrates on microeconomics: elasticity of demand and supply, consumer and producer behavior, market structure, labor market analysis, and general equilibrium.

ESHE 358: Technology for Exercise, Sport and Health Education
Students shall acquire the knowledge and skills to understand and use "high tech" exercise equipment, personal computer, related software, and main frame systems employed in commercial fitness/wellness centers, hospitals, and education centers.

ESHE 364: Pre-Professional Fieldwork in ESHE
Provides junior level ESHE students with the opportunity to integrate previous course work with practical field experience. Offers students 40-120 on-site work hours to apply theory to practice.

ESHE 461: Organization and Administration of Health/Fitness Programs
Focuses on the development, organization, implementation and administration of health, fitness, wellness and other health promotion programs. It includes basic information on facility and staffing requirements for such programs.

FINC 251: Personal Finance
Deals with personal financial planning including investment basics, wealth creation, insurance planning, the importance of savings, credit management, and basic estate planning.

FINC 331: Introduction to Business Finance
Introduces financial concepts and techniques of financial management and emphasizes an understanding of how the principles of finance can be used to enhance the value of the firm. Topics include the mathematics of interest and the time value of money, financial statement analysis and forecasting, valuation techniques, the measurement and relationship between risk and expected return, capital investment decisions, and working capital management.

FINC 332: Intermediate Business Finance
Applies the analytical tools acquired in FINC 331 Introduction to Business Finance to further explore the theory and practice of financial decision making to enhance firm value. Topics include advanced capital budgeting techniques, cost of capital, capital structure, dividend policy and mergers and acquisitions.

MGNT 250: Entrepreneurship and Innovation
Provides an overview of the principles, theories, and practice of entrepreneurship and innovation. Emphases will be placed upon the student understanding how past entrepreneurs have used innovation methods to launch entrepreneurial ventures; and how the student can use their own creativity to launch entrepreneurial ventures.

MGNT 323: Human Resource Management
Introduction to the most important functions of human resource management, including strategic HR planning, EEO laws, job analysis, recruitment, selection, training and development, performance appraisal, and compensation.

MGNT 361: Managing Professional Communication and Negotiations
Instruction in effective written and oral communications commonly used by leaders and managers in business organizations, and in effective negotiating skills and practices.

MGNT 421: Leadership and Motivation
Study of leadership as an interactive process involving the leader, followers, and situation. Emphasizes understanding the concepts and theories of leadership and motivation and how they are applied by practicing organizational leaders and managers.

MKTG 341: Advertising Strategy
An in-depth study of the administration of the complete advertising program. Integration and coordination of promotion with other variables of the marketing mix as they relate to consumer and industrial markets.

MKTG 342: Internet Marketing
This course is designed as an introduction to the rapidly evolving world of Internet marketing. The opportunities, problems, tactics and strategies associated with incorporating electronic methods into the marketing function are examined. Emphasis is placed on experiential learning and the latest technological aspects of marketing in the online environment.

MKTG 350: Consumer Behavior
A study of the consumer decision process, the cultural, social and psychological factors variables that influence behavior, and the impact of consumer actions on marketing tactics and strategies. This course applies concepts from a variety of social science disciplines to include psychology, sociology, and cultural anthropology to describe, explain, evaluate and predict consumer behavior.

MKTG 360. Professional Selling
The course contains a study of the theory and practice of professional selling and provides an opportunity for skill development relative to sales careers. After studying practical buyer-seller relationships, the students examine the roles of planning, interpersonal communication and resource management in selling effectiveness.

MKTG 440: Supply Chain Management
The study of inventory, transportation and traffic management, storage and other logistics functions as an integrated system within the firm and throughout the firm's supplier and customer channels. Uses problem- solving case studies with computer assisted decision making.

MKTG 344: Sales Management
Planning, organizing, leading, acquiring and controlling are applied to the management of the sales force and the coordination of the sales force with the total marketing effort.

Coaching Management Concentration
BLAW 306: Entertainment Law
This course provides a study of the legal aspects of the entertainment industry. Particular attention will be paid to contracts and contract implications, copyright law, and licensing concerns. Union issues, agency, and international implications will also be addressed.

BLAW 203: Legal Environment of Business
This course provides a survey of the legal system of the United States of America. Civil procedure, tort law, administrative law and criminal law are briefly surveyed. Areas of the law studied in more depth include contracts, government regulation, international law and agency. Business ethics and diversity are emphasized in much of the topical coverage. (Does not include coverage of the Uniform Commercial Code.)

COMS 104: Basic News Writing
Instruction and practice in basics writing for print and electronic media. Includes introduction to writing fundamentals, writing for all types of media, and use of expository, narrative, descriptive and persuasive approaches. This is a core course required of all Media Studies majors in the journalism concentration.

COMS 114: Public Speaking
Techniques and fundamentals of public speaking; methods for improving poise and confidence, delivery, construction of speeches and critical evaluation of speeches and speakers. For students who wish to improve their ability to communicate in public.

ESHE 305: Principles and Practice of Strength and Conditioning
This course is designed to develop the practical skills necessary to design strength and conditioning programs. Special emphasis is placed on the ability to evaluate exercise movements, prescribe appropriate exercise programs, and support program prescription with sound knowledge of anatomical and physiological adaptation to exercise.

ESHE 358: Technology for Exercise, Sport and Health Education
Students shall acquire the knowledge and skills to understand and use "high tech" exercise equipment, personal computers, related software, and main frame systems employed in commercial fitness/wellness centers, hospitals, and education centers.

ESHE 388: Coaching the Athlete
Develop an understanding of the obligations a coach has to the athlete, school, and community.

ESHE 390: Kinesiology
Explores the study and analysis of human motion.

ESHE 395: Motor Behavior
Provides students with core knowledge about the process of learning, performing and improving motor skills. Combining motor learning and sport psychology principles, students are exposed to numerous practice and performance concepts designed to optimize motor learning and performance. Students are expected to understand and apply these principles to real-life situations.

ESHE 461: Organization and Administration of Health/Fitness Programs
Focuses on the development, organization, implementation and administration of health, fitness, wellness and other health promotion programs. It includes basic information on facility and staffing requirements for such programs.

FINC 331: Introduction to Business Finance
Introduces financial concepts and techniques of financial management and emphasizes an understanding of how the principles of finance can be used to enhance the value of the firm. Topics include the mathematics of interest and the time value of money, financial statement analysis and forecasting, valuation techniques, the measurement and relationship between risk and expected return, capital investment decisions, and working capital management.

FINC 251: Personal Finance
Deals with personal financial planning including investment basics, wealth creation, insurance planning, the importance of savings, credit management, and basic estate planning.

Appendix D – "Abbreviated CV's" for Faculty

Dr. Kevin Ayers
Ph.D., Athletic Administration, Florida State University

List of Adjunct and Special Purpose faculty
Mr. Michael Ramsey (ESHE 358)

Mr. Ronald Downs (ESHE 375, 461)

Dr. Anna DeVito (ESHE 370, 350)
Ph.D., West Virginia University

Mr. Donnie Tickle (ESHE 388)
M.S., Virginia Tech University

List of Related Course Faculty
Dr. Lynn Saubert (ACTG 211)
Ph.D., University of Wisconsin

Dr. Vernard Harrington (MGNT 322)
Ph.D., Texas A&M University

Dr. Duncan Herrington (MKTG 340)
D.B.A., Mississippi State University

Dr. Laura Vernon (ENGL 306)
Ph.D., Utah State University

Jerry M Kopf (MGMT 250)
Ph.D., University of Arkansas

K. Vernard Harrington (MGNT 323)
Ph.D., Texas A&M University

Tal Gad Zarankin (MGNT 361)
Ph.D., University of Missouri-Columbia

Danylle R. Kunkel (MGNT 421)
Ph.D., Virginia Tech

Jane Emma Machin (MKTG 341)
Ph.D., University of Pennsylvania

James G. Lollar (MKTG 344)
Ph.D., University of Alabama

Wilbur W. Stanton (MKTG 350)
Ph.D., Georgia State University

James G. Lollar (MKTG 360)
Ph.D., University of Alabama

Carol C. Bienstock (MKTG 440)
Ph.D., Virginia Tech

Felix E. Amenkhienan (ACTG 212)
Ph.D., University of Mississippi

Daniel V. Davidson (BLAW 203)
BS.BA., Indiana University

Daniel V. Davidson (BLAW 304)
BS.BA., Indiana University

Clarence C. Rose (FINC 251)
Ph.D., Virginia Tech

FeiFei Zhu (FINC 331)
Ph.D., University of Wisconsin Milwaukee

FeiFei Zhu (FINC 332)
Ph.D., University of Wisconsin Milwaukee

Doug Brinkman (ECON 105)
J.D., Gonzaga University

Twange Kasoma (COMS 104)
Ph.D., University of Oregon

Kimberly E. Herbert (COMS 114)
M.A., American University

Matthew Reuben Turner (COMS 146)
Ph.D., Ohio University

James Collier (COMS 173)

Leigh A. Kelley (COMS 204)
M.A., Hollins College

Lisa E. Baker (COMS 225)
Ph.D., Bowling Green State University

Leigh A. Kelley (COMS 236)
M.A., Hollins College

Kimberly E. Herbert (COMS 240)
M.A., American University

Betty L. Kannan (COMS 250)
M.A., West Texas A&M University

Appendix E – Student Assessment

Hello J.P.,

This email is to acknowledge that I have reviewed the SLOs for the Sports Administration Concentration for the ESHE program.

Sandra Nicks Baker

Sandra Nicks Baker, Ph.D.
Director of Academic Assessment
905 Tyler Ave., Box 7022
Radford University
Radford, VA 24142

540-831-5783
540-831-5142 (Fax)

Appendix F – Employment Demand

Job announcements should be printed from the Internet or captured by PDF. Do not cut and paste text from the announcement into the proposal. Do not include the announcements as an image or screen capture. A list of job announcements is not needed for the cover page. When printing job announcements, adjust print size for readability. SCHEV will not count announcements that have small font and/or text that appears smeared/smudged.

Appendix G – Survey to Determine Student Demand

Radford University is developing a Bachelor of Science in Sport Management for implementation in Fall, 2018. The sport administration concentration is designed for students intending to pursue careers of leadership in the sport industry. After completing this program, students should be able to:

- Demonstrate the ability to communicate in the written form,
- Demonstrate the ability to communicate orally,
- Demonstrate the ability to apply critical thinking and decision making as it applies to the sport setting, and
- Demonstrate managerial competencies in a sport related activity.

Faculty have prepared the survey below to gauge student interest in the program. Answers to the following questions will be used in summary form only. No personally identifiable information will be released. Please feel free to contact us at abarfield@radford.edu if you would like more information about the proposed program.

Thank you.

1. Have you heard of the proposed BS degree in Sport Management?
   Yes No (If no, please go to Question 3)

2. If "Yes" for Q1, from where did you hear about the Sport Management Program?
   Colleagues/Friends
   Faculty
   Alumni / Student
   Information Session
   Other (please specify):
   _____

3. What is your attitude towards a BS degree in Sport Management?

Very Negative	Negative	Neutral	Positive	Very Positive

4. Are you in favor of Radford University establishing a BS degree in Sport Management?
   Yes No

5. "If Radford University offered this program, would you enroll?"
   Yes No

6. Do you think that a sport management program will be beneficial for the development of sport in your community?

   Yes No

If no, please explain:

_____

_____

SECTION II: DEMOGRAPHIC INFORMATION

7. College rank: _____

8. Age: _____

9. Gender: _____

10. Other Comments - Using the space below, please tell us what you think about Radford University getting a BS degree in Sport Management. We would love to hear from you!

_____

Thank you for your participation!

Appendix H – Survey Responses

Students (*N*=104) registered in a variety of Sport Administered courses (ESHE 212 - Introduction to Sport Management; ESHE 400 - Financial Aspects of Sport, and ESHE 350 - Psychological Aspects of Sport) completed the survey in the fall 2016 term. The questions and responses are provided below.

Q1. Have you heard of the proposed BS degree in Sport Management?

Yes	53	No	51

Q2. If "Yes" for Q1, From where did you hear about the Sport Management Program?

Colleagues/Friends	12
Faculty	34
Alumni/Student	4
Information Session	3
Other	

Q3. What is your attitude towards a BS degree in Sport Management?

Very Negative	0	Negative	0	Neutral	5	Positive	37	Very Positive	62

Q4. Are you in favor of Radford University establishing a BS degree in Sport Management?

Yes	100	N0	4

Q5. Do you think a Sport Management program will be beneficial for the development of sport in your community?

Yes	102	No	2

Q6. How helpful do you feel graduating from a sport management major would be in obtaining a job in the sport field?

- Extremely Helpful
- Somewhat Helpful
- Undecided
- Somewhat not helpful
- Extremly not helpful

Q7. How helpful do you feel graduating from a sport management major would be in obtaining a job in the sport field?

Q8. College Rank

Freshman	22	Sophomore	38	Junior	28	Senior	16

Q9. Age

18	(9)	19	(25)	20	(25)	21	(22)	22	(18)	>22	(5)

Q10. Gender

Male	75	Female	29

RADFORD UNIVERSITY

RESOLUTION FOR APPROVAL OF
BACHELOR OF SCIENCE (B.S.) IN SPORT MANAGEMENT

DECEMBER 8, 2017

WHEREAS, the Department of Health and Human Performance (DHHP) in the College of Education and Human Development (CEHD) at Radford University proposes a Bachelor of Science (B.S.) in Sport Management; and

WHEREAS, the proposed B.S. degree in Sport Management program is to educate students about the theoretical and applied aspects of management as they apply to the sport industry; and

WHEREAS, the proposed B.S. degree in Sport Management program will expose students to coursework in sport marketing, management, accounting, ethics, business law, sport finance, social and cultural aspects of sport, facility/event management, and fundraising; and

WHEREAS, the proposed B.S. degree in Sport Management program responds to the demand for trained sport managers;

NOW, THEREFORE, BE IT RESOLVED, that the Academic Affairs Committee recommends and submits the resolution to the Board of Visitors for approval of the program for the Bachelor of Science (B.S.) in Sport Management, CIP 31.0504; and it is further

RESOLVED, that the President and/or his designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of said program from the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Program Proposal Cover Sheet

1. Institution Radford University	2. Academic Program (Check one): New program proposal x Spin-off proposal _____ Certificate document _____
3. Name/title of proposed program Allied Health Sciences	4. CIP code: 51.1199
5. Degree/certificate designation Bachelor of Science	6. Term and year of initiation: Fall, 2018
7a. For a proposed spin-off, title and degree designation of existing degree program 7b. CIP code (existing program)	
8. Term and year of first graduates Spring, 2022	9. Date approved by Board of Visitors
10. For community colleges: date approved by local board date approved by State Board for Community Colleges	
11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)	
12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Departments(s) or division of Department of Health & Human Performance School(s) or college(s) of College of Education Campus(es) or off-campus site(s) Main Campus Mode(s) of delivery: face-to-face x distance (51% or more web-based) _____ hybrid (both face-to-face and distance) _____	

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13. Name, title, telephone number, and e-mail address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal.

Dr. George Santopietro, Assistant Provost; 540-831-5465; gsantopi@radford.edu.
Dr. J.P. Barfield, Associate Professor; 540-831-6858; abarfield@radford.edu

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Description of the Proposed Program

Program Background

Radford University requests approval to initiate a Bachelor of Science degree program in Allied Health Sciences to be implemented in the fall 2018 semester. The proposed program will be administered by the Department of Health and Human Performance in the College of Education and Human Development.

The curriculum is designed as a Health/Medical Preparatory Program (CIP 51.1199); therefore, the purpose of the program is to prepare students for continued training in graduate or professional school. Graduates are expected to apply to graduate schools in the following post-graduate, professional allied health programs:

Degree Program	Degree Level	CIP Code
Athletic Training	Master's[1]	51.0913
Chiropractic	Doctoral	51.0101
Occupational Therapy	Master's or Doctoral	51.2306
Physical Therapy	Doctoral	51.2308
Physician Assistant	Master's	51.0912

Allied health professionals support primary care providers (e.g., doctors) in the healthcare process by providing secondary services to improve patient health. Population growth in the United States, coupled with an aging "baby-boomer" population, is causing demand for allied health professionals to outpace supply, resulting in workforce shortages across the Commonwealth and the nation.[2] As a result, it is vital that a sufficient allied healthcare workforce is developed to meet societal demands. The current program is providing students the knowledge and skills to enter graduate licensure programs in allied health through relevant courses such as therapeutic exercise, kinesiology, principles of strength and conditioning, physical activity and aging, exercise physiology and prescription of exercise. In addition, the program will ensure students complete pre-requisite courses necessary for their intended professional school such as physics, anatomy and physiology, psychology, and statistics. As a result, graduates can enter professional allied health schools of choice to become licensed therapists, physician assistants, athletic trainers, and chiropractors among other professionals.

Because each graduate/professional licensure program in allied health has unique prerequisites for entry, the proposed program incorporates guided electives so that the curriculum is flexible enough for students to complete unique prerequisites for their chosen professional program. For instance, prerequisite courses for physical therapy differ from prerequisite courses required for occupational therapy. The current program will allow students to develop the therapeutic exercise and therapeutic intervention skills necessary for each professional allied health program (e.g., occupational therapy) while simultaneously allowing students to complete prerequisites

[1] Licensure in Athletic Training is currently offered through an undergraduate degree program but will require a graduate degree for licensure starting in 2020.

[2] Institute of Medicine. 2008. Retooling for an Aging America: Building the Health Care Workforce. http://nationalacademies.org/hmd/reports/2008/retooling-for-an-aging-america-building-the-health-care-workforce.aspx

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that are profession specific (e.g., psychology). This unique program also integrates in-clinic observation or practicum experiences so that students gain required clinical experiences for professional school.

Historically, allied health professions such as physical therapy were offered through undergraduate degree programs. However, in the past two decades, the majority of these programs have moved to licensure requirements that require graduate education without a corresponding replacement at the undergraduate level. As a result, there is a disconnect between K-12 graduates and professional allied health education. Currently, high school students can and do take allied health courses either as elective courses or as dual-enrollment courses through community colleges. Unfortunately, once these students enter undergraduate education, there is no standard pathway to graduate/professional allied health degree programs. In essence, there are no undergraduate majors in physical therapy, occupational therapy, chiropractic, or physician assistant despite the very strict prerequisites required for professional school. In the Commonwealth, only one institution currently offers an undergraduate major that tracks to professional allied health programs (B.S. in Rehabilitation Sciences, George Mason University). The proposed major in Allied Health Sciences will establish a "pipeline" that helps students track from high school, to an undergraduate program that meets students' personal and professional interest, to a professional/graduate program that leads to their career path. Following the blueprint of George Mason University, Radford University is providing an overdue opportunity for students by linking the pipeline from high school to graduate education through a structured, meaningful, and necessary undergraduate degree program.

Mission

Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service, and research programs. First and foremost, the university emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible, well-educated citizens. RU develops students' creative and critical thinking skills, teaches students to analyze problems and implement solutions, helps students discover their leadership styles, and fosters their growth as leaders. Toward these ends, the university is student-focused and promotes a sense of caring and of meaningful interaction among all members of the University community. Research is viewed as a vital corollary to the teaching and learning transaction as it sustains and enhances the ability to teach effectively. Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University, so as to meet the changing needs of society.

The Allied Health Sciences program meets the mission of the university because it provides opportunities for students to develop critical thinking skills, analyze problems and implement solutions. These skills are necessary for allied health professional and form the backbone of the program's academic mission. The program develops these skills through a series of research (Research Methods, Research Project) and project-based (Kinesiology, Exercise Physiology, Exercise Prescription, Therapeutic Interventions) courses.

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Admission Criteria

Admission to Radford University requires the following:

- An official transcript of high school work completed, and
- An official Scholastic Assessment Test I (SAT I) or American College Testing Program (ACT) score report.
    - No minimum score is required
    - Applicants with a 3.20 GPA (on a 4.00 scale) may elect to be considered for admission without submitting their Scholastic Assessment Test I (SAT I) or American College Testing Program (ACT).

Radford University takes a holistic approach to reviewing applications and views all materials that an applicant submits in an effort to get to know the prospective student as well as possible. Every application is reviewed by members of the Admissions committee in an effort to select potential Radford University students who are likely to find academic success at Radford and who are likely to be positive contributors to the community. To this end, the Office of Undergraduate Admissions reviews:

- Academic transcripts,
- The strengths of an applicant's high school curriculum,
- Standardized testing,
- Letters of recommendation, and
- All other materials submitted.

In addition, admission to the Allied Health Science program requires the following:

- An overall 3.0 GPA
- An overall 3.0 math/science GPA
- A grade of B or better in the following courses, and
    - MATH 137 OR 138
    - BIOL 105
    - BIOL 310
    - PSYC 121
    - STAT 200
    - HLTH 200
- A formal application to the program (typically submitted January of sophomore year).

Transfer credit is accepted for the program and there is no limit to the number of hours that a student may transfer. However, half of the required major courses, and at least 45 hours total, must be taken at Radford University for the Allied Health Science degree. Students interested in transferring to the Allied Health Sciences program from a Virginia Community College are strongly encouraged to complete an Associate of Arts, Associate of Science or Associate of Arts and Science including the following courses:

- MATH 137 (MTH 158)
- BIOL 105 (BIO 101)
- PSYC 121 (PSY 200)
- STAT 200 (MTH 157, 240 OR 241)
- HLTH 200 (HLT 116)
- BIOL 310 & 311 (BIO 141 & 142)
- CHEM 101 & 102 (CHM 111 & 112)

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Target Population

The Department of Health and Human Performance will target high school and community college students interested in wellness, healthcare, and the treatment of disease. This interest may be developed through course experience, family exposure (e.g., parents in the field), or general healthcare knowledge. The proposed program targets students who are planning to continue their education at the graduate level and, because admission into graduate/professional allied health programs are competitive, we are targeting students who are academically strong. The entrance requirements reflect the academic aptitude students will need to pursue graduate and professional study in the field.

Curriculum

The proposed Bachelor of Science in Allied Health Sciences program is 120 credit hours. The program enables students to complete professional school prerequisites within a meaningful undergraduate curriculum.

The curriculum provides four important areas of study: 1) core classes, 2) guided electives, 3) research coursework, and 4) practicum experiences. The strong major "core" exposes students to important job-related knowledge and skills (e.g., assessment of athletic injuries, physical activity and aging, therapeutic interventions, exercise physiology & prescription). Guided electives are chosen, in conjunction with an advisor, to meet school-specific prerequisites for graduate schools of interest (e.g., biochemistry, physics). Guided electives, rather than restricted electives, are needed for this program because there is variation in prerequisite coursework among professional programs, even within the same discipline (e.g., different requirements for different occupational therapy programs). The curriculum also includes research coursework, a necessity due to the abbreviated time frame of professional programs. Whereas most doctoral students complete 6 years post-undergrad, most professional degrees matriculate students in 2 to 3 years.

The program includes practicum work that integrates observation experiences into the curriculum. These observational experiences provide ideal experiential learning opportunities. The department has entered into site agreements with health care service providers to ensure that students obtain sufficient shadowing in clinical settings before applying for graduate programs (e.g., physical therapy schools typically require >75 hours of clinical shadowing or observation as an application pre-requisite). Students who shadow without guidance or supervision find that they are applying to professional school without sufficient observational experiences in the field. As a result, many students are not competitive for professional school immediately after graduation and may have to reapply for professional school one to two years following graduation. The proposed major integrates observational experiences into the curriculum (Practicum I, II, and III) so that students complete required observations in the field before applying to professional school (conclusion of the junior year), thereby making their applications more competitive.

Bachelor of Science in Allied Health Sciences
General Education Requirements: 43-44 Credit Hours

Major Core Requirements: 48 Hours
CHEM 101 General Chemistry (4)

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CHEM 102/3 General Chemistry (4)
BIOL 310 Human Structure & Function I (4)
BIOL 311 Human Structure & Function II (4)
PSYC 230 Lifespan Development (3), OR
PSYC 439 Abnormal Psychology (3)
ESHE 201 Introduction to Athletic Injuries (3)
ESHE 205 Introduction to Allied Health Sciences (1)
ESHE 305 Principles & Practice of Strength & Conditioning (3)
ESHE 315 Physical Activity & Aging
ATTR 323 Assessment of Athletic Injuries (3)
ESHE 390 Kinesiology (3)
ESHE 392 Exercise Physiology (3)
ESHE 396 Assessment & Prescription (3)
ESHE 450 Research Methods (3)
ESHE 465 Therapeutic Interventions (4)
HLTH 465 Exercise, Performance & Nutrition (3)

Guided Electives: 16 Hours
These courses include typical prerequisites for specific disciplines. Individual schools have unique requirements; therefore, students have flexibility in meeting school-specific prerequisites. Students may switch disciplines of interest while enrolled in the program. Students are required to complete 16 total hours for graduation but do not have to complete all 16 from one discipline (prevents a student from taking multiple guided electives in one area and having to complete 16 additional hours in a second area).

Occupational Therapy
PHIL 112 Introduction to Ethics & Society (3)
PHIL 113 Introduction to Reasoning & Argument (3)
APST 200 Introducing Appalachia (3)
SOCI 121 Understanding Cultures (3)
PSYC 230 Lifespan Development (3)
PSYC 439 Abnormal Psychology (3)
HLTH 475 Health Behavior Change (3)
ESHE 451 Research Project (3)

Physical Therapy
PHYS 111 General Physics (4)
PHYS 112 General Physics (4)
BIOL 104 Human Biology (4)
BIOL 334 Microbiology (4)
PSYC 230 Lifespan Development (3)
PSYC 439 Abnormal Psychology (3)
ESHE 451 Research Project (3)
HLTH 300 Community Health & Epidemiology (3)
HLTH 475 Health Behavior Change (3)

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Alternative Allied Health Disciplines (e.g., Physician Assistant)
CHEM 301 Organic Chemistry (4)
CHEM 302 Organic Chemistry II (4)
BIOL 334 Microbiology (4)
BIOL 471 Biochemistry (4)
ESHE 451 Research Project (3)
HLTH 300 Community Health & Epidemiology (3)
HLTH 451 Drug Use & Drug Abuse Education (3)
HLTH 453 Human Sexuality
HLTH 460 International Health (3)
HLTH 475 Health Behavior Change (3)

Practicum Courses: 3 Hours
ESHE 225 Allied Health Sciences Practicum I (1)
EHSE 250 Allied Health Sciences Practicum II (1)
ESHE 325 Allied Health Sciences Practicum III (1)

Free Electives: 6-7 Hours

Total Credit Hours: 120

Appendix A provides a Sample Plan of Study for fulltime students.
Appendix B provides Course Descriptions.

Student Retention and Continuation Plan

Student progress will be monitored through individual advising sessions each semester. The Department of Health and Human Performance has an advising day each semester so that students meet with faculty advisors to discuss degree progress and professional interests. Radford University instructors have the ability to notify advisors of student progress throughout the semester and advisors can arrange tutoring for all allied health science courses through the Learning Assistance Resource Center (LARC). Additionally, an Introduction to Allied Health Sciences course is part of the program, allowing faculty to address retention and matriculation early in the degree program. Progress is also monitored at the conclusion of each semester by the program director.

Faculty

The Department of Health and Human Performance supports seventeen full-time tenure track lines and two of these lines are dedicated to teach core Allied Health Sciences courses. Both these faculty members have doctoral training in an allied health field (i.e., exercise science). Collectively, these faculty have published multiple articles on student recruitment into allied health and have presented on undergraduate student research. As the degree program grows, new faculty recruitment will target persons with expertise in other areas of professional allied health.

Five other faculty members within the Department of Health and Human Performance teach courses required for Allied Health Sciences students. The majority of these faculty also have training in allied health (i.e., Athletic Training). In addition, licensed allied health professionals

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will teach 1-2 courses within the program as adjunct instructors and experts in alternative fields teach guided elective courses (e.g., Chemistry, Biology). This spread of faculty usage ensures that qualified instructors teach students throughout the curriculum. Appendix C includes a sample abbreviated faculty appendix.

Program Administration

The proposed Bachelor of Science in Allied Health Sciences will have a program administer. The administrator will be responsible for teaching in the program, reviewing student applications to the program, reviewing progress/matriculation at the end of each semester, documenting post-graduate outcomes, organizing recruitment initiatives (new and transfer students), and advising in the program. A full-time, tenure-track faculty member will serve as administrator of the program.

Advisory Board

The program has an advisory board made up of professional allied health school leaders across the state. The board consists of full-time faculty and administrators at professional schools in occupational therapy, physical therapy, and physician assistant. The board also consists of Radford University alumni from the Sports Medicine concentration (precursor to the proposed program). Each board member has an indefinite appointment and provides feedback on the curriculum via annual conference calls. See Appendix D for a list of advisory board members.

Student Assessment

Every student who completes a Bachelor of Science degree in Allied Health Sciences will have mastered a set of skills that are needed for accepted into graduate/professional allied health programs.

Students will be assessed via written exams, oral exams, written papers, and exercise prescriptions for specific populations. Additionally, students will complete reflection logs during practicum experiences to link course content to observed practice skills. The majority of student assessments occur during a culminating senior experience (ESHE 396 – Exercise Testing & Prescription).

The learning outcomes for the Bachelor of Science in Allied Health Sciences are specific to undergraduate knowledge, skills, and abilities that students should acquire in the proposed program. Faculty have worked with staff members in the Office of Academic Assessment to develop learning outcomes and appropriate measures (Appendix E).

Learning Outcomes:
Allied Health Sciences Students will be able to:

- Communicate effectively and sensitively with clients and colleagues in oral and written forms,
- Develop exercise prescriptions for clients in fitness and clinical settings,
- Perform and interpret assessments of health and physical fitness, and
- Identify acute and chronic physiological changes that occur in the body in response to exercise stress.

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Curriculum Map for Bachelor of Science in Allied Health Sciences

Learning Outcome	Course of Assessment	Measures
Communicate effectively and sensitively with clients and colleagues in oral and written forms.	ESHE 225 ESHE 250 ESHE 325	Reflection journals Observation logs
Develop exercise prescriptions for clients in fitness and clinical settings.	ESHE 396	Classroom Project Final Exam
Perform and interpret assessments of health and physical fitness.	ESHE 396	Practical Exam
Identify acute and chronic physiological changes that occur in the body in response to exercise stress.	ESHE 396	Written Exam

Employment Skills/Workplace Competencies

Graduates in Allied Health Sciences will be able to:

- Assist a primary therapist in the treatment and care of patients,
- Prepare equipment for patient treatments as ordered by a primary therapist,
- Perform routine cleaning and maintenance of therapy areas and corresponding equipment,
- Perform clerical duties such as ordering supplies, tracking inventory, and answering phones, and
- Assist patients with therapeutic exercises and training.

Program Assessment

The Department of Health and Human Performance will assess and evaluate the program annually starting the first year of enrollment (2018-2019). The department will administer annual assessments of student learning outcomes beginning in 2019, in accordance with the Office of Academic Assessment's university-wide reporting requirements. The Department will also review Allied Health Sciences faculty evaluations each semester to ensure that students are satisfied with the course and the corresponding instructor. Also, the Allied Health Sciences program faculty will seek feedback twice a year from the external advisory board regarding curriculum and post-graduate outcomes. Finally, senior students in the program will complete an annual program evaluation regarding strengths, weaknesses, and opportunities.

A more extensive review of the program's goals, learning outcomes, and student success will occur on a five-year cycle. The program, with help from the Offices of Academic Assessment and Institutional Research, will use institutional data, student and alumni surveys, and learning outcome assessments to write a program review report that describes how program goals and

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learning outcomes have been achieved. The program is schedule to submit its first five-year review in 2023.

Benchmarks of Success

The benchmarks of success for the Allied Health Sciences program include:

1. Six-year graduation rate of 80% among students accepted into the program.
2. 60% acceptance rate into graduate/professional school within 2 years of graduation.
3. An average 4.0 score on Allied Health Sciences course evaluations.
4. An average 4.0 score on Allied Health Sciences faculty evaluations.
5. 75% employment rate within 1 year of graduation.
6. 85% of program seniors will report being satisfied or very satisfied with the program.

Physical therapy acceptance rates are documented annually. Although the rate varies by school, approximately 42% of applicants are accepted by at least one professional physical therapy program each academic year.[3] Acceptance rates for occupational therapy and physician assistant programs are not published annually but seem to be as, if not more, restrictive than physical therapy. For example, the Physician Assistant program at Jefferson College of Health Sciences typically enrolls one student for every 20 applicants[4]. If initial benchmarks are not met within the first two graduation cohorts, the unit will seek program improvement through direct feedback from:

- The program advisory board (currently twice per year),
- Professional program directors as to limitations in Radford University applications,
- Program leaders at public SCHEV institutions serving similar students, and
- Accreditation associations of professional programs.

Expansion of Existing Programs

This proposal is an expansion of an existing program, namely the Allied Health Sciences concentration within the Exercise, Sport, and Health Education (ESHE) major. The current concentration was started to expand opportunities for physical education teacher licensure students who wanted to pursue options other than teaching upon graduation. However, students are now seeking a pre-professional degree program at the onset of their undergraduate career. Currently, it is difficult to market a concentration to prospective students that students understand will track to professional school. In essence, students interested in pre-professional allied health education are unlikely to understand that a major in Exercise, Sport, and Health Education leads to graduate opportunities in allied health. The current proposal seeks a stand-alone major so that prospective students can effectively identify a structured, effective pipeline from K-12 to graduate allied health education. Approval of the current program will result in elimination of the Allied Health Sciences concentration from the ESHE major. No additional faculty will be needed for this change as no additional courses are projected.

Relationship to Existing Radford University Degree Programs

The proposed Bachelor of Science in Allied Health Sciences is not similar or related to any existing degree program at Radford University.

[3] http://www.apta.org/AnnualReports/

[4] http://www.jchs.edu/degree/master-science-physician-assistant

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Compromising Existing Programs

No degree programs outside the Department of Health and Human Performance will be compromised or closed as a result of the initiation and operation of the proposed degree program. The transition to a major in Allied Health Sciences will coincide with the closure of the concentration by the same name in the Exercise, Sport, and Health Education major. The concentration will be closed within a two-year period of the proposal initiation (i.e., 2020-2021) so that current students can continue in their academic program to graduation. Students will also have the choice to switch to the Bachelor of Science in Allied Health Sciences without losing any progress toward degree completion.

Collaboration or Standalone

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

Trend in the Field

With the population in the U.S expected to increase to 400 million by 2050, it will be vital that work forces are identified for allied health positions to meet the societal demands.[5] Coupled with a population increase, an aging "baby-boomer" population is one of the factors causing demand for Allied Health Sciences professionals to outpace supply, resulting in workforce shortages.[6][7][8] Because Allied Health Sciences professionals have specific education and associated licensure requirements, the onus to identify prospective students falls squarely on institutions of higher education.

The growth in the field is almost exclusively societal based. The baby boomer population, the largest generational cohort in the United States, is now comprised of older adults, driving the demand for increased healthcare services.[9] Research is clear that as age increases, risk of disease and disability increases. In essence, the baby boomer population is retiring (leaving jobs in healthcare), experiencing greater impact of disability due to age (requiring more healthcare), and in need of allied health professionals as part of their healthcare regimen (i.e., licensed therapists).

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[5] https://www.census.gov/population/projections/data/national/2014.html

[6] Guion, W., Mishoe, S., Taft, A., & Campbell, C. (2006). Connecting allied health students to rural communities. *Journal of Rural Health, 22*, 260-263. Doi:10.1111/j.1748-0361.2006.00042.x

[7] Institute of Medicine. (2008). *Retooling for an Aging America: Building the Health Care Workforce.* Available at http://www.iom.edu. Accessed September 3, 2009.

[8] Kilpatrick, S., Johns, S., Millar, P., Le, Q., & Routley, G. (2007). Skill shortages in health: innovative solutions using vocational education and training. *Rural Remote Health, 7*, 623. Retrieved from http://eprints.utas.edu.au/1349/1/article_print_623.pdf.

[9] Canizare, M. et al. (2016). Do baby boomers use more healthcare services than other generations? Longitudinal trajectories of physician service use across five birth cohorts. *BMJ Open, 6.* doi: 10.1136/bmjopen-2016-013276

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As a result, the allied health science field is projected to be one of the fasting growing job markets over the next decade.[10] To meet this demand, the number of graduate/professional allied health programs is increasing. The job growth and median salaries in allied health professions are very high relative to other degree programs; therefore, the interest in these opportunities continues to increase among undergraduates. High schools now offer courses in allied health and students' awareness and exposure to these opportunities has, and will continue, to increase the number of students wanting a model pathway into professional allied health education (e.g., occupational therapy). Because a vacuum still exists at the undergraduate level about how to matriculate students to professional programs in allied health, Radford University is proposing an undergraduate degree program to meet the need of professional schools in the region as well as to establish a reliable and successful academic pipeline to professional allied health that other institutions, in the state and beyond, can model.

Evidence for Degree Program

Undergraduate majors in Allied Health Sciences programs have recently become highly demanded four-year academic curricula.[11] Undergraduate students have multiple degree program pathways into professional school (e.g., biology pre-professional program) and Departments of Health & Human Performance (HHP) usually house several of these degree paths.[12] Over the past decade, HHP departments have started to target Allied Health Sciences students to enhance academic program options within traditional teacher education units.[13] As a result, the most common HHP concentrations following teacher preparation are now Allied Health Sciences education programs, namely athletic training, exercise science and pre-physical therapy. The expansion of Allied Health Sciences education options has been driven by student interest as demonstrated by continued student growth.[1415] Hence, HHP departments have a vested interest in preparing professionals for the allied health field and in order to meet the anticipated workforce shortage.

Commonwealth Need

Consistent with national trends, the demand for allied healthcare workers (e.g., physical therapists, physician assistants) is greater than the supply in southwest Virginia. Therefore, it is imperative that Radford University recruits and matriculates students interested in these professions. Radford University is not only serving an important state/national need but is also supplying a very important workforce component to the region it serves. Currently, Radford

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[10] https://www.bls.gov/ooh/healthcare/home.htm

[11] California Postsecondary Education Commission. (2007). *Public higher education performance accountability framework report: Goal – contributions to economic, civic, and social development measure: Workforce preparation – degrees awarded in selected areas of projected workforce demand.* (ERIC Document Reproduction Service No. ED 499 260)

[12] Barfield, J., Folio, R., Lam, E., & Zhang, J. (2011). Factors associated with enrollment in allied health education: Development of a predictive scale. *Journal of Allied Health, 40, 77-84.*

[13] Bulger, S. M., Housner, L. D., & Lee, A. M. (2008). Curriculum alignment: A view from physical education teacher education. *Journal of Physical Education, Recreation, & Dance, 79*(7), 44-49.

[14] Barfield, J., Folio, R., Lam, E., & Zhang, J. (2011). Development of a scale to determine enrollment barriers into allied health education programs. *Measurement in Physical Education and Exercise Science, 15*, 47-66.

[15] Rich, V., Kedrowski, J., & Richter, S. (2008). Institutional profiles of CAATE accredited entry-level athletic training education programs in the United States. *Athletic Training Education Journal, 3*(Jul-Sep), 108-114.

University offers a doctoral program of physical therapy and masters of occupational therapy. To meet this demand, there must be an effective pathway for students to track from K-12 to graduate work in the preferred academic field of study.

When one considers the drastic increase of professional programs in the region over the past five years (e.g., Lynchburg College, Radford University, Emory & Henry College), undergraduate institutions must have an effective academic program to propel undergraduates toward these meaningful career opportunities. Radford University proposes a model pipeline program that will bring attention from within and outside the state. The proposed model establishes an academic pipeline for future professionals across the collegiate career. When one considers that almost all masters and doctoral programs offer undergraduate training in the same field, it is only a matter of time before institutions start to stratify K-12 into doctoral experiences within this field. Radford University is in an excellent position to leverage our geography in the state (dramatic expansion of professional programs) to establish a model program upon which SCHEV institutions, as well as those outside the state, can incorporate to provide a primary academic vehicle for students into professional allied health programs. A stand-alone degree will also enable better marketing of allied health to prospective first-year students, transfer students and undeclared majors. Radford University is able to implement this transition because of the previous research in the area by current HHP faculty.[16]

How the Future was Created

The demand for undergraduate majors was driven by the transition of allied health education from undergraduate degree programs to professional graduate study *without* the concomitant replacement of the undergraduate degree. In essence, when traditional undergraduate programs in physical therapy and occupational therapy moved exclusively to graduate education, a tremendous vacuum was created at the undergraduate level without a pipeline into these graduate programs and, ultimately, to the workforce. In response, institutions have tried a number of options to prepare and place undergraduate students into these professional opportunities including:

- Pre-professional advising (e.g., Christopher Newport, Old Dominion University), Ppre-professional concentrations in existing majors (e.g., William & Mary, James Madison University), and
- Stand-alone majors that include preparation in allied health science (Rehabilitation Science at George Mason University).

In total, there are 32 academic "pathways" across public SCHEV institutions that are designed to prepare undergraduate students for professional allied health education. This total reflects the fact that individual universities offer 2 to 3 different tracks which ultimately causes a great deal of variability and lack of clarity as to how students are educated and prepared for professional school. There is clearly a need to streamline the educational process for these students and Radford University's proposed model undergraduate degree program is a response to this need.

[16] Barfield, J., Cobler, D., Lam, E., Zhang, J., & Chitiyo, G. (2012). Differences between African American and Caucasian students on allied health enrollment influences and barriers. *Advances in Physiology Education, 36*, 164-169. DOI: 10.1152/advan.00129.2011

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Employment Demand

Job opportunities in healthcare professions, including Allied Health Sciences, are expected to increase over the next decade. The demand for allied health care workers is high as documented by reported federal and Commonwealth employment projections. Evidence is included from 3 sources: 1) Bureau of Labor Statistics, 2) Virginia Labor Market Information, and 3) job advertisements.

Specific to federal employment projections, the Bureau of Labor Statistics Occupational Handbook projects employment demand for the next decade to be much higher than average for allied health professions. The table below documents employment demand for specific programs of most interest to prospective graduates. Employment numbers are not available for rehabilitation technician or aide professions.

National Employment Demand via Bureau of Labor Statistics

Career Field	Median Salary	Projected 10-year Job Growth	Evaluation
Athletic Training	$45,000	21%[17]	Much faster than average
Chiropractic	$64,000	17%[18]	Much faster than average
Occupational Therapy	$80,000	27%[19]	Much faster than average
Physical Therapy	$84,000	34%[20]	Much faster than average
Physician Assistant	$98,000	30%[21]	Much faster than average

Specific to Commonwealth employment projections, the demand for allied health professionals is consistent with national trends, with all fields projected to have more job openings than candidates. The table below documents employment demand specific programs of most interest to prospective graduates.

Commonwealth Employment Demand via Virginia Labor Market Information

Career Field	Salary Range	Decade Growth	Supply/Demand
Athletic Training	$34,000-56,000	21%	.42 candidates/job opening[22]
Chiropractic	$51,000-107,000	17%	.16 candidates/job opening[23]
Occupational Therapy	$62,000-100,000	27%	.01 candidates/job opening[24]
Physical Therapy	$64,000-98,000	34%	<.01candidates/opening[25]

[17] https://www.bls.gov/ooh/healthcare/athletic-trainers.htm
[18] https://www.bls.gov/ooh/healthcare/chiropractors.htm
[19] https://www.bls.gov/ooh/healthcare/occupational-therapists.htm
[20] https://www.bls.gov/ooh/healthcare/physical-therapists.htm
[21] https://www.bls.gov/ooh/healthcare/physician-assistants.htm
[22] https://data.virginialmi.com/vosnet/lmi/occ/occsummary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNwso4rlzVCr0GZG+s4y45T9mnPCDfQltY+fhVQfQpUf0YBvELbmSndttekYNkaez8ERCdje0=
[23] https://data.virginialmi.com/vosnet/lmi/occ/occsummary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNwso4rlzVCr0GZG+s4y45T9mnPCDfQltY+fhVQfQpUf0YBvELbpbeYIzMHmC/b4XzugrGpZ8=
[24] https://data.virginialmi.com/vosnet/lmi/occ/occsummary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNwso4rlzVCr0GZG+s4y45T9mnPCDfQltY+fhVQfQpUf0YBvELbhJzx94sIatcFCMfhXQ2psQ=
[25] https://data.virginialmi.com/vosnet/lmi/occ/occsummary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNwso4rlzVCr0GZG+s4y45T9mnPCDfQltY+fhVQfQpUf0YBvELbtIiSFMcMvqw+dfCvVHQppY=

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Commonwealth Employment Demand via Virginia Labor Market Information continued			
Physician Assistant	$63,000-104,000	30%	.04 candidates/job opening[26]

For students not accepted into professional school, program graduates will be able to pursue employment as exercise physiologists, rehabilitation technicians, and rehabilitation aides. Program graduates will have the required knowledge, skills, and abilities to seek employment in these areas immediately upon graduation from Radford University. These professionals "develop fitness and exercise programs that help patients recover from chronic diseases and improve cardiovascular function, body composition, and flexibility."[27] The median salary for exercise physiologists is $42,000 and job growth is expected to be faster than average. Exercise physiologists work in a variety of settings including fitness centers, rehabilitation facilities, and corporate wellness centers. The median salary for rehabilitation aides and technicians is $43,000-54,000 for physical and occupational therapy respectively and job growth (40%) is expected to be much faster than average.

See Appendix F for sample job descriptions.

Student Demand

Evidence of student demand is documented from two sources: 1) student survey, and 2) enrollment data.

Student Survey

During the 2016-2017 academic year, the Allied Health Sciences faculty, in conjunction with the advisory board discussed changing the degree program from a concentration to a major in Allied Health Sciences. Following discussions with the HHP faculty, a student interest survey was forwarded to all Allied Health Sciences students. The feedback below is from all submitted surveys ($N = 89$):

- 85% of students enrolled in the Allied Health Sciences concentration indicated that they would want to enroll in an Allied Health Sciences major
- 93% indicated that they would likely apply to graduate or professional school after graduating from an Allied Health Sciences major
- 82% of students reported that their chances of professional school acceptance would be better upon completing an Allied Health Sciences major compared to a concentration.

Based on this feedback, the Department of HHP faculty voted to replace the concentration with a revised curriculum named Allied Health Sciences with the intention of moving the program to a major by 2018-2019. The new concentration was approved by the University Curriculum Committee in Spring, 2017. The survey is reported in Appendix H.

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[26] https://data.virginialmi.com/vosnet/lmi/occ/occsummary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNwso4rlzVCr0GZG+s4y45T9mnPCDfWVSldG0vD+0W4tTq7S7ZbZdQRQZIWds6Rmx7l99lxur2NjgdTtDrC2YAtaTvH3D0

[27] http://www.bls.gov/ooh/healthcare/athletic-trainers-and-exercise-physiologists.htm

Enrollment Data

These survey data are supported by enrollment in the *Sports Medicine/Allied Health Sciences* concentrations over the last five years. This field of study is popular in the Department of Health and Human Performance and serves a wide variety of student interests (e.g., physical therapy, occupational therapy). The demand for an Allied Health Sciences major is already established in the department and, based on the projected job growth; the student demand for this program will remain high. The HHP department enrolled 102 students interested in professional schools in 2004 and has experienced significant growth since that time.

Allied Health Science Concentration Enrollment, Department of HHP

Enrollment	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**
Allied Health Science						29
Sports Medicine	227	266	261	236	198	176
Health & Human Performance	766	833	865	852	775	699

Sports Medicine Graduates, Department of HHP

	Fall 2011	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Sports Medicine	36	41	43	47	56

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Projected enrollment:

Table 1. Projected Enrollment

Year 1		**Year 2**		**Year 3**		**Year 4 Target Year (2-year institutions)**			**Year 5 Target Year (4-year institutions)**		
2017 – 2018		2018 – 2019		2019 – 2020		2020- 2021			2021 – 2022		
HDCT 215	FTES	HDCT 225	FTES	HDCT 236	FTES	HDCT 247	FTES	GRAD	HDCT	FTES 259	GRAD

*These estimates are based on student growth in the Allied Health Sciences concentration since 2015 (3% increase).

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Assumptions:
Retention percentage: 65%
Full-time students: 236 / Part-time students: 0
Full-time students average credit hours per semester: 16
Full-time students graduate in 4 years

Duplication

The proposed degree program is very similar to the major in Rehabilitation Science offered by George Mason University (51.2134). Both degree programs prepare individuals for graduate or professional study in Allied Health (e.g., physical therapy). As a result, the curricula are similar and require:

- Anatomy & Physiology I & II
- Chemistry I & II
- Exercise Physiology
- Exercise Prescription
- Kinesiology/Movement Science
- Physics
- Research Methods/Research Project
- Statistics, and
- Introduction to Allied Health/Rehabilitation Sciences.

Each program serves a different geographical region in the Commonwealth but incorporates a similar strategy to prepare students for professional programs in allied health.

Distinctions also exist between the proposed program and the program offered through George Mason University. The Rehabilitation Science program at George Mason prepares students for Ph.D. programs in rehabilitation whereas the Radford University proposal focus on on preparing students for professional school (not necessarily doctoral programs). It is not surprising, because of the additional rigor required for undergraduates to enroll in doctoral programs, that the headcount for Rehabilitation Sciences was 11 students at George Mason University in Fall, 2016. The degree program was initiated in 2016; therefore, no prior year data or degrees awarded are available. Regardless, one can clearly see that Radford University's program is rooted in a sound curricular base for students wanting to pursue professional training in Allied Health.

Projected Resource Needs for the Proposed Program

Resource Needs

Radford University and the Department of Health and Human Performance have the resources needed to initiate and operate the proposed degree program. The following categories detail the resources required to launch and sustain the proposed program from its initiation in the fall 2018 semester through the target year 2022 – 2023. Assessments of need for full-time faculty, part-time faculty, and adjunct faculty are based on the following ratio of student enrollment to faculty effort: student FTE of enrollment requires one FTE faculty for instruction. The proposed program will therefore require a total of 20 FTE to launch increasing to 2.0 FTE by the target year of 2020 – 2021.

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Full-Time Faculty - Additional full-time faculty lines are not needed at this point (the current Allied Health Sciences concentration faculty will lead the new program). If growth of the program continues, additional adjunct or full-time faculty may be needed. Current student enrollment in the concentration has steadied. This reduction in growth is due to the academic requirements of professional schools. As graduate programs have become more restrictive, the academic standards in the department have increased to remain consistent and therefore reduced the number of students who are accepted into the program. Because students now need to graduate with a GPA over 3.5 to be competitive, the increased enrollment requirements of the program (now 3.0) have resulted in fewer accepted students. This GPA requirement is necessary to ensure our graduates have the ability to pursue competitive programs upon completion of the undergraduate degree. Because the enrollment rates have varied with the changes in professional school acceptances, it is necessary to monitor student growth over the next five years to determine future full-time faculty needs.

Part-time Faculty – Part-time faculty are not currently needed nor are expected to be needed over the next five years.

Adjunct Faculty – Because the restricted elective courses are taught by full-time faculty from varied departments across campus, additional adjunct faculty are not expected to be required within the next five years. Current full-time faculty are able to accommodate the student demand for core classes at this point and additional sections (and therefore adjunct faculty) are not needed at this time.

Graduate Assistants – Graduate assistants are not needed to support the program.

Classified Positions – The program faculty and administrative assistant (Department of Health & Human Performance) will handle the administrative components of the degree. No additional classified positions are needed.

Targeted Financial Aid – No targeted financial aid will be available or is needed to launch or sustain the proposed program.

Equipment (including computers) – The department has recently purchased two major pieces of equipment to support the program. A metabolic cart and a portable metabolic cart have both been purchased in the last two year to support this proposed program along with other programs in the department. The Allied Health Sciences program will integrate both metabolic carts into the curriculum because they are typical equipment pieces for professional employees. Annual equipment purchases (e.g., replacement batteries for current equipment) will be maintained through the department's budget and a separate equipment budget is not necessary to support the proposed program.

Library – No new library resources are needed to launch or sustain the proposed program. The library has an adequate collection to support the proposed degree program. Resources include journals and publications for nutrition. As a member of the Virtual Library of Virginia (VIVA), on-line access to journals is also available.

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Telecommunications – The proposed program requires no new telecommunications to launch or sustain the proposed program.

Space - The proposed program will not require additional space to launch or sustain the proposed program.

Other Resources (specify) – The proposed program requires no other resources to launch or sustain the proposed program.

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Resources Needs: Part A – D

Part A: Answer the following questions about general budget information.

• Has or will the institution submit an addendum budget request to cover one-time costs?	Yes _____	No X
• Has or will the institution submit an addendum budget request to cover operating costs?	Yes _____	No X
• Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)?	Yes _____	No X
• Will each type of space for the proposed program be within projected guidelines?	Yes X	No _____
• Will a capital outlay request in support of this program be forthcoming?	Yes _____	No X

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Part B: Fill in the number of FTE positions needed for the program

	Program Initiation Year 2018 – 2019		Target Enrollment Year 2023 – 2024	
	On-going and reallocated	**Added (New)**	**Added (New)*** **	**Total FTE positions**
Full-time FTE*	0.00	0.00	0.00	0.00
Part-time FTE **	0.00	0.00	0.00	0.00
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	0.00	0.00	0.00	0.00
Classified positions	0.00	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00	0.00

* Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.
*** Added **after** initiation year and up through target enrollment year.

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Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 2018 – 2019		Expected by target enrollment 2023- 2024	
Full-time faculty	0.00	0.00	0.00	0.00
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0
Part-time faculty (faculty FTE split with other units)	0.00	0.00	0.00	0.00
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0
Adjunct faculty	0.00	0.00	0.00	0.00
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0
Classified Positions	0.00	0.00	0.00	0.00
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0

Total personnel cost				
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0
Total personnel cost	$0	$0	$0	$0
Equipment	$0	$0	$0	$0
Library	$0	$0	$0	$0
Telecommunication costs	$0	$0	$0	$0
Other costs	$0	$0	$0	$0
TOTAL	**$0**	**$0**	**$0**	**$0**

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Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

_____ Yes _____
Signature of Chief Academic Officer

_____ No _____
Signature of Chief Academic Officer

If "no," please complete items 1, 2, and 3 below.

1. Estimated $$ and funding source to initiate and operate the program.

Funding Source	Program initiation year 2018-2019	Target enrollment year 2023-2024
Reallocation within the department *(Note below the impact this will have within the department.)*	$0.00	$0.00
Reallocation within the school or college *(Note below the impact this will have within the school or college.)*	$0.00	$0.00
Reallocation within the institution *(Note below the impact this will have within the institution.)*	$0.00	$0.00
Other funding sources *(Specify and note if these are currently available or anticipated.)*	$0.00	$0.00

2. Statement of Impact/Other Funding Sources. A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.

Reallocation within the department

Reallocation within the school or college

Reallocation within the institution

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Other funding sources

3. Secondary Certification.
If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

_____ Agree _____
Signature of Chief Academic Officer

_____ Disagree _____
Signature of Chief Academic Officer

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Appendices

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Appendix A –Sample Plan of Study
Suggested Allied Health Sciences Course Progression

Freshman Year			
Fall Semester	Cr.	Spring Semester	Cr.
University Core A: Core 101	3	University Core A: Core 102	3
College Core B: HLTH 200	3	University Core B: VPA	3
University Core B: PSYC 121	3	University Core B: Humanities	3
College Core A: US Perspectives	3	College Core B: Humanities/VPA/FL	3
University Core B: BIOL 105	4	OT/PT/Pre-Health course – menu	3/4
Total	16	Total	15/16

Sophomore Year			
Fall Semester	Cr.	Spring Semester	Cr.
University Core A: Core 201	3	University Core A: Core 202	3
BIOL 310: Structure and Function I	4	BIO 311: Structure and Function II	4
PSYC 230 or 439 Developmental/Ab	3	ESHE 201: Intro to Athletic Injuries	3
College Core B: GP	3	College Core B: STAT 200	3
University Core B: MATH 137/138	3	ESHE 315: PA in aging	3
ESHE 205: Intro to Allied Health Sci	1	ESHE 225: Practicum I	1
Total	17	Total	17

Junior Year			
Fall Semester	Cr.	Spring Semester	Cr.
ESHE 390: Kinesiology	3	ATTR 323: Assessment of Athletic Inj I	3
ESHE 305: Strength and Con	3	ESHE 396: Assessment and Prescript	3
ESHE 392: Exercise Physiology	3	HLTH 465: Ex Perfom and Nutr	3
ESHE 250: Practicum II	1	ESHE 325: Practicum III	1
CHEM 101	4	CHEM 102/103	4
Total	14	Total	14

Senior Year			
Fall Semester	Cr.	Spring Semester	Cr.
ESHE 451: Research Methods	3	Research Project or Approved Elective	3/4
ESHE 365: Therapeutic Interventions	4	OT/PT/Pre-Health course – menu	3/4
OT/PT/Pre-Health course – menu	3/4	OT/PT/Pre-Health course – menu	3/4
OT/PT/Pre-Health course – menu	3/4	OT/PT/Pre-Health course – menu	3/4
Total	13/15	Total	12/16

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Appendix B – Course Descriptions

Description of Required Common Core Courses

Core Foundations

CORE 101: Essentials of Written and Oral Communication
Introduction to college-level reading, writing, and speaking, with attention given to the writing process, genre, style, audience, and standard written English. The course will also introduce students to basic oral communication skills.

CORE 102: Advanced Written and Oral Communication
Further development of students' writing and speaking skills with attention to applied critical thinking and information literacy. This course will reinforce and develop basic elements of reasoning and critical thinking and their use in persuasive communication. Students will develop competency in information literacy and will learn the basic mechanics of public speaking by making oral presentations.

CORE 103: Written and Oral Communication – Honors
Students will form and support claims, attending to the assumptions underlying arguments. The course will introduce students to elements of logic, including fallacies and inductive reasoning, and their use in persuasive written and oral communication.

CORE 201: Topics in Critical Inquiry
Further development of students' skills in critical thinking, including how to recognize, analyze, and evaluate arguments in written and oral communication. Students will continue to develop competency in information literacy as they create their own persuasive arguments.

CORE 202: Topics in Critical Inquiry
Further development in students' skills in critical thinking, information literacy, and written and oral communication. This course includes a broad introduction to ethical theories and methods of ethical reasoning. Students will strengthen their skills in the recognition, analysis, and evaluation of written and oral arguments. Students will work in teams to effectively solve ethical problems or dilemmas.

Core Skills & Knowledge

MATH 137: College Algebra
A systematic approach to the concepts of algebra. Topics include basic properties of numbers systems, equations and inequalities, systems of equations, functions and graphs, polynomials and rational functions, exponentials and logarithms.

BIOL 105: Biology for Health Sciences
An introduction to the basic processes of life and science. Emphasis is on scientific investigation and processes common to most organisms including humans: cellular structures and functions, mechanisms of inheritance, and mechanisms of adaptation. Applications are made to genetic technologies, human disorders, and bioethics.

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PSYC 121 – Introduction to Psychology
Introduces students to the scientific study of behavior. Topics include essential concepts in brain function, emotion, cognition, learning, personality, social behavior, abnormal psychology, the methods used to generate psychological knowledge, and application of this knowledge in a variety of settings.

Supporting Skills and Knowledge
STAT 200: Introduction to Statistics
Introduction to statistical methods; descriptive statistics, normal distribution, estimation, hypothesis testing, correlation and regression.

Social/Behavioral Science or Health & Wellness
HLTH 200: Wellness Lifestyles
Provides students with the knowledge and skills to keep themselves healthy and fit for life. The lecture provides information on health knowledge. The activity classes introduce a variety of fitness skills and techniques in order to help the individual pursue lifetime fitness. The laboratory assessments provide personal health/wellness data. All three components are integrated to promote a commitment to a wellness lifestyle.

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Description of Allied Health Sciences Major Courses

ATTR 323: Assessment of Athletic Injuries I – The Extremities
Laboratory and clinical experiences in the recognition and evaluation of athletic injuries occurring to the hand, wrist, forearm, elbow, shoulder, ankle, shin, knee, thigh and hip.

CHEM 101: General Chemistry
Introduction to principles and applications of chemistry. Includes measurements, stoichiometry, atomic and molecular structure, chemical bonding, gases, and solutions.

CHEM 102: General Chemistry
Introduction to principles and applications of chemistry. Includes additional chemical bonding topics, crystal lattices, kinetics, chemical equilibria, acid-base chemistry, electrochemistry, and radiochemistry.

BIOL 310: Human Structure and Function 1
Focuses on the structure of the human body and the physiological mechanisms used to maintain homeostasis. Designed to meet the needs of ESHE students preparing for careers in athletic training, fitness/strength, health education, nutrition and sports administration, as well as recreation students and other non-science majors. The BIOL 310:311 course sequence is not intended for biology, pre-nursing, or sports medicine students or any student intending to apply to medical schools or physician assistant programs.

BIOL 311: Human Structure and Function II
Focuses on the structure of the human body and the physiological mechanisms used to maintain homeostasis. Designed to meet the needs of ESHE students preparing for careers in athletic training, fitness/strength, health education, nutrition and sports administration, as well as recreation students and other non-science majors. The BIOL 310:311 course sequence is not intended for biology, pre-nursing, or sports medicine students or any student intending to apply to medical schools or physician assistant programs.

ESHE 201: Introduction to Athletic Injuries
Introduction to the field of athletic training with emphasis on the history of the National Athletic Training Association, certification guidelines, policies and procedures, risk management, roles and responsibilities of athletic trainers. Common sports-related injuries and illnesses will be discussed with an emphasis on the proper methods for prevention, recognition, and immediate care and rehabilitation of those conditions.

ESHE 205: Introduction to Allied Health Sciences
Introduction to educational and professional opportunities through the Allied Health Science program. The course provides an overview of practicum experiences and academic requirements for entry into professional allied health programs of study (e.g., Physical Therapy).

ESHE 305: Principles and Practices of Strength & Conditioning
This course is designed to develop the practical skills necessary to design strength and conditioning programs. Special emphasis is placed on the ability to evaluate exercise

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movements, prescribe appropriate exercise programs, and support program prescription with sound knowledge of anatomical and physiological adaptation to exercise.

ESHE 315: Physical Activity & Aging
Provides the student the opportunity to study the many individual facets of exercise, fitness and the aging process. Given the rapid increase in the number of elderly persons in our society, the student of the 21st century should be able to relate to and understand the many factors that affect the elderly from the health and fitness point of view.

ESHE 390: Kinesiology
Explores the study and analysis of human motion.

ESHE 392: Exercise Physiology
Provides understanding of exercise physiology and its ramifications. Includes study of immediate and long-range effects physical exertion and training have on organic functions of the body.

ESHE 396: Assessment and Prescription in Exercise, Sport, and Health Education
Designed to examine the techniques of assessing physical fitness and provide practice assessing physical fitness components. This information will be interpreted and developed into an exercise prescription. Advanced techniques of assessment will be used in this class.

ESHE 450: Research Methods
The purpose of this course is to introduce descriptive, correlational, and experimental research designs. The course will require students to critically analyze empirical articles and to analyze/evaluate data. APA formatting will be used throughout the course.

ESHE 465: Therapeutic Interventions
Application of therapeutic exercises and therapeutic modalities in injury rehabilitation.

HLTH 465: Exercise, Performance and Nutrition
Designed to examine the relationships of exercise, physical activity and performance, as they relate to nutrition. It includes basic information on human energy systems, weight control, sports nutrition and proper diet.

PSYC 230: Lifespan Developmental Psychology OR PSYC 439: Abnormal Psychology
230. Will contribute to an understanding of the physical, social, emotional, and intellectual development of people throughout the lifespan. Areas of development that will be covered include motoric and perceptual skill development, social/emotional and personality development, linguistic and intellectual development from conception through old age.

PSYC 439. Study of abnormal psychology that emphasizes the history, major perspectives and Diagnostic and Statistical Manual III-R categories. Fulfills one of the Social Sciences core requirements for the psychology major and minor

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Description of Field Work Courses

ESHE 225: Allied Health Sciences Practicum I
Clinical experiences designed to provide students with an appreciation of the various duties of allied health professionals. This course requires the completion of 30 hours of clinical experience.

ESHE 250: Allied Health Sciences Practicum III
Clinical experiences designed to provide students with exposure to an allied healthcare setting distinct from ESHE 225. This course requires the completion of 30 hours of clinical experience.

ESHE 325: Allied Health Sciences Practicum III
Clinical experiences designed to provide students with exposure to an allied healthcare setting distinct from ESHE 225 and ESHE 250. This course requires the completion of 30 hours of clinical experience.

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Description of Guided Elective Courses

Occupational Therapy

APST 200: Introducing Appalachia

This course introduces the Appalachian Mountain region through a survey of its geography, history, cultures, lifestyles, and the arts. Readings, discussions, and multi-media presentations on the above topics will be supplemented by library and field research. The class is designed to create and overall awareness and appreciation of life in Appalachia. *Required for Appalachian Studies minor*.

ESHE 451: Research Project

The purpose of this course is to enable students to complete an independent research project.

HLTH 475: Health Behavior Change

Provides an in-depth study of a variety of health behavior change theories that are used in health interventions. Students shall use the constructs of selected theories to design lesson plans for a behavioral intervention.

PHIL 112: Introduction. Ethics and Society

This course introduces students to philosophy through the study of ethics. Readings from major philosophers focus questions about value in human life and action. Topics covered may include the nature of ethical reasoning and moral obligation, the value of morality to the individual and society, how ethics helps us understand our place in the universe, and how ethical ideas clarify moral problems facing society. This course has been approved for the General Education credit in the Humanities Area of the curriculum.

PHIL 113: Introduction. Reasoning and Argument

This course introduces students to basic principles of reasoning and argumentation. Students learn to distinguish between valid and invalid reasoning, to recognize patterns of deductive and inductive arguments, to understand the way evidence is used in reasoning, to construct deductive proofs, and to evaluate the soundness of arguments both in everyday contexts and in writings of some major philosophers. This course has been approved for General Education credit in the Humanities Area of the curriculum.

SOCY 121: Understanding Cultures

Introduction to the ways anthropologists view human behavior and the methods they use. Cultures past and present and around the world explored to study diverse adaptations humans have made. This course has been approved for credit in the Social/Behavioral Studies Area or in the Global Perspectives Area of the Core Curriculum.

Physical Therapy

BIOL 104: Human Biology

For students who are not Biology majors. An introduction to the basic principles of biology, with emphasis on human beings as biological organism. Humans will be considered as products of evolution, as physiological systems, as reproducing entities, as members of their ecosystem, and as biological engineers able to change other organisms. The nature of scientific investigation will be stressed and current applications to biological technology and its effect on society will be

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considered. BIOL 104 is *not* a prerequisite for upper level study in Biology. Biology majors should take BIOL 131. Students who are not Biology majors but need to take upper level Biology courses should take BIOL 105. This course has been approved for credit in the Natural Sciences Area of the Core Curriculum.

BIOL 334: Microbiology
Fundamentals of microbiology including the morphology and taxonomy of the major groups of microorganisms including viruses. Discussions of the growth, cultivation, reproduction, effects of physical and chemical agents and transmission of disease. BIOL 334 will not satisfy requirements for the Biology major, with the exception of the clinically-oriented Medical Technology concentration.

ESHE 451: Research Project
The purpose of this course is to enable students to complete an independent research project.

HLTH 300: Community Health & Epidemiology
An introduction to community and public health issues. Basic principles of epidemiology will be introduced, and students will use these principles to understand how morbidity and mortality statistics are calculated and interpreted.

HLTH 475: Health Behavior Change
Provides an in-depth study of a variety of health behavior change theories that are used in health interventions. Students shall use the constructs of selected theories to design lesson plans for a behavioral intervention.

PHYS 111: General Physics
Vectors, mechanics, heat, electricity, magnetism, sound, light and selected topics in modern physics.

PHYS 112: General Physics
Vectors, mechanics, heat, electricity, magnetism, sound, light and selected topics in modern physics.

Physician Assistant/Other Pre-Health Disciplines
BIOL 334: Microbiology
Fundamentals of microbiology including the morphology and taxonomy of the major groups of microorganisms including viruses. Discussions of the growth, cultivation, reproduction, effects of physical and chemical agents and transmission of disease. BIOL 334 will not satisfy requirements for the Biology major, with the exception of the clinically-oriented Medical Technology concentration.

BIOL 471: Biochemistry
Study of the main classes of biomolecules, cellular organization, enzyme action, bioenergetics, and the flow of genetic information.

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CHEM 301: Organic Chemistry
Study of the physical and chemical properties of organic compounds.

CHEM 302: Organic Chemistry
Study of the physical and chemical properties of organic compounds.

ESHE 451: Research Project
The purpose of this course is to enable students to complete an independent research project.

HLTH 300: Community Health and Epidemiology
An introduction to community and public health issues. Basic principles of epidemiology will be introduced, and students will use these principles to understand how morbidity and mortality statistics are calculated and interpreted.

HLTH 451: Drug Use and Drug Abuse Education
Provides students with a background of the history of drug use and abuse in the United States. Students will compare drugs according to classification, physiological effects of the drugs, and potential for misuse and dependence. Students will research the impact of abuse and dependence on society.

HLTH 453: Human Sexuality
A study of information, education and communication about human sexuality as it relates to people in our society. This course may be used to meet requirements for the minor in Women's Studies.

HLTH 460: International Health
Analysis of public and international health issues as they relate to the individual, community, and society.

HLTH 475: Health Behavior Change
Provides an in-depth study of a variety of health behavior change theories that are used in health interventions. Students shall use the constructs of selected theories to design lesson plans for a behavioral intervention.

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Appendix C – "Abbreviated CV's" for Faculty

Abbreviated CVs for Core Faculty

J.P. Barfield, D.A., 2000, Middle Tennessee State University, Associate Professor of Exercise Science, Specialization: Allied Health Sciences

Laura Newsome, Ph.D., 2012. Virginia Tech University, Assistant Professor of Exercise Science. Specialization: Allied Health Sciences.

Abbreviated CVs for Guided Elective Course Faculty

Dr. Joseph Wirgau, Ph.D., Duke, 2003. Specialization: Chemistry.

Dr. Francis Webster, Ph.D., Virginia Tech, 1992. Specialization: Chemistry.

Dr. Kimberly Lane, Ph.D., Duke University, 2005, Specialization: Chemistry.

Dr. Justin Anderson, Ph.D., 2004. University of Notre Dame. Specialization: General Biology

Dr. Matthew Close, Ph.D., 2012. Lehigh University. Specialization: General Biology

Dr. Sarah Redmond, Ph.D., 2010. Iowa State University. Specialization: General Biology

Dr. Orion Rogers, Ph.D., North Carolina State University. Specialization: Anatomy and Physiology

Dr. Shawn Huston, Ph.D., North Carolina State University. Specialization: Physics

Dr. Rhett Herman, Ph.D., Montana State University. Specialization: Physics

Abbreviated CVs for Focus Area Course Faculty

Angela Mickle, Ph.D., 2002. New Mexico State University. Associate Professor of Athletic Training, Specialization: Athletic Training.

Michael Moore, Ph.D., 2005. Virginia Tech University. Associate Professor of Athletic Training, Specialization: Athletic Training.

Ellen Payne, Ph.D., 2010. University of Nevada. Assistant Professor of Athletic Training. Specialization: Emergency Medicine.

George Philippi, Ph.D., 2017. Texas Women's University. Assistant Professor of Exercise, Sport, & Health Education. Specialization: Fitness, Strength, & Conditioning.

David Sallee, Ed D., 2002. Virginia Tech University. Associate Professor of Exercise, Sport, & Health Education. Specialization: Athletic Training; Fitness, Strength & Conditioning.

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Appendix D – Advisory Board Members

Dr. Twylla Kirchen, Graduate Program Director, Occupational Therapy
James Madison University

Dr. Kristen Jagger, Chairperson, Doctoral of Physical Therapy Program
Radford University

Ms. Kimberly K. Dempsey, MPA, PA-C, Associate Program Director & Associate Professor
Eastern Virginia Medical School, Master of Physician Assistant Program

Ms. Chelsey Meyers, Doctor of Physical Therapy
Radford University Alumnus

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Appendix E – Student Assessment

Hello J.P.,

This email is to acknowledge that I have reviewed the SLOs for the Allied Health Sciences Concentration for the ESHE program.

Sandra Nicks Baker

Sandra Nicks Baker, Ph.D.
Director of Academic Assessment
905 Tyler Ave., Box 7022
Radford University
Radford, VA 24142

540-831-5783
540-831-5142 (Fax)

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Appendix F – Job Descriptions
To be Provided for Formal Review

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Appendix G – Employment Demand

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Appendix H – Student Demand

Student Survey
Radford University is developing a Bachelor of Science degree in Allied Health Sciences for implementation in Fall, 2018. The program is intended to prepare students for professional study in a variety of allied health fields including occupational therapy, physical therapy, and physician assistant among others. After completing this program, students should be able to apply to a professional allied health school of choice.

Faculty have prepared the survey below to gauge student interest in the program. Answers to the following questions will be used in summary form only. No personally identifiable information will be released. Please feel free to contact us at abarfield@radford.edu or ljnewsome@radford.edu if you would like more information about the proposed program.

Thank you.

1. If a major in Allied Health Sciences were offered in the Department of Health and Human Performance, how likely are you to enroll?
    a. Extremely Likely
    b. Somewhat Likely
    c. Undecided
    d. Somewhat Unlikely
    e. Extremely Unlikely
2. If you enrolled in the new major, Allied Health Sciences, how likely would you be to apply to professional school upon graduation?
    a. Extremely Likely
    b. Somewhat Likely
    c. Undecided
    d. Somewhat Unlikely
    e. Extremely Unlikely
3. Do you feel this would be increase your chances of being accepted into a professional school upon graduation?
    a. Extremely Likely
    b. Somewhat Likely
    c. Undecided
    d. Somewhat Unlikely
    e. Extremely Unlikely
4. What is your academic class at Radford University?

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RADFORD UNIVERSITY

RESOLUTION FOR APPROVAL OF
BACHELOR OF SCIENCE (B.S.) IN ALLIED HEALTH SCIENCES

DECEMBER 8, 2017

WHEREAS, the Department of Health and Human Performance (DHHP) in the College of Education and Human Development (CEHD) at Radford University proposes a Bachelor of Science (B.S.) in Allied Health Sciences; and

WHEREAS, the proposed B.S. degree in Allied Health Sciences program is to prepare students for continued training in graduate or professional school; and

WHEREAS, the proposed B.S. degree in Allied Health Sciences program will support primary care providers (e.g., doctors) in the healthcare process by providing secondary services to improve patient health; and

WHEREAS, the proposed B.S. degree in Allied Health Sciences program will establish a "pipeline" that helps students track from high school, to an undergraduate program that meets students' personal and professional interest, to a professional/graduate program that leads to their career path;

NOW, THEREFORE, BE IT RESOLVED, that the Academic Affairs Committee recommends and submits the resolution to the Board of Visitors for approval of the program for the Bachelor of Science (B.S.) in Allied Health Sciences, CIP 51.1199; and it is further

RESOLVED, that the President and/or his designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of said program from the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.

Attachment E

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
INTENT TO DISCONTINUE AN ACADEMIC PROGRAM
COVER SHEET

1. Institution Radford University	2. Type of Program (Check one): Degree program __x__ Certificate program _____ Degree/Certificate Designation _____
3. Program name/title: Athletic Training	
4. Degree/certificate designation: Bachelor of Science, B.S.	5. CIP code: 51.0913
6. Degree program approval date by Council	
7. Certificate program acknowledgement date by SCHEV	
8. Date (semester/year) beyond which no new enrollments will be accepted: Fall, 2018	9. Teach-out date: Fall, 2018 to Spring, 2021
10. Desired termination date for reporting degrees (semester and year): Summer, 2022	11. Date approved by Board of Visitors
12. For community colleges: date approved by local board date approved by State Board for Community Colleges	
13. **For Critical Shortage Area Only.** Check all that apply. Explain in attached narrative. _____ Lack of student demand _____ Lack of market demand _____ State-wide public program duplication _____ Lack of institutional resources _____ Other	
14. List of constituents impacted by action. None	

15. If collaborative or joint program, identify collaborating institution(s). **Note**: Each collaborating institution must submit a separate "Intent to Discontinue" form.

16. Name, title, telephone number(s), and email address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the discontinuance.

SCHEV liaison: Dr. George Santopietro, Assistant Provost for Academic Operations; 540-831-5465; gsantopi@radford.edu

Department Chair: Dr. J.P. Barfield, Chair, Department of Health and Human Performance; 540-831-6858; abarfield@radford.edu

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TEACH OUT PLAN **2**

Proposed Intent to Discontinue

Radford University requests approval to discontinue the Bachelor of Science (B.S.) degree in Athletic Training, CIP code 51.0913. The degree program is located in the Department of Health and Human Performance in the College of Education and Human Development.

Background

The accrediting body for the field, the Commission on Accreditation of Athletic Training Education (CAATE), has mandated that programs shift from undergraduate to graduate programs by 2022. To meet this mandate, Radford University is proposing a Master's degree in Athletic Training to coincide with discontinuance of the undergraduate program.

Leaders in the field of athletic training are modeling their programs after similar allied health programs in their educational and licensure requirements. Athletic Training, as a field, is moving toward the recognition adopted in the physical therapy and occupational therapy fields that healthcare practitioners should be trained at the graduate/professional level. The expectation of athletic training leaders is that more education will yield more opportunities for athletic trainers and greater services for the clients they serve.

Justification

Radford University recognizes that there are no viable job opportunities in the athletic training field for students graduating from a non-accredited program. Individuals cannot become certified as athletic trainers unless they graduate from an accredited program of study. Starting in Fall, 2022 no undergraduate program in athletic training will be accredited. This date has been established by the accrediting body and students graduating in Fall, 2022 or later will not be able to sit for their board of certification exam. Specifically, the accreditation body mandates that "baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022."[1] Therefore, an undergraduate student will no longer have the ability to become a certified athletic trainer after Summer, 2022. Only graduate students from accredited Master's degree programs will be allowed to take the board of certification exam and receive a license to practice as a certified athletic trainer. In essence, if Radford University did not discontinue the B.S. program in Athletic Training, the institution would be accepting students into a program without a realistic possibility of working in the field.

Critical Shortage

The B.S. in Athletic Training is not in a critical shortage area. The curriculum will not be offered as a sub area (concentrations, focus area, emphasis area, or track) in another baccalaureate level program offered by Radford University.

[1] https://caate.net/the-professional-degree/

Teach out Plan

The B.S. in Athletic Training takes 2.5 years (or 5 semesters) to complete; therefore, students typically apply for the program during the fall semester of their sophomore year and start the program during the spring semester of their sophomore year. To provide a seamless transition between the undergraduate and graduate program offerings, the department intends to direct a "teach out" so students accepted prior to the anticipated roll out of the graduate program (Summer, 2019) have the opportunity to complete the undergraduate degree before the master's is required for board exam applications.

For the "teach out" to comply with the accreditation transition schedule, the last application period for the B.S. in Athletic Training will be Fall, 2018. Because the athletic training degree program takes 2.5 years to complete, students will not be allowed to apply to, or be accepted in, the B.S. program in Athletic Training after Fall, 2018 (See Table 1). Therefore, freshmen accepted to Radford University in 2017-2018 and transfers accepted to Radford University in 2018-2019 will be the last cohorts of students able to enroll in the B.S. in Athletic Training. Athletic Training students rarely take more than 2.5 years to complete the program once admitted (2 students in 8 years); however, the proposed Fall, 2018 timeline for program application will ensure students have an academic year to complete/repeat coursework if necessary in order to sit for their licensure exam.

Table 1. Timeline for Discontinuance of B.S. in Athletic Training

Academic Year	**Action Items**	**Students Eligible for Program**
2017-2018	Last year for freshmen accepted to Radford University are eligible for B.S. in Athletic Training Freshmen students will apply to Athletic Training program in Fall, 2018	Freshman Sophomore Junior Senior
2018-2019	Last year for sophomores/transfers at Radford University are eligible for B.S. in Athletic Training Sophomores/Transfers apply to Athletic Training program in Fall, 2018	Sophomore Junior Senior
2019-2020	No students are eligible to initiate the undergraduate Athletic Training program Junior and senior level students continue in the program	Junior Senior
2020-2021	Seniors continue in the program	Senior
2021-2022	Undergraduates can complete/repeat needed courses to finish B.S. in Athletic Training and sit for licensure exam	Senior

The B.S. degree program in Athletic Training will no longer be available for students in Fall, 2022.

Table 2. Outline for Teach Out

Academic Year	Expected Number of Students	Classes Compliant with Accreditation Timeline
2017-2018	100	Freshman, Sophomore, Junior, Senior
2018-2019	60	Sophomore, Junior, Senior
2019-2020	40	Junior, Senior
2020-2021	20	Senior
2021-2022	1-2 (if any)	Senior

RADFORD UNIVERSITY

RESOLUTION FOR DISCONTINUANCE OF THE BACHELOR OF SCIENCE (B.S.) IN ATHLETIC TRAINING

DECEMBER 8, 2017

WHEREAS, the Department of Health and Human Performance (DHHP) in the College of Education and Human Development (CEHD) at Radford University proposes to discontinue the Bachelor of Science (B.S.) in Athletic Training; and

WHEREAS, the accrediting body for the field, the Commission on Accreditation of Athletic Training Education (CAATE), has mandated that programs shift from undergraduate to graduate programs by 2022 and to meet this mandate, Radford University is proposing a Master's degree in Athletic Training to coincide with discontinuance of the undergraduate program; and

WHEREAS, specifically, the accreditation body mandates that "baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022."[1]; and

WHEREAS, if Radford University did not discontinue the B.S. program in Athletic Training, the institution would be accepting students into a program without a realistic possibility of working in the field;

NOW, THEREFORE, BE IT RESOLVED, that the Academic Affairs Committee recommends and submits the resolution for the discontinuance of the Bachelor in Science (B.S.) in Athletic Training (CIP 51.0913) and recommend the same to the Board of Visitors; and it is further

RESOLVED, that the President and/or his designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of the discontinuance of the program from the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.

[1] https://caate.net/the-professional-degree/

RADFORD UNIVERSITY BOARD OF VISITORS
Business Affairs & Audit Committee
December 7, 2017

Action Item
Approval of the Radford University 2017-18 Second Quarter Operating Budget Adjustment

Item:
Board of Visitors approval of the Radford University's 2017-18 second quarter operating budget adjustment.

Summary:
The University has examined the fiscal impact of the 2017-18 fall enrollment results as well as a newly receipted U.S. Department of Education grant, and both will have a material impact on the institutional operating budget. Therefore, a second quarter budget adjustment is necessary to align revised revenue forecasts with authorized expenditure levels.

Based on final census data, fall enrollment exceeded the forecast at both the undergraduate and graduate levels. Fall 2017-18 enrollment was budgeted on a projected student headcount of 9,183. Actual headcount enrollment came in favorably at 9,418, an increase of 235 students. The subsequent impact on tuition and fees is largely due to the changes in the student population mix; i.e. in-state/out-of-state, undergraduate/graduate, and part-time/full-time. The two student populations that demonstrated the greatest growth were full-time in-state undergraduates and part-time in-state graduates at (+77) and (+96) respectively. After adjusting for these changes, the full year impact of the fall enrollment increase is estimated at $1.1 million for E&G and $0.5 million for Auxiliary.

The updated enrollment projections inevitably create a renewed optimism in 2017-18 fiscal resource availability, yet it remains prudent that Radford University continue its proven approach to conservative financial stewardship. The additional resources generated from the positive growth will be applied initially to the strategic planning fund so that the University can readily engage in the necessary investments in support of initiatives aligned with the institutional mission and strategic direction.

In October 2017, Radford University was awarded a three-year $13.8 million U.S. Department of Education grant through the Supporting Effective Educator Development (SEED) program. It is considered the largest grant in Radford University history and is expected to have an immediate positive impact on the University's externally sponsored grant budget. Within the current fiscal year alone, the award is expected to account for $3.0 million of increased grant related activity. As a result, a second quarter budget adjustment is necessary to allocate additional expenditure authority on behalf of SEED program funding.

Schedule A (Total Operating Budget) and Schedule B (Auxiliary Enterprises) reflect the required second quarter adjustments to realign the operating budget with current projections.

Action:
Radford University Board of Visitors approval of the 2017-18 second quarter operating budget adjustment as presented in Schedule A for Total Operating Budget and Schedule B for Auxiliary Enterprises**.**

Radford University
Proposed University Operating Budget
2017-18 Second Quarter Adjustments

Dollars in Thousands	2017-18		
	Original Total Budget (a)	**Second Qtr. Adjustment** (b)	**Revised Total Budget** (c)
Educational and General Programs			
Revenues			
General Fund	$51,727	$0	$51,727
Tuition and Fees	73,743	1,130	74,874
All Other Income	2,787	0	2,787
Total Revenues	$128,257	$1,130	$129,387
Expenditures			
Instructional & Academic Support	(84,548)	(1,130)	(85,678)
All Other Support Programs	(43,709)	0	(43,709)
Total Expenses	($128,257)	($1,130)	($129,387)
Reserve Draw (Deposit)	0	0	0
NET	**$0**	**$0**	**$0**
Student Financial Assistance			
Revenue	$12,028	$0	$12,028
Expenditures	(12,028)	0	(12,028)
Reserve Draw (Deposit)	0	0	0
NET	**$0**	**$0**	**$0**
Sponsored Programs			
Revenue	$6,100	$1,860	$7,960
Expenditures	(6,100)	(1,860)	(7,960)
Reserve Draw (Deposit)	(0)	0	0
NET	**($0)**	**$0**	**($0)**
Auxiliary Enterprises			
Revenues	$70,074	$520	$70,594
Expenditures	(63,321)	(520)	(63,840)
Reserve Draw (Deposit)	(6,754)	0	(6,754)
NET	**$0**	**$0**	**$0**
Total University			
Revenues	**$216,459**	**$3,510**	**$219,969**
Expenses	**(209,706)**	**(3,510)**	**(213,215)**
Reserve Draw (Deposit)	**(6,754)**	**0**	**(6,754)**
NET	**($0)**	**$0**	**($0)**

Notes:

(a) **Original Total Budget** - Reflects the projected 2017-18 Original Total Operating Budget as of July 1, 2017 which was presented to the BOV at the September 2017 meeting. Both recurring and one-time operating budgets are included.

(b) **Second Quarter Adjustment -** Reflects proposed quarterly budget adjustments to the 2017-18 Original Operating Budget as of December 7, 2017. Both recurring and one-time operating budgets are included.

(c) **Revised Total Budget -** Reflects the proposed 2017-18 Adjusted Total Budget as of December 7, 2017. Both recurring and one-time operating budgets are included.

Radford University
Proposed Auxiliary Enterprise Budget
2017-18 Second Quarter Adjustments

Dollars in Thousands

	2017-18 Original Total Budget (a)	2017-18 Second Qtr. Adjustment (b)	2017-18 Revised Total Budget (c)
Residential & Dining Programs			
Revenues	$33,667	$0	$33,667
Expenditures	(30,362)	0	(30,362)
Reserve Draw (Deposit)	(3,305)	0	(3,305)
NET	**$0**	**$0**	**$0**
Bookstore			
Revenues	$490	$0	$490
Expenditures	(272)	0	(272)
Reserve Draw (Deposit)	(218)	0	(218)
NET	**$0**	**$0**	**$0**
Parking & Transportation			
Revenues	$2,030	$20	$2,050
Expenditures	(1,452)	(20)	(1,472)
Reserve Draw (Deposit)	(578)	0	(578)
NET	**$0**	**$0**	**$0**
Telecommunications			
Revenues	$585	$0	$585
Expenditures	(492)	0	(492)
Reserve Draw (Deposit)	(93)	0	(93)
NET	**$0**	**$0**	**$0**
Student Health Services			
Revenues	$3,108	$52	$3,160
Expenditures	(2,955)	(52)	(3,007)
Reserve Draw (Deposit)	(153)	0	(153)
NET	**$0**	**$0**	**$0**
Student Programming			
Revenues	$8,239	$115	$8,354
Expenditures	(8,025)	(115)	(8,139)
Reserve Draw (Deposit)	(214)	0	(214)
NET	**$0**	**$0**	**$0**
Building & Facilities			
Revenues	$3,326	$91	$3,418
Expenditures	(1,468)	(91)	(1,559)
Reserve Draw (Deposit)	(1,858)	0	(1,858)
NET	**$0**	**$0**	**$0**
Other Enterprise Functions			
Revenues	$6,651	$47	$6,698
Expenditures	(6,065)	(47)	(6,112)
Reserve Draw (Deposit)	(586)	0	(586)
NET	**$0**	**$0**	**$0**
Intercollegiate Athletics			
Revenues	$11,978	$194	$12,172
Expenditures	(12,230)	(194)	(12,424)
Reserve Draw (Deposit)	252	0	252
NET	**$0**	**$0**	**$0**
Total Auxiliary Enterprise			
Revenues	**$70,074**	**$520**	**$70,594**
Expenses	**(63,321)**	**(520)**	**(63,840)**
Reserve Draw (Deposit)	**(6,754)**	**0**	**(6,754)**
NET	**$0**	**$0**	**$0**

Notes:

(a) **Original Total Budget** - Reflects the projected 2017-18 Original Total Operating Budget as of July 1, 2017 which was presented to the BOV at the September 2017 meeting. Both recurring and one-time operating budgets are included.

(b) **Second Quarter Adjustment -** Reflects proposed quarterly budget adjustments to the 2017-18 Original Operating Budget as of December 7, 2017. Both recurring and one-time operating budgets are included.

(c) **Revised Total Budget -** Reflects the proposed 2017-18 Adjusted Total Budget as of December 7, 2017. Both recurring and one-time operating budgets are included.

RADFORD UNIVERSITY BOARD OF VISITORS
Resolution
December 8, 2017

Approval of the Radford University 2017-18 Operating Budget Adjustment

BE IT RESOLVED, the Radford University Board of Visitors approves the second quarter adjustments to the 2017-18 operating budget as presented in Schedule A for Total Operating Budget and Schedule B for Auxiliary Enterprises.

RADFORD UNIVERSITY BOARD OF VISITORS
Resolution
December 8, 2017

Approval of the Radford University AP Faculty Handbook Revisions

BE IT RESOLVED, the Radford University Board of Visitor approves the Administrative and Professional (AP) Faculty Handbook revisions as presented within the proposed action item.

Attachment H

RADFORD UNIVERSITY

Administrative and Professional Faculty Handbook

Approved by the Board of Visitors

August 27, 1998

Last Revised: November 10, 2000

Current Revision: December 2017

Pending approval of the Board of Visitors

Radford University does not discriminate with regard to race, color, sex, sexual orientation, disability, age, veteran status, national origin, religion, or political affiliation in the administration of its educational programs, activities, admission or employment practices. Inquiries may be directed to the Chief Human Resource Officer at http://www.radford.edu/content/human-resources/home.html.

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Administrative and Professional Faculty (AP) appointments are covered by the policies set out by this Handbook unless specifically noted otherwise in the appointment and/or contract letter (hereafter referred to as the appointment letter). To the extent that specific terms and conditions set out by any appointment letter are in addition to, contrary to, or inconsistent with the provisions of this Handbook, the terms and conditions of the appointment letter shall supersede this Handbook (refer to Section 1.2 for required approvals).

1.0 EMPLOYMENT

1.1 DEFINITIONS

1.1.1 General Terms

Division Head – Provost, Vice President or head of respective division
Supervisory Administrative Officer – The employee's immediate supervisor or someone in management hierarchy of the employee.
Business Days – Days that Radford University administrative offices are open.

1.1.2 Administrative Faculty

Administrative faculty normally report no lower than two levels below the President. Administrative faculty typically serve in executive level leadership roles such as vice president, vice provost, dean, and assistant or associate vice president or dean. Administrative faculty positions require the performance of work directly related to the management of activities of the institution, department, or subdivision thereof. Incumbents in these positions exercise discretion and independent judgment and generally direct the work of others.

Qualification criteria include that the employee (1) must have an advanced degree, typically a master's degree, or training and work experience at a level which equates to an advanced degree; (2) must perform the duties and responsibilities associated with this category 50 percent or more of the contractual time; and (3) must regularly exercise discretionary actions.

1.1.3 Professional Faculty

Professional faculty normally report three or more levels below the President. Professional faculty may direct or provide support for vital university functions such as academic, administrative, outreach, athletic or other programs. Professional faculty positions require advanced learning and experience acquired by prolonged formal instruction and/or specialized work experience.

Qualification criteria include that the employee (1) must have an advanced degree, typically a master's degree, or training and work experience at a level which equates to an advanced degree; (2) must perform the duties and responsibilities associated with this category 50 percent or more of the contractual time; (3) must regularly exercise professional discretion and judgment and are expected to take professional initiative in carrying out their primary roles and assignments; and (4) must produce work that is intellectual and varied in character and not standardized.

1.1.4 Non-Exempt Professional Faculty

On November 25, 2016, a one-time transition was made for a select group of existing Professional Faculty positions into non-exempt designations as defined by the Fair Labor Standards Act (FLSA). Generally, these non-exempt professional faculty positions follow the provisions of this Handbook unless otherwise noted.

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1.1.5 Restricted Administrative and Professional Faculty

Restricted AP positions receive at least 10% of their funding from non-continuous or non-recurring funding sources such as grants, donations, contracts or capital outlay projects. Generally, these restricted AP positions follow the provisions of this Handbook if funding is available from the respective revenue source used to fund the position. Continuation of employment is subject to the availability of funds, the need of the service, and satisfactory performance. These employees have defined contract end dates and do not receive automatic renewals, leave payouts or severance benefits.

Restricted AP positions may be terminated in the case where there are insufficient funds or no further need for services. If the date of termination is different from the defined contract end date for a restricted AP member, they will be given at least 30 calendar days notice prior to the date of termination. A proposed notice of termination because of insufficient funds or lack of need for services requires the approval of the division head.

1.2 TERMS AND CONDITIONS OF APPOINTMENT AND CONTINUING EMPLOYMENT

Appointments to AP positions are term contracts of 9, 10, 11 or 12 months depending on programmatic needs. To the extent that specific terms and conditions set out by any appointment letter are in addition to, contrary to, or inconsistent with the provisions of this Handbook, the terms and conditions of the appointment letter shall supersede this Handbook. If the appointment letter deviates from the standard template letter in the AP Recruitment Guide, the hiring supervisor must provide the Chief Human Resource Officer with a copy of the letter for review prior to making an offer or renewing a contract that has special terms and conditions.

Contract renewals are not considered automatic. Job performance at a high level of productivity, effectiveness and continued need by the University will be some of the determinants of any reappointment decision.

The 12-month contract period is from June 25 to June 24. All AP members are paid over 24 pay periods regardless of the length of their contracts. Starting and ending dates for the 9-, 10-, and 11-month contracts are dependent on the programmatic need. Typically, the initial contract will cover the period from the date of the appointment to the beginning of the normal contract period (e.g. June 25 is the beginning of the normal contract period for 12-month contracts).

AP members whose contracts are not being renewed will receive written notice of the non-renewal. The length of the notice is determined by the length of the AP member's Radford University years of service as follows:

Length of Notice:

Less than 1 year of service	1 month notice
1 to 5 years of service	3 months notice
More than 5 years of service	the full term of one contract period

(NOTE: Restricted AP positions are covered under section 1.1.4 and are not subject to provisions of this section.)

If the contract of an AP member is not being renewed, he or she will be presented with a notification of non-renewal of the contract from the office offering the contract through their supervisor. The notice of non-renewal will specify the notice period required for the AP member based on his or her length of service. If the notice period extends beyond the current contract period, the AP member will receive a terminal appointment letter for the period between the ending date of the current contract and the ending date of the required notice. For example, if an individual on a 12-month contract with four years of service is notified on May 25 that his or her contract is not being renewed, he or she will receive a terminal appointment letter for the period of June 25 to August 24 to meet the notice requirement of three months. However, if the same AP member is notified on March 25 that his or her contract is not being renewed, he or she will have been given the required notice of three months by the end of the current contract and a terminal appointment letter for a period beyond the current contract will not be necessary. The non-renewal of a contract with the appropriate notice is not grievable as defined in Section 1.10 of this Handbook and does not fall under the AP grievance procedure.

1.3 SANCTIONS AND TERMINATION FOR CAUSE

Distinguished from the non-renewal of a contract or continuation of employment beyond a specified date which is governed by Section 1.2 of this Handbook, termination means the dismissal of any AP member during the term of the individual's contract of employment. Cause for termination includes, but is not limited to, unethical conduct, unsatisfactory attendance, falsifying credentials or records, unauthorized removal or damage to

University property or another employee's property, acts of violence, violation of the University's policies, criminal convictions relating to job responsibilities or of such a nature that continuing the employee in his or her position may constitute negligence on the part of the University.

Termination of an AP member for cause does not require the advance notice for the non-renewal of a contract as described in Section 1.2 of this Handbook. However, if a supervisory administrative officer has determined that the termination of an AP member is warranted, the AP member shall be informed in writing of the charges on which the decision to terminate is based. In turn, the AP member will be afforded the opportunity to respond to the charges within a defined period of time of not less than two business days after the day of receipt of the notice of termination.

If the AP member elects to respond to the notice of intended termination, and the response is deemed unsatisfactory by the supervisory administrative officer, the AP member will be notified in writing of the termination action and the effective date thereof within ten (10) business days. The written notification will state specifically the reasons for the termination and shall inform the individual of his or her right to access the grievance procedure for AP members to appeal the termination decision.

1.3.1 Suspension

In cases where the severity of the offense does not meet the standard for termination, or when mitigating factors are present, a lesser disciplinary action may be taken (e.g., counseling, oral or written notices, or suspension). Suspension may be partial, total, short-term or long-term, and may be with or without pay in accordance with FLSA guidelines.

An AP member may be placed on administrative leave for any portion or the remainder of his or her appointment during an internal and/or external investigation or pending court action when the charges are job-related or of such a nature that to continue the employee in his or her assigned duties could constitute negligence on the part of the University. Upon completion of the investigation or court action, the AP member may be reinstated or terminated.

If a supervisory administrative officer decides to suspend an AP member without pay in lieu of termination, he or she must ensure that the AP member has been notified of the charges which are resulting in the suspension and has been afforded the opportunity to respond to those charges within a period of not less than two business days. The AP member will be informed in writing of the period of the suspension and his or her right to access the grievance procedure for AP to appeal the suspension decision.

1.4 ABOLITION OF POSITION OR FISCAL EXIGENCY

1.4.1 Abolition of Position

AP positions may be removed in the event of financial hardship with a department that cannot be alleviated by ordinary budgeting practices, or upon reduction of the specific services for which they were employed. A minimum of 90 calendar days' notice is given in such circumstances. If an AP member is separated involuntarily due to budget reduction, reorganization, or workforce downsizing, the employee may be eligible for severance benefits under the Code of Virginia, Workforce Transition Act of 1995, 2.2-3202.

This section does not apply to restricted AP appointments.

1.4.2 Fiscal Exigency

AP members may be removed in the event of financial hardship which cannot be alleviated by ordinary budgeting practices if a state of fiscal exigency is declared by the Board of Visitors.

1.5 REASSIGNMENT

AP members may be reassigned at any time. Reassignment may involve change in administrative title or supervisory responsibilities, reassignment to another position or department, or salary adjustment commensurate with responsibilities. Neither notice of non-reappointment nor removal for cause is required to effect a reassignment.

Tenured and tenure-track administrators holding rank may be assigned full-time teaching duties with appropriate adjustments in salary should their administrative assignments be terminated.

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1.6 RANK AND PROMOTION

AP positions carry functional titles which are descriptive of their duties and responsibilities. AP normally do not have academic faculty rank. However, tenured and tenure-track faculty who transfer from instructional faculty positions to AP positions retain their academic faculty rank. Those hired with academic departmental appointments and library faculty also have academic faculty rank. AP without academic faculty rank are assigned a nominal faculty-equivalent rank of lecturer.

AP who have rank because of their appointments in academic departments can apply through their academic department for promotion. The normal procedures for Teaching and Research faculty promotions shall apply.

Criteria for initial rank and promotion of library faculty are provided in Section 3 of this document. Related procedures are given in the Library Faculty Personnel Procedures Manual

1.7 TENURE ELIGIBILITY

The granting of tenure on initial appointment for persons in AP positions typically is limited to those serving as Provost/Vice President for Academic Affairs and College Deans. Tenure-track faculty who transfer from Teaching and Research Faculty positions to AP positions may continue to work towards tenure according to the conditions outlined in the Teaching and Research Faculty Handbook.

Other administrators may be given rank, but these administrators cannot acquire tenure without relinquishing their administrative assignments and assuming full-time professorial duties providing that an appropriate position is available and that the appointment is approved in the same manner as are all other initial appointments. Years of service as a full-time administrator shall not be counted as part of the probationary period.

1.8 ADMINISTRATIVE AND PROFESSIONAL FACULTY TEACHING POLICY

To be eligible to teach, an AP member must hold at least a master's degree, preferably a doctorate.
AP members with tenure are expected to teach, if at all feasible, at least one course a year without compensation. The teaching responsibility can be either a formal course, individually or team taught or other direct student instruction such as thesis advisor, internship or practicum supervisor.

AP members without tenure who hold full-time administrative positions may teach formal academic courses. AP members may be compensated as an overload if the teaching is not a part of their normal duties and responsibilities, or if there is no adjustment in their regular administrative responsibilities. Such teaching must not interfere with the normal performance of assigned duties and must be approved in advance by the person's supervisor and the Provost or their designee.

For some AP members, teaching an academic course is a normal responsibility for which they do not receive additional compensation. The approved job description for these AP members will reflect this responsibility and no other approvals will be required for these individuals to teach. Non-exempt AP are ineligible to teach.

1.9 PERFORMANCE EXPECTATIONS AND EVALUATIONS

1.9.1 Purposes

The purposes of evaluation of AP include clarifying responsibilities and expectations, monitoring performance according to these expectations, providing regular feedback and motivation, encouraging performance which will lead to the achievement of unit and institutional goals, providing recommendations for improvement and professional development, and documenting the employee's level of performance based on systematic reviews. The evaluation of performance is one of the considerations in decisions related to continuing appointment, reassignment, merit pay, and where applicable, promotion.

1.9.2 Scope

These policies shall apply to all AP below the level of Vice President.

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1.9.3 Timelines for evaluations and revised Performance Expectations

- The performance cycle is October 25 to October 24 of each year.
- Performance Expectations shall be developed for new employees within 30 business days of the beginning of employment.
- Annual evaluations for the preceding year shall be completed no later than November 1.
- Revised Performance Expectations for the current year shall be developed no later than November 30.

1.9.4 Criteria for evaluation

Evaluation criteria , at a minimum, consists of the following Performance Goals, Performance Objectives and Performance Factors:

- The Performance Goals shall specify applicable annual goals for the position.
- The Performance Objectives shall specify (a) five to eight major responsibilities of the employee based on the duties outlined in the employee's Position Description and (b) any Performance Objectives identified for the evaluation of all AP members within a given unit, division, or the entire university. If teaching is a part of the position description, it must be included among the performance objectives for evaluation.
- The Performance Factors shall specify (a) the broad skills and behaviors specific to the position and (b) any general Performance Factors identified for the evaluation of all AP members within a given unit, division, or the entire university.
- Deans should also reference Section 1.4.3 of the Teaching and Research Faculty Handbook.
- Additional criteria and procedures for performance expectations and evaluations of library faculty are given in the Library Faculty Personnel Procedures Manual.

Departments may choose to add additional information or criteria to be included in the official evaluation.

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1.9.5 Performance Expectations Procedure

At the beginning of each evaluation cycle, the evaluating supervisor shall develop the current evaluation cycle's performance expectations in the University's online central performance management system (ex. PeopleAdmin). The Performance Goals, Performance Objectives and Performance Factors shall be reviewed by the evaluating reviewer (supervisor of the evaluating supervisor), then discussed and acknowledged by the employee and by the evaluating supervisor. If the evaluating supervisor is a Vice President or the President, no further review is necessary.

1.9.6 Evaluation Procedure

An annual evaluation is required and shall be completed by the evaluating supervisor. The evaluation shall include:

- Written feedback for each of the employee's Performance Goals, Performance Objectives and Performance Factors based on multiple types of evidence of performance such as an annual report prepared by the employee, self-evaluations, supervisor observations, peer ratings, ratings by others who are knowledgeable of the employee's work, or other objective and reliable evidence of performance.
- An overall rating of performance:
    - Performance is consistently above standards
    - Performance is generally above standards
    - Performance meets standards
    - Performance is slightly below standards
    - Performance is below standards
- Recommendations for improvement and professional development.

Upon completion of the annual evaluation by the evaluating supervisor, the evaluation shall be reviewed by the evaluating reviewer prior to discussing with the employee. After review by the evaluating reviewer, it is preferable that the supervisor and employee discuss the evaluation together. If the evaluating supervisor is a Vice President or the President, no further review is needed.

Afterwards, the employee will acknowledge the evaluation in the system. The evaluation shall include a comments section for the employee's written response to the evaluation.

1.9.7 Appeal Process

If an employee disagrees with the evaluation and cannot resolve the disagreement with the evaluating supervisor, the employee may appeal to the evaluating reviewer. An employee may appeal, in writing, within 10 business days of receiving the evaluation to the evaluating reviewer consideration of reopening the evaluation. The evaluating reviewer has five business days to respond and may not change the original evaluation, but may append written comments addressing the points of appeal. If the evaluating supervisor is a Vice President, the President or designee may append the written comments addressing the points of appeal.

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1.10 GRIEVANCE PROCEDURE

1.10.1 Definitions

Grievance - a complaint made by an AP member concerning a decision, action, activity, or the professional well-being of the individual and which can be corrected by the University.

Complainant – the party who is bringing forth the complaint.

Respondent – the party against whom the complaint is brought.

Non-grievable Issues: While most disputes may be dealt with by this grievance process, the following issues are not the subject of a grievance under this Handbook:

- Those items falling within the jurisdiction of other University grievance policies and procedures (for example, discriminatory acts)
- The contents of personnel policies, contracts, procedures, rules, regulations, ordinances, or statutes
- The routine assignment of University resources (for example, space, parking, operating funds)
- Lack of funding for a position as determined by the appropriate University Vice President
- Reassignment
- Termination of contract with appropriate notice

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1.10.2 Informal Grievance Procedure

Timeline

An informal grievance must be addressed within 30 business days of a complainant's knowledge of an action or event which is the cause of a complaint.

Notification Process

The first step to resolving a grievance informally is for the complainant to meet with the respondent. Each party may be accompanied by an individual if both parties agree to allow others to be present.

If the complainant feels he or she is unable to address the respondent, the complainant may address the grievance in writing to the immediate supervisor of the respondent. The immediate supervisor should, if possible, attempt resolution. If the immediate supervisor feels the grievance is frivolous or otherwise unwarranted, he or she must notify the complainant in writing within 10 business days of hearing the complaint. Any records of the outcome should be kept by the parties involved.

If the immediate supervisor is unable to achieve a resolution, the complainant may proceed to the Formal Grievance Procedure.

1.10.3 Formal Grievance Procedure

Timeline

Whether an AP member has or has not attempted to resolve a grievance through the informal grievance procedure, he or she may choose to file a formal grievance with the Chief Human Resource Officer. The formal grievance must be filed in writing within 30 business days of the action or event which is the cause of the complaint. The attempt to resolve the complaint informally does not extend the 30-day time period. The complainant can withdraw the grievance at any time during the formal procedure.

Grievability Ruling

On receipt of the written grievance, the Chief Human Resource Officer will determine if the issue is a justified grievance in accordance with the definition of a grievance under this policy. If the Chief Human Resource Officer determines that the issue is not a justified grievance, he or she will notify the complainant in writing within five business days of the receipt of the grievance.

To appeal the Chief Human Resource Officer's decision, the complainant must submit the appeal to the Vice President for Finance and Administration within five business days of his or her receipt of the decision. The Vice President for Finance and Administration must respond to the appeal within five business days of his or her receipt of the appeal. If the Vice President for Finance and Administration is the subject of the grievance, the written appeal of the Chief Human Resource Officer's grievance ruling may be made to the President. In either case, the decision on appeal of the grievance ruling is final.

Grievance Panel Hearing Board

The President shall, on or before the beginning of each academic year, select individuals from among the AP to serve as members of a 12-person grievance panel board. The members of the board will serve a two-year term. A list of current members will be maintained by the Department of Human Resources.

Panel Hearing

If the complaint is deemed to be grievable, the Chief Human Resource Officer shall be responsible for coordinating the selection and convening of a panel for hearing the grievance.

The panel for hearing a grievance shall consist of three members selected from the grievance panel board: one selected by the complainant, one selected by the respondent, and a chairperson selected by the other two members. In the event that the two selected panel members cannot agree on a third member, the selection of the third member will be made by the Chief Human Resource Officer. The following shall not be allowed to serve on the panel: members of the complainant or respondent's division or relatives of any persons having direct involvement in the matters which form the substance of the grievance.

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Within 10 business days of its selection, the grievance panel will set a date (within 30 business days), time, and location of the hearing; and the chairperson shall notify the parties. The panel hearing is intended to provide an impartial review of the grievance. Members of the panel do not have an advocacy role. The hearing shall be conducted as a closed administrative hearing, not as a formal court proceeding. Panel hearings are conducted in accordance with guidelines approved by the University. The Chief Human Resource Officer will distribute these guidelines to the members of the panel. The panel shall consider all relevant evidence produced at the hearing or requested of the parties prior to the hearing. The panel's decision will be based on a preponderance of evidence. At the conclusion of the panel hearing, the panel will deliberate in private and reach a decision.

Panel Recommendation

The majority vote of the panel shall constitute the panel's recommendation. No later than 5 business days from the conclusion of the hearing, the chairperson of the panel will notify the Vice President for Finance and Administration of the panel's recommendation with notification to the Chief Human Resource Officer. The Vice President for Finance and Administration will review and respond to the grievance and the panel's recommendation within 10 business days of his or her receipt of the grievance and recommendation. If the Vice President for Finance and Administration concurs with the recommendation, the grievance will be considered concluded and he or she will notify all parties and the Chief Human Resource Officer. If the Vice President for Finance and Administration does not concur with the recommendation, he or she will forward the panel's recommendation to the President for his or her review. Within 10 business days of his or her receipt of the panel's recommendation, the President will notify the parties and the Chief Human Resource Officer as to whether he or she supports the recommendation of the panel. The President's decision is final.

If the grievance is filed as a result of an alleged action taken by the Vice President for Finance and Administration, the panel's recommendation will be forwarded directly to the President. The President's decision is final.

If the grievance is filed as a result of an alleged action taken by the President, the panel's recommendation will be forwarded to the Rector of the Board of Visitors. The decision of the Rector or any committee of the Board of Visitors to which he or she refers the complaint is final.

Implementation of Recommendation

If the result of the panel hearing and subsequent decisions by the Vice President for Finance and Administration, President, Rector, or any committee of the Board of Visitors requires some action, the Chief Human Resources Officer will have the responsibility to ensure that the action is taken.

Record Keeping

All panel hearings will be recorded. Official records of the grievance will be maintained by the Department of Human Resources in accordance with the Library of Virginia's Public Records Management Program.

1.11 ADMINISTRATIVE AND PROFESSIONAL FACULTY LEAVE

All leave activity should be reported on the appropriate leave report each pay period. Absences on days other than holidays or authorized closings must be charged as leave as approved by the supervisor. The University may limit the paid or unpaid leave if the AP member's absence creates an undue hardship for the University. AP members are eligible for the following types of leave:

1.11.1 Holidays and Compensatory Leave

The holiday and alternate holiday schedules are listed on the Human Resources website.

AP members receive any holiday if that holiday occurs within the pay period in which they work. If an employee is required to work on a holiday, he or she will be given hour-for-hour compensatory leave which must be used within a year of the date earned or it is lost. Upon separation, a payment will be issued for any unexpired compensatory leave balance.

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1.11.2 Annual Leave

Personnel on 12-month appointments earn 192 hours of annual leave per year. Newly hired AP members are granted 48 hours of annual leave at the time they are hired and for their first 12 months of employment earn 6 hours of annual leave per pay period. At the beginning of the second year of employment, AP members earn 8 hours of annual leave per pay period.

Personnel on 9-, 10-, and 11-month appointments earn leave for the pay periods actually worked and at the same rate as 12-month appointments. The number of days of annual leave granted at the time of hire to new AP members on 9-, 10-, and 11-month appointments is prorated based on the number of months for which they are appointed.

AP members should record annual leave as approved by their supervisor.

AP members with less than five years of service at Radford University may accrue annual leave and carry over up to a maximum of 240 hours of leave from one calendar year to the next. AP members with five or more years of service at Radford University may accrue annual leave and carry over up to a maximum of 280 hours of leave from one calendar year to the next.

Upon voluntary separation of employment AP members are eligible for payment of unused annual leave following the below scale based on their total Radford University service.

Annual Leave Payout upon voluntary separation:

Less than 5 years	Zero payout of unused Annual Leave
5 – 9 years	240 hours maximum payout of unused Annual Leave
10 years or more	280 hours maximum payout of unused Annual Leave

Annual leave is administered on a leave year which begins January 10 and ends on January 9.

The last day an employee actually works is considered the separation date unless leave has been approved by the Division Head.

1.11.3 Family Medical Leave

Under qualifying circumstances, federal law provides full-time AP members with unpaid and job protected leave. Further information on this type of leave may be obtained from the Department of Human Resources.

1.11.4 Leave Sharing

AP members who exhaust all leave balances due to an accident or illness qualify for annual leave donations from the leave sharing program if they are not enrolled in the Virginia Sickness and Disability Program (VSDP). To be eligible to receive leave sharing, the employee must complete an application from Human Resources and submit a doctor's statement showing the dates she/he is not able to work. The application is normally signed by the employee but may be signed on his/her behalf by a member of his/her family if circumstances warrant. All AP members, including those covered by VSDP, may request donated annual leave if the employee experiences leave without pay due to a family member's illness or injury for which the employee is using Family and Medical Leave.

AP members may donate annual leave to other AP members who qualify for the additional leave.

1.11.5 Community Service Leave

AP members are granted up to 16 hours of paid leave in any leave year to provide volunteer services to non-profit organizations. Such service may be provided as a member of a service organization or through authorized school assistance.

AP members are granted an additional 8 hours of community service leave to serve with a volunteer fire department and rescue squad or auxiliary unit thereof.

Employees must receive prior approval from their supervisor before using community service leave.

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1.11.6 Donate Bone Marrow or Organs Leave

AP members are allowed up to 30 workdays of paid leave in any calendar year, in addition to other paid leave, to donate bone marrow or organs.

This leave applies to AP members who present medical certification to donate bone marrow or organs except for the following:

- Employees who are on disciplinary suspension are not eligible to participate in this program.
- Restricted employees whose positions are contingent upon project grants as defined in the Catalog of Federal Domestic Assistance may receive paid leave for bone marrow or organ donation only if the funding source has agreed to assume all financial responsibility for this benefit in its written contract with the Commonwealth of Virginia (Commonwealth).

1.11.7 Leave Without Pay

AP members wishing to take personal leave without pay should request such leave from their supervisor. The request must be made with sufficient notice to allow time to secure a qualified replacement and must include the reason for the leave. If approved, a date will be specified by which any request for extension of the leave or notification of intent not to return to the University must be received. The University will not provide fringe benefits during a leave without pay, but the employee should consult with the Department of Human Resources to determine those benefits that may be purchased.

Annual and sick leave will not accrue in any semi-monthly pay period in which an AP member takes unpaid leave.

1.11.8 Military Leave

Military leave is available to AP members holding full-time, salaried appointments. Qualifying AP members are eligible for leave with pay for up to 15 work days in a federal fiscal year (October 1 through September 30) for military duty, including training, if they are members of any reserve component of the Armed Forces or the National Guard. Paid leave for more than 15 work days in a single tour of duty is prohibited even when that tour encompasses more than one federal fiscal year. To qualify for military leave, AP members must furnish copies of their orders or other documentation with their leave report. Employees granted military leave are also credited for their usual sick leave accrued during that time and may receive up to 24 months of group life insurance coverage.

1.11.9 Civil and Work-Related Leave

AP members may be granted paid and/or unpaid leave to fulfill certain civic duties and functions and to participate in certain work-related activities. Such leave will be granted only for the time that is actually required for the purpose for which it is taken. AP members should request leave from their supervisors, as far in advance as possible, before it is taken. Appropriate supporting documentation must be submitted with the leave sheet on which the leave is taken.

1.11.9.1 Civil Leave

Such leave is allowed for an AP member

- As required by a summons to jury duty.
- To appear as a crime victim or as a witness in a court proceeding or deposition as compelled by a subpoena or summons.
- To accompany the AP member's minor child when the child is legally required to appear in court.
- To serve as an officer of election, as defined by Code of Virginia § 24.2-101.
- To serve as a member of a state council or board.
- To attend his or her own naturalization ceremony.

Such leave is not allowed for an AP member

- Who is a defendant in a criminal matter (either an alleged misdemeanor or felony),
- Who has received a summons to appear in traffic court (except as a witness), or
- Who is a party to a civil case, either as plaintiff or defendant, or who has any personal or familial interest in the proceedings.

Provision for Crime Victims

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The University will allow an AP member who is a victim of a crime to be present at all criminal proceedings relating to a crime against the AP member, as long as the AP member has provided the University with a copy of the form listing the rights of crime victims provided to the AP member pursuant to Code of Virginia § 19.2-11.01 and, if applicable, provided the University with a copy of the notice of each scheduled criminal proceeding that is provided to the AP member as victim.

Although paid civil leave shall apply when the AP member's presence at legal proceedings is compelled by subpoena or summons, AP members may use existing annual, personal, or compensatory leave balances for court proceedings that do not qualify for paid civil leave. The AP member may also request to use unpaid leave for the absences.

Compensation/Reimbursement for Civil Service

An AP member under subpoena or summons or serving as an officer of election may receive compensation for services or reimbursement for expenses. NOTE: Fees given to Virginia's circuit court jurors are considered reimbursement for expenses.

AP members using civil leave may retain amounts received as reimbursement for expenses. A copy of the subpoena or other supporting document must accompany the leave report. However, AP members may not retain payments for services. Payments for services must be submitted to the Payroll department. Those who choose to retain the payments for services must charge the absence to annual, personal, or compensatory leave balances.

1.11.9.2 Work-Related Leave

AP members may be granted work-related leave to participate in resolution of work-related conflicts or of complaints of employment discrimination and to attend work-related administrative hearings as a party or witness.

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1.11.10 Administrative Leave

The University may place an AP member on administrative leave with or without pay during a suspension, internal and/or external investigation, or pending court action.

1.11.11 Extended Professional Leave

Extended Professional Leave may be granted to allow AP members to undertake activities such as seeking nationally recognized fellowships (for example, Fulbright, Guggenheim, Woodrow Wilson and ACLS Fellowships), serving as Visiting Professors at other institutions, providing public service, chairing national committees, assuming an elected office of a professional organization, and other similar professional activities. Such leave may be granted with partial pay or without pay. All Extended Professional Leave must be approved by the President.

For all Extended Professional Leave granted with partial pay, the total of the fellowship award or external remuneration (excluding remuneration for specific expenses incurred, such as moving expenses) and the partial pay provided may not exceed the employee's salary. In addition to being approved by the President, such leave must be approved by the employee's appropriate Division Head, based on the recommendation of the employee's supervisor and on the purpose of the leave, the proposed activity, and departmental needs. The period of the leave shall not normally exceed one academic year; however, the leave may be extended for a second year with the recommendation of the supervisor and approval from the appropriate Division Head. Extension of such leave beyond two academic years is possible only in extraordinary circumstances.

For each and every Extended Professional Leave granted with partial pay, a written report describing the accomplishments while on leave must be submitted by the AP member to their supervisor and appropriate Division Head within three months of return from the leave.

1.11.12 Authorized Closings

AP members will observe authorized closings unless otherwise directed by their supervisor. If an employee is required to work during an authorized closing, he or she will be given hour for hour compensatory leave which must be used within a year of the date earned or it is lost.

1.11.13 Sick Leave

AP members may use sick leave for absences related to conditions that prevent them from performing their duties; including illness, injury, and pregnancy-related conditions. An AP member may be asked to provide his or her supervisor with a physician's statement. When the circumstances for use of sick leave are known in advance, such as, scheduled surgery or childbirth, AP members should give their supervisors advance notice.

Sick leave is administered on a leave year which begins January 10 and ends on January 9.

Traditional and University Sick Leave Programs

The traditional sick leave program is for employees hired prior to January 1, 1999, who participate in the Virginia Retirement System (VRS) and elected not to participate in the Virginia Sickness and Disability Program.

The University sick leave program is available to AP hired after January 1, 1999, who elect VRS and disability coverage under an "employer-sponsored plan." The Radford University "employer-sponsored plan" is an employee-paid, long-term disability policy provided by an independent insurance carrier through a contractual agreement with the University.

Under the traditional and University sick leave programs, AP on 12-month appointments earn five hours of sick leave per pay period (15 days per year). Employees on 9-, 10-, and 11-month appointments earn five hours of sick leave per pay period for the pay periods actually worked.

There is no maximum limit for accrual of sick leave, however, AP cease to earn sick leave after they have been absent from work with pay for a period that exceeds 60 consecutive work days.

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Six sick days (48 hours) per calendar year may be used for family illness or death, with a maximum of three consecutive days (24 hours) per incident. When approved for Family and Medical Leave, AP may also use up to one-third of their sick leave held at the beginning of the Family and Medical Leave period for the illness of a family member or the birth or adoption of a child.

Upon separation, 12-month AP members who have five or more years of continuous service and were employed prior to January 1, 1999, will receive payment of one-fourth of their unused sick leave balance up to a maximum of $5,000, to the extent permitted by state personnel law.

Upon separation, 9-, 10-, and 11-month AP members who have five or more years of continuous service and were employed prior to January 1, 1999, will receive payment of one-fourth of their unused sick leave balance up to a maximum amount that is pro -rated based on the number of months employed per year, to the extent permitted by state personnel law.

Employees hired at Radford University after January 1, 1999 are not eligible for a sick leave payout.

Contact the Department of Human Resources for additional information.

Virginia Sickness and Disability Program (VSDP)

VSDP is available to 1) AP hired prior to January 1, 1999, who participate in the Virginia Retirement System and elected to participate in VSDP, and 2) AP hired after January 1, 1999, who participate in the Virginia Retirement System. AP participating in the Optional Retirement Plan cannot participate in VSDP.

Under the VSDP, AP on 12-month appointments will be credited with 8 to 10 workdays of sick leave on January 10 each year. Sick leave credits for AP with appointments of less than 12 months will be prorated according to the number of months worked. Sick leave is granted based on the length of employment as shown below for AP on 12-month appointments. Sick leave balances are not carried forward from year to year.

Current Employees		New Employees	
Months of State	Service Sick Leave Hours/Days	Employment Begin Date	Sick Leave Hours/Days
Less than 60	64 (8 workdays)	1/1 - 6/30	64 (8 workdays)
60 to 119	72 (9 workdays)	7/1 – 12/31	40 (5 workdays)
120 or more	80 (10 workdays)		

Note: When approved for Family and Medical Leave, AP may also use up to one-third of their sick leave hours held at the beginning of the Family and Medical Leave period for the illness of a family member or the birth or adoption of a child.

In addition to sick leave, AP on 12-month appointments will receive up to five days of family and personal leave on January 10 each year. Personal and family leave credits for AP with appointments of less than 12 months will be prorated according to the number of months worked. AP may use family and personal leaves of absence for personal and family reasons as well as for personal illnesses or injuries. Family and personal days are granted based on the length of employment as shown below for AP on 12-month appointments. Family and personal leave balances are not carried forward from year to year.

Current Employees		New Employees	
Months of State Service	Sick Leave Hours/Days	Employment Begin Date	Sick Leave Hours/Days
Less than 60	32 (4 workdays)	1/1 - 6/30	32 (4 workdays)
60 to 119	32 (4 workdays)	7/1 - 12/31	16 (2 workdays)
120 or more	40 (5 workdays)		

Under qualifying circumstances, AP are provided with income protection when they cannot work due to an accident or illness. Short -term disability benefits begin after a 7-calendar-day waiting period. AP are eligible for income replacement depending on their length of employment as follows:

Months of State Service	Workdays of Income Replacement at 100%	Workdays of Income Replacement at 80%	Workdays of Income Replacement at 60%
Fewer than 60	5	20	100
60 - 119	25	25	75
120 - 179	25	50	50
180 or more	25	75	25

AP faculty who are unable to return to work after a 180-calendar-day (26-week) waiting period may qualify for long-term disability benefits at 60% of their compensation.

Contact the Department of Human Resources for additional information or visit http://www.varetire.org/pdf/publications/vsdp-handbook.pdf.

1.12 RESIGNATION AND RETIREMENT

1.12.1 Resignation

AP members who wish to resign should submit a letter of resignation to their supervisor, giving as much notice as possible and in consideration of their area of responsibility and the academic calendar, if they are teaching. Normally one month is the minimum acceptable notice. The supervisor will give written acknowledgement of acceptance of the resignation.

1.12.2 Retirement

AP members must contact the Department of Human Resources to file for retirement. To allow adequate time for processing the necessary paperwork, notification is needed at least four months, but no later than two months, in advance of the planned retirement date. AP members planning to retire should submit a letter regarding their intention to retire to their supervisor as early as possible, but no later than one month prior to their anticipated separation date. The supervisor will give written acknowledgement of the acceptance of the retirement.

2.0 EMPLOYMENT RELATED POLICIES

2.1 OTHER RADFORD UNIVERSITY EMPLOYMENT

For any employment or assignment through the University which results in additional compensation, the AP member must complete and submit the Administrative and Professional Faculty Extra Employment Statement, in advance, to his or her supervisor for approval. If approved, the original will be returned to the employee and a copy will be sent to the Department of Human Resources and maintained in the employee's personnel file.

The obligation of full-time AP members is to fulfill the duties of their primary positions with the University. Other Radford University employment should in no way interfere with this responsibility. If an employee misses time during regular working hours, the employee must use leave or make up the time (hour for hour) during the same work week. The employee's immediate supervisor must verify that time missed has been made up or documented on the employee's time sheet.

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2.2 OUTSIDE EMPLOYMENT

2.2.1 Purpose and Scope

AP members may not engage in outside employment during their employment by the University in a manner or to an extent that adversely affects their usefulness as an employee of the University.

This restriction applies to all full-time AP members while they are employed by Radford University. For individuals on 9-, 10-, and 11-month appointments, this restriction applies only during those months they are under contract by the University.

The primary obligation of full-time AP members is to fulfill the duties of their positions with the University. Outside employment should in no way interfere with this responsibility. If an employee misses time during regular working hours, the employee must use leave or make up the time (hour for hour) during the same work week. The employee's immediate supervisor must verify that time missed has been made up or documented on the employee's time sheet.

2.2.2 Definition

Outside employment is defined as work outside the University with total compensation over $1,500 annually from all sources performed outside of any relationship with Radford University. Work of this nature includes, but is not limited to, all self-employment and self-initiated professional services such as consulting, workshops, seminars, conferences, institutes, or short courses. However, participation in paid military reserve drills and other military activities is not considered outside employment.

2.2.3 Approval Process

AP members wishing to engage in outside employment must complete and submit the Administrative and Professional Faculty Extra Employment Statement, in advance, for approval by the supervisor and other appropriate University officials. Individuals engaging in outside employment without securing prior approval may be subject to disciplinary action up to and including termination.

The decision to approve outside employment will be based upon a number of factors including judgment of whether the proposed employment will adversely affect the individual's performance at Radford University, will have negative public relations value, or will constitute a conflict of interest under State or local laws.

If approved, the original will be returned to the employee and a copy will be sent to the Department of Human Resources and maintained in the employee’s personnel file.

2.3 CONFLICT OF INTEREST AND ETHICS IN CONTRACTING LAW

The State and Local Government Conflict of Interests Act (Code of Virginia, Title 2.2, Chapter 31) and the Virginia Public Procurement Act (Code of Virginia, Title 2.2, Chapter 43) provide the body of law applicable to all University employees. The cited code sections should be consulted by any AP member when there is a potential conflict of interest or personal involvement in any contract. Employees who have questions should consult with the Office of Procurement and Contracts.

2.4 INTELLECTUAL PROPERTY

AP will follow the University’s Intellectual Property Policy.

2.5 FACULTY-AUTHORED WORKS

AP will follow the faculty-authored works section outlined in the Teaching and Research Faculty Handbook.

2.6 FINANCIAL DEALINGS WITH STUDENTS

AP members shall not have University-related financial dealings with students where they accept funds directly from the students unless it is defined in their position description.

Examples may include the selling of books, materials, supplies for class use, student travel, etc.

2.7 EDUCATIONAL AID AND EMPLOYEE TUITION WAIVER POLICIES

Educational aid is available to qualified AP of Radford University through the Educational Aid Policy when the

education is job-related and of benefit to the University. Employees taking courses at Radford University may be eligible for tuition waiver. AP will follow the Employee Tuition Waiver Policy/Procedures.

Full details on both are available at the Department of Human Resources.

3.0 POLICIES SPECIFIC TO ADMINISTRATIVE AND PROFESSIONAL LIBRARY FACULTY

3.1 LIBRARY FACULTY

Professional librarians are designated as library faculty and are awarded academic rank appropriate to their credentials and experience in a similar manner as Teaching and Research faculty.

Library faculty are governed by the personnel policies outlined in this Handbook. Policies concerning library faculty rank and promotion are outlined here.

Procedures for library faculty are established internally by the Dean of the Library and covered in the Library Faculty Personnel Procedures Manual.

- Library faculty are non-tenured and are not eligible for tenure.
- The Master's degree in Library Science, or equivalent degree, from a graduate school accredited by the American Library Association is recognized as the appropriate terminal degree for library faculty.

3.2 CRITERIA FOR AWARDING RANK TO NEW LIBRARY FACULTY

The following shall be the minimum qualifications for initial appointment to the four ranks indicated:

Instructor

- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program.

Assistant Professor

- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has at least three years of full-time employment as a librarian at accredited collegiate institutions, or,
- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has at least six years of other specialized experience appropriate to the position to which appointed.

Associate Professor

- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has at least six years of full-time employment as a librarian at accredited collegiate institutions, or,
- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has at least twelve years of other specialized experience appropriate to the position to which appointed.

Professor

- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program, holds an additional graduate degree, and has at least ten years of full-time employment as a librarian at accredited collegiate institutions, or,
- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program, holds an additional graduate degree, has at least eight years of service at accredited collegiate institutions, at least six of which must be with the M.L.S., and has ten years of other specialized experience appropriate to the position to which appointed.

Exceptions to these criteria may be made in cases of exceptional merit upon positive recommendation by the Library Personnel Committee, the Dean of the Library, and the Provost/Vice President for Academic Affairs.

3.3 MINIMUM CRITERIA FOR LIBRARY FACULTY PROMOTION

The following shall be the minimum criteria for consideration for promotion to the three ranks indicated:

Assistant Professor

- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited

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program and has three years of post-M.L.S. professional library experience at least two of which must be at Radford University, or,
- Holds a Master's degree and has four years of specialized professional experience at least two of which must be at Radford University.
- Demonstrated ability and evidence of success at the rank of Instructor.

Associate Professor
- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has six years of post-M.L.S. professional library experience at least four of which must be at Radford University at the rank of Assistant Professor, or,
- Holds a Master's degree and has ten years of specialized professional experience at least six of which must be at Radford University at the rank of Assistant Professor.
- Evidence of outstanding success and accomplishment as an Assistant Professor.

Professor
- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has ten years of post-M.L.S. professional library experience at least six of which must be at Radford University at the rank of Associate Professor, or,
- Holds a Master of Library Science degree from an American Library Association accredited program for at least two years and has sixteen years of specialized professional experience at least eight of which must be at Radford University at the rank of Associate Professor.
- Evidence of superior success and accomplishment as an Associate Professor.

Promotions are not considered to be automatic upon achieving the above criteria, but must be earned by exemplary service. Job performance, professional contributions, and University contributions are all evaluated for promotion, with job performance given the most weight. The recommendation of the Library Promotion Committee and the Dean of the Library will be considered in the awarding of any such promotion.

Exceptions to the above minimal criteria may be made in cases of exceptional merit upon positive recommendation by the Library Promotion Committee, the Dean of the Library and the approval of the Provost/Vice President for Academic Affairs.

Upon positive recommendation of the Library Promotion Committee, Dean of the Library, and the Provost/Vice President for Academic Affairs, with the approval of the President, leaves of absence or other appropriate professional experience, with the exception of educational leave, may be considered as no more than one year of service in rank. Part-time service as a library faculty member can be counted toward post-M.L.S. or "specialized professional experience." Graduate assistantships may not be counted toward part-time service. The aggregate responsibilities for all part-time service as a library faculty member must be equivalent to or exceed the normal responsibilities for 12 months of full-time library faculty service in order to qualify for one full year of credit.

4.0 CHANGES TO THE ADMINISTRATIVE AND PROFESSIONAL FACULTY HANDBOOK

Proposals for revising the Handbook may be recommended by AP members, the President, or members of the Board of Visitors. Revisions fall into two categories: (1) those required to ensure that the University is in compliance with federal/state/local policies and mandates, and (2) those within the purview of the decision-making processes within the University.

Revisions required to ensure that the University is in compliance with federal, state, and local policies and mandates, and that do not require a decision by University personnel, will be impacted through an administrative update, with the Board of Visitors and AP members being informed of the change and the reasons for it.

Revisions within the purview of the decision-making processes within the University will be impacted through the following steps. Proposals for changes will be made in the form of text intended to replace a portion of the AP Handbook, noting new language and striking out the old language. The proposed change will be accompanied by a brief explanation detailing why the revision is being proposed and what the revision is intended to accomplish. Final presentation of the proposal will be sent to the AP Senate. It will be the AP Senate's responsibility to ensure that AP

members are provided time and opportunity to review the proposed change so they can communicate with their respective division senator(s) prior to any action by the AP Senate. The AP Senate's recommendations on proposed revisions to the Handbook will be forwarded to the office of the President for coordination of executive and legal review as necessary. Once executive approval is obtained, the revised document will be submitted to the Board of Visitors for consideration and final approval. The authority to revise the Administrative and Professional Faculty Handbook lies with the Board of Visitors.

The AP Senate President has the responsibility for updating the Handbook to incorporate approved changes.

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RADFORD UNIVERSITY STUDENT AFFAIRS COMMITTEE

RESOLUTION FOR REQUIRED IMMUNIZATION RECORDS FOR STUDENT ADMISSION

DECEMBER 7, 2017

WHEREAS, Code of Virginia § 23.1-800 establishes the immunization record requirements for first time enrollees in public institutions of higher education, and

WHEREAS, unless exempt from the immunization requirements, each student shall be immunized by vaccine against diphtheria, tetanus, poliomyelitis, measles (rubeola), German measles (rubella), and mumps according to the guidelines of the American College of Health Associations, and

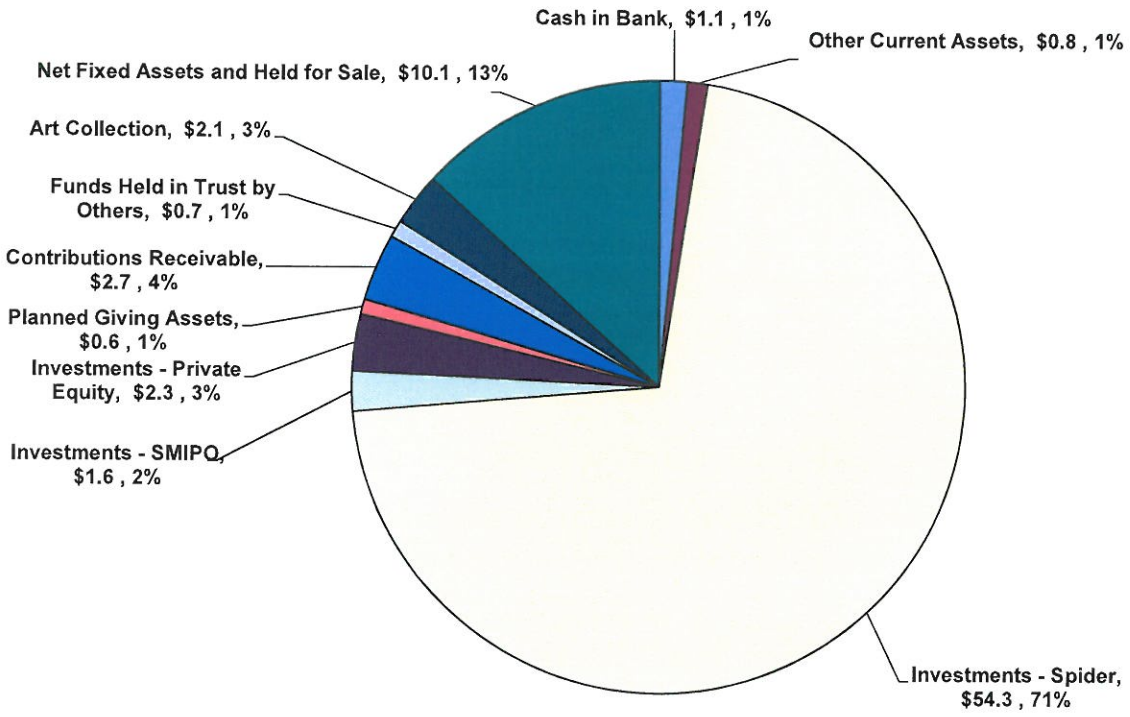
WHEREAS, the Code of Virginia also requires vaccination against meningococcal disease and hepatitis B unless the student signs stating that he has received and reviewed detailed information on the risks associated with meningococcal disease and hepatitis B and the availability and effectiveness of any vaccine and has chosen not to be vaccinated, and

WHEREAS, the Radford University Admissions policy needs amendment to ensure enrolled student compliance with Code of Virginia § 23.1-800.

NOW, THEREFORE, BE IT RESOLVED, the Board of Visitors approves the amendment of the Radford University Admissions policy to conform with requirements in the Code of Virginia.

Attachment J

Radford University Foundation
Asset Composition as of 9/30/17



(in millions)
Total Assets: $76.3M

RADFORD UNIVERSITY BOARD OF VISITORS
Resolution December 8, 2017

Approval of the Radford University's Mission Statement

WHEREAS, Radford University, beginning in Fall 2016, embarked on a yearlong comprehensive and inclusionary process to determine the future of the University, and

WHEREAS, multiple constituents, including students, faculty, staff, alumni and community members participated in forums, discussions, committees and surveys, and

WHEREAS, input of all participating groups contributed to the development of the Radford University Mission Statement, and

WHEREAS, the following Mission Statement for Radford University be submitted to the Board of Visitors for consideration and adoption,

" As a mid-sized, comprehensive public institution dedicated to the creation and dissemination of knowledge, Radford University empowers students from diverse backgrounds by providing transformative educational experiences, from the baccalaureate to the doctoral level, within and beyond the classroom. As an inclusive university community, we specialize in cultivating relationships among students, faculty, staff, alumni and other partners, and in providing a culture of service, support and engagement. We embrace innovation and tradition and instill students with purpose and the ability to think creatively and critically. We provide an educational environment and the tools to address the social, economic and environmental issues confronting our region, nation and the world."

THERFORE, BE IT RESOLVED, the Radford University Board of Visitors approves the Mission Statement on December 8, 2017.

Attachment L

RADFORD UNIVERSITY BOARD OF VISITORS
Resolution December 8, 2017

Approval of the Radford University's
2018-2023 Strategic Plan

BE IT RESOLVED, the Radford University Board of Visitors approves the 2018-2023 Strategic Plan, *Embracing the Tradition, Envisioning the Future*.

Attachment M

RADFORD UNIVERSITY

2018-2023 Strategic Plan

Embracing the Tradition and Envisioning the Future

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LETTER FROM THE PRESIDENT

On behalf of the Radford family, I am pleased to present Radford University's 2018-2023 Strategic Plan: *Embracing the Tradition and Envisioning the Future.* The goals identified within this five-year plan reflect the hopes and dreams of Radford University and those it proudly serves, including our students, faculty, staff, alumni, community and friends. The plan will drive each of us in our daily interactions and collaborative efforts to selflessly serve current and future generations of Highlanders.

Dedicated individuals from the campus community and beyond identified the focal areas within the plan as they worked diligently for more than a year to reflect on the past and prepare for the future. When this important work began, I asked individuals to be creative, innovative and responsive to future learners and societal needs. I charged them with engaging in the process, participating in robust discussions, stepping out of their comfort zones and thinking outside the box. I can proudly say that, through the work of a university-wide Task Force and various subgroups, these individuals embraced the tradition and, at the same time, envisioned our future.

Due to the work of so many, Radford University is poised for limitless opportunity and future success — success that is only possible due to the dedication and passion of individuals who devote themselves to the ideals and mission of our beloved university. Without question, Radford University has a storied history built upon strong tradition. With the implementation of *Embracing the Tradition and Envisioning the Future,* there is no limit to what the future holds and what we can achieve together as one Radford family.

With Highlander Pride,

Brian O. Hemphill, Ph.D.
President

> "We must engage the Radford family in its totality in planning and executing a bold and innovative agenda that positions us for the future."
>
> *— President Brian O. Hemphill, Ph.D.*
> *Investiture Ceremony, Inaugural Address, October 13, 2016*

FOREWORD FROM THE TASK FORCE CO-CHAIRS

As Co-Chairs of the Radford University Strategic Planning Task Force, we express our sincere appreciation and lasting gratitude to those who contributed to the in-depth and insightful research, the thoughtful and reflective analysis and the detailed and technical writing of the university's five-year strategic plan. Through the work of the Task Force and various subgroups, *Embracing the Tradition and Envisioning the Future* was developed by a broad-based group of on- and off-campus constituents and subsequently approved by the Radford University Board of Visitors.

During this comprehensive effort and inclusive process, we witnessed firsthand the direct involvement and dynamic interaction of Task Force and subgroup members, the active engagement of the campus community, the open sharing of ideas through forums and surveys and the honest feedback from individuals who have fully invested themselves in our campus and the community. We were truly honored and humbled to be asked to lead this vital effort by Radford University's seventh president, Brian O. Hemphill, Ph.D., a visionary leader who created the necessary framework and guiding principles for this important process and related work to occur in a supportive community and accepting environment.

On behalf of the Task Force, we thank you for serving as dynamic partners in the development of Radford University's 2018-2023 strategic plan. It is with much excitement and optimism that we look forward to working with each of you over the five-year planning cycle to make this plan a reality.

Sincerely,

Jack E. Call

Jack E. Call, J.D., Ph.D.
Professor of Criminal Justice and Criminal Justice Internship Coordinator

Kenna M. Colley

Kenna M. Colley, Ed.D.
Interim Provost and Vice President for Academic Affairs
and former Dean of the College of Education and Human Development

Dr. Call, who has devoted his teaching career and scholarly research to constitutional rights, joined the Radford University faculty in 1985 and served as the first Chair of the Department of Criminal Justice.

Dr. Colley, who has devoted her career to the teaching profession and the promotion of public education in Southwest Virginia, joined the Radford University College of Education and Human Development in 1996 and became the Dean in 2015. She was named Interim Provost and Vice President for Academic Affairs in fall 2017.

2018–2023 Strategic Plan

A Tradition of Change

1913

The first students enter the State Normal and Industrial School for Women at Radford and enroll in a two-year degree program.

1921

The first bachelor's degrees are awarded.

1932

The John Preston McConnell Library opens.

THE HISTORY OF RADFORD UNIVERSITY

The institution that became Radford University has leaned toward a future based on innovation, excellence and response to student and public needs since its charter in 1910. Founding president John Preston McConnell's advocacy for women's education set him apart from his scholarly peers. He dedicated more than two decades to building and growing a school charged initially with preparing women to teach in Virginia's emerging public school system.

In 1913, the first students who entered the State Normal and Industrial School for Women at Radford enrolled in a two-year degree program. At a time when teacher certification required only six weeks of study and passing a state exam, the Radford school established the highest qualification for a Virginia teacher. One of McConnell's first innovations was a partnership with Radford City allowing students to practice-teach in the schools, a way of lifting them even higher.

Within five years of opening, Radford began offering four-year programs. In 1921, the first bachelor's degrees were awarded. The normal school became Radford State Teacher's College in 1924. This status paved the way to offer four-year programs in any field.

At Radford, students were involved in debate, athletics, journalism, music and drama. The campus community worked to improve and preserve the grounds. Students grew hollyhocks and iris and planted trees to commemorate special occasions.

McConnell, his staff and students experienced the lean times of World War I and the high-spirited Roaring Twenties, when women gained the right to vote and sought new independence. They also experienced the Great Depression of the 1930s. Even in difficult times enrollment, programs and facilities grew. The John Preston McConnell Library opened in 1932, in the midst of the Depression. Students carried books from the old library in the Administration Building to the new, 200,000-volume-capacity facility.

McConnell took personal interest in each student's success. When a student could not afford to pay for college, he worked with community members and businesses to help. This legacy was repeated

1964

Radford College separates from Virginia Tech.

by his successor, David Wilbur Peters, and Peters' successor, Charles Knox Martin Jr.

Peters, Radford's president from 1938 until his death in 1951, guided the college through World War II air-raid drills, bandage preparation, rationing of food and shoes and writing letters to troops. These activities were a vital part of everyday life.

In 1944, in an efficiency move for the war, Radford College consolidated with Virginia Tech and became known as Radford College, the Women's Division of VPI. Both institutions maintained their own identities and governance, but the merger helped Peters obtain funds for a $3 million long-range expansion plan, including a new administration building, gym and residence halls. Construction moved outward from the original campus, where the central green space has been protected for more than 100 years.

The merger lasted until 1964, when, under the tenure of Charles Martin, the two schools quietly separated. Martin presided over a time of unprecedented growth, between 1952 and 1972, when enrollment grew from 800 to 4,000. During the same time, 19 new buildings went up and faculty multiplied by a factor of five. Radford became the largest women's school on the east coast. Admission standards were raised, and Martin lifted faculty credentials by encouraging his teachers to pursue doctoral degrees and granting them leave to do so.

By the end of Martin's presidency, however, enrollment was declining. Those two decades witnessed national social upheaval that was echoed on campus. *In loco parentis*, a concept still cherished by administrators, lost ground with students during

the 1960s. Although Radford's protests of campus rules and the Vietnam War were tame compared to those of some schools, students were ready for change. President Donald Dedmon arrived in 1972 ready to embrace it.

In the fall of that year, the college instantly doubled its recruitment pool by admitting male undergraduates. Dedmon instituted a groundbreaking university governance system that included student representation. The Foundation was established to steward funds raised for student scholarships and institutional initiatives. Over the next two decades, enrollment went from 3,600 to 9,500, and faculty doubled to 500.

Community members, students, faculty and staff supported the new intercollegiate athletics program

1972

The college doubles its recruitment pool by admitting male undergraduates.

established in 1974. The first athletic director recruited men's basketball players out of course registration lines, but within 10 years, Radford was an NCAA Division I school and a charter member of the Big South Conference in men's and women's varsity sports.

New construction flourished. Perhaps the most significant project was the Donald N. Dedmon Center, a recreational, intramural and athletics convocation center with a distinctive design featuring an air-supported roof. Dedmon convinced Norfolk and Western Railway to donate the 62-acre site beside the New River and persuaded the state to construct a bridge over the train tracks for access.

In 1979, Radford College became Radford University, an achievement celebrated by all

1979

Radford College becomes Radford University.

2008

Radford University offers its first doctoral program, the Doctor of Psychology.

constituencies. This status marked a new chapter in Radford's history — one that was marked by many achievements from across the campus and the community.

Radford's faculty-led Writing Across the Curriculum program became a national model. The program encouraged a culture of cross-disciplinary collaboration and a tradition of peer-to-peer faculty development. A new Distinguished Visiting Professor program and Scholarly Lecture Series brought former Egyptian First Lady Jehan Sadat, legendary poet Maya Angelou, Supreme Court Justice Arthur Goldberg and other prestigious visitors to the campus and classrooms.

Radford claimed a leading edge in technology, from its music technology program to its website, among the state's first. In response to an increasingly interconnected world, the university developed new international education opportunities. Curricular offerings expanded in response to students' interests, public need and the changing world. Before Dedmon stepped down in 1994, degree programs had increased from 83 to more than 100.

Douglas Covington became the fifth president and first African-American leader of the institution in 1995. Students, faculty and staff soon became familiar with Covington's soft-spoken manner as he greeted — and listened to — all he met.

Early in Covington's presidency, the university undertook its first capital campaign, a three-year effort that exceeded its goal. It was followed by a second successful campaign, with a combined result of $71 million raised in just 10 years. In 1993, the Radford University Foundation had been capable of supporting 123 scholarships; by 2004, the number was 600.

The institution continued the tradition of innovative partnerships and outreach. The Regional Clinical Simulation Center's electromechanical patient simulators began providing safe hands-on experience to students from Radford, Jefferson College of Health Sciences and community college partners. The Appalachian Studies Program's Appalachian Arts and Studies in the Schools (AASIS) initiative provided mentors for high school students identified by their teachers as college able but not necessarily college bound. Selu Conservancy, with its retreat center, observatory, 1930s farmhouse replica and conference and event center, became a resource for the campus and the community, which has evolved into a center for research, teaching and scholarship providing unique opportunities for students and faculty.

Students and faculty collaborated on research in the laboratory, in the community and in far-flung sites, including the North Pole. A new College

2010

The Doctor of Nursing Practice program opens.

of Information Science and Technology opened. Construction included Cook Hall, the Waldron College of Health and Human Services and the Bonnie Hurlburt Student Center, and plans were laid for what would be one of the most technologically advanced arts venues in the southeast.

Ground was broken for the Douglas and Beatrice Covington Center for Visual and Performing Arts soon after the 2005 arrival of Penelope W. Kyle, Radford University's first female president. The Covington Center was the first in an extensive list of new construction and renovation projects completed during her 11-year presidency. Kyle Hall, a 116,000-square-foot home for the College of Business and Economics, incorporates new educational technology, including a signature trading room; the 114,000-square-foot Center for the Sciences houses the Artis College of Science and Technology's Planetarium, Museum of Earth Sciences and Forensic Science Institute; a 110,000-square-foot Student Recreation and Wellness Center features an indoor graded track, multi-use court, racquetball courts and classrooms; and a 144,000-square-foot new home for the College of Humanities and Behavioral Sciences includes a courtroom for mock trials and a television studio.

The Gold and Silver LEED status for various renovated and new structures reflects the institution's strides in environmental sustainability. In 2009, Kyle signed the American College and University Presidents' Climate Commitment. Through a network of initiatives, Radford is

2016

30 percent of full-time freshmen who enrolled in fall 2016 identify as part of an ethnic minority group.

becoming a model of sustainability practices and policies and has been included among Princeton Review's "Top Green Colleges in the Nation" since 2010.

The institution's academic status rose with the introduction of its first doctoral offering, the Doctor of Psychology program, which enrolled students in 2008. The Doctor of Nursing Practice program opened in 2010, and the next year students entered the new Doctor of Physical Therapy program.

A remarkable change in student diversity occurred during this period. Approximately 30 percent of full-time freshmen who enrolled in fall 2016 and fall 2017 identify as part of an ethnic minority group — a leap from the 12 percent who did so in fall 2005. The fastest-growing populations are Black/African American and Hispanic.

Radford University's seventh president, Brian O. Hemphill, began his tenure in 2016 by inviting student, faculty, staff, alumni and community reflection on how to embrace the best of Radford's past, while contemplating the future of a great institution that has never stopped changing. This is where the new story of Radford University begins.

2018

The Radford family implements a bold vision for the future with the adoption and implementation of a new strategic plan.

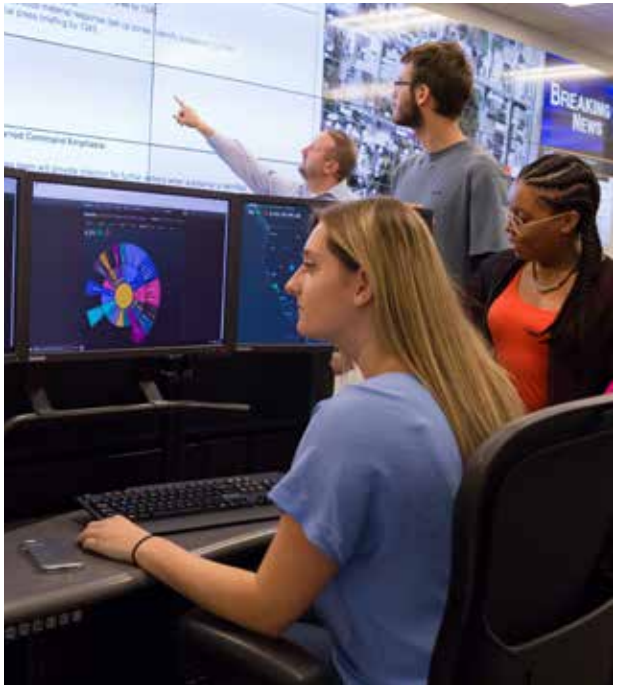
A Tradition of Change

THE METHODOLOGY FOR STRATEGIC PLANNING

THE CONTEXT

Higher education, particularly public higher education, faces opportunities and challenges unlike any other industry. In light of these realities, the Radford University Strategic Planning Task Force and working subgroups considered several significant points regarding the context of contemporary American higher education. First, students today are not the same as students during previous generations, so we must adapt to these new learners. The demographics of our student population are more diverse and represent a broader variety of backgrounds. Students learn using different techniques and personal preferences, especially via technology. Second, in light of the rapid changes in all aspects of our culture, we must adapt to the speed at which society is moving. Third, as a result of the greater financial burden on public agencies at the national, state and local levels, it is unrealistic to expect a return to greater levels of state financial support in the future. Therefore, we must adapt to the changing funding model for higher education.

Public institutions must not only survive in today's environment but also must be able to adapt, be creative and be innovative. The immediate surrounding locale of the New River Valley, the statewide environment of the Commonwealth of Virginia and the national and global settings all require that Radford University pursue new opportunities and niche markets and respond to societal needs.



During his inaugural message, President Brian O. Hemphill, Ph.D. proclaimed that "We must engage the Radford family in its totality in planning and executing a bold and innovative agenda that positions us for the future." Since the beginning of his presidency, President Hemphill has focused his efforts on key themes of academic excellence and research; brand identity; economic development and community partnerships; philanthropic giving and alumni engagement; student success; and strategic enrollment growth. The university's new strategic plan directly supports these areas.

THE PROCESS

Radford University's previous strategic plan covered the 10-year period from 2007 to 2017. In order to sustain existing institutional objectives and develop new priorities, a Strategic Planning Task Force was assembled during fall 2016 with the end goal of launching a new strategic plan in January 2018.

The Mission, Vision and Core Values subgroup and the Challenges and Opportunities subgroup immediately began their work, which would substantially inform the work of the other subgroups. The subgroups held campus-wide open forums on November 30, 2016, and December 1, 2016. The subgroups also solicited additional input online. The Task Force accepted the report from the Mission, Vision and Core Values subgroup on February 21, 2017, and the report from the Challenges and Opportunities subgroup on March 16, 2017. Both documents were widely distributed among all subgroups in order to better inform their work. The work of these two subgroups, even before final acceptance of their reports, substantially informed the work of the other subgroups and was an integral step in the overall strategic planning process.

PARTICIPANTS

The Task Force was led by Co-Chairs and included 29 members serving as representatives from students, teaching and research faculty, administrative and professional faculty and classified staff and administration, alumni/community and at-large constituents. Dr. Jack Call, Professor of Criminal Justice and Criminal Justice Internship Coordinator, and Dr. Kenna Colley, Interim Provost and Vice President for Academic Affairs and former Dean of the College of Education and Human Development, served as the Co-Chairs. Nine subgroups were created to align with the six key themes in addition to related development on the institutional mission, vision and core values, identifying unique challenges and opportunities and preparing a supporting budget for the approved strategic initiatives.

Each subgroup was co-chaired by a member of the Task Force and two outside members representing administration and faculty. The subgroups were comprised of 10 to 20 students, faculty, staff, alumni and community members who possessed a strong interest or expertise in the subgroup's area of emphasis. In total, approximately 180 students, faculty, staff, alumni and community members were directly engaged in the strategic planning process. Ashley Schumaker, Chief of Staff for President Hemphill, played an integral role by working alongside the Task Force Co-Chairs for much-needed input, guidance and assistance throughout the entire process.

TIMELINE

The work of the Task Force and subgroups extended through the 2016-17 academic/fiscal year and into the fall of 2017. The Task Force met monthly to continue its progress until implementation of the final strategic plan in January 2018. Subgroups met weekly or bi-weekly during late fall 2016 and throughout spring 2017. As each subgroup prepared its recommendations, they presented them to the Task Force to open communication and obtain broader feedback. President Hemphill met individually with the subgroups to monitor progress and provide guidance. In mid-spring, the Board of Visitors received an update on the work of the strategic planning process. By late spring 2017, the subgroups submitted their final recommendations.

At the beginning of the summer, the Task Force reviewed and accepted the entire collection of recommendations in order for a writing team to begin work on a preliminary draft of the strategic plan. Writing continued over the summer until a draft plan was presented to the Board of Visitors for review in early fall 2017. Based on feedback from the Board of Visitors, the final draft was presented and approved on December 8, 2017, and the mission was submitted to the State Council of Higher Education for Virginia (SCHEV).

Fall 2016
Task Force and subgroups begin their work and meet regularly. President Hemphill visits each subgroup.

Spring 2017
Task Force and subgroups continue their work. Board of Visitors receives an update.

Summer 2017
Subgroups complete their work and submit their recommendations to the Task Force. Task Force reviews and approves subgroup recommendations and budget. Writing Team drafts the strategic plan.

Fall 2017
University Relations creates final layout of the strategic plan. Board of Visitors reviews and approves the strategic plan."

January 2018
Radford University launches its 2018-2023 Strategic Plan: Embracing the Tradition and Envisioning the Future.

IDENTIFICATION OF GOALS AND STRATEGIES

Development of the institutional goals and strategies took several stages: data collection, analysis, selection and consensus. Each subgroup collected data from a variety of internal and external sources and benchmarked them against peer institutions both in and out of state. Prior work on major planning efforts was also considered based on the university's previous 7-17 Strategic Plan, the Budget Planning Summit and the Futures Group.

The subgroups analyzed relevant snapshot and trend data by inventorying current processes, resources and performances in comparison to external measures. Standard planning activities, such as gap analysis, environmental scan, market factors and SWOT analysis, were conducted to identify what the university is doing now, where the institution should go and what is needed to accomplish its desired new goals.

New goals and strategies were selected in light of the data analysis to not only address the subgroup themes but also to boost enrollment, reach new markets and increase revenues. To ensure consistency in the process and allow for objective review of proposed goals and strategies, each subgroup entered specific information into a common planning template. The template includes accountability measures of key performance indicators, targets, timelines for completion of strategies and responsible personnel. A recommended budget/business plan was also submitted to identify what additional resources would be necessary to carry out the recommended goals and strategies.

Upon submission of all subgroup templates, the entire Task Force divided into smaller review teams. These review teams comprised Task Force members from subgroups other than the templates they were reviewing. Review teams decided whether to accept goals and strategies without revision, to accept them with revisions or clarification or to capture them in a narrative. The review teams summarized their decisions and discussed them with the full Task Force to generate group consensus.

Based on the Task Force's collective agreement on which goals and strategies should be adopted, a writing team of five faculty and staff converted the approved planning templates into the summarized plan that is presented within the pages of this document. The writing team did not substantively change any recommendations; however, it worked closely with the subgroup chairs as necessary to fully understand and clarify language contained within the recommended goals and strategies. The writing process occurred within the framework of the Task Force.

TRANSPARENCY AND ACCOUNTABILITY

The planning process has been transparent in order for all members of the campus community and the general public to remain informed of the Task Force's progress. A publicly accessible website was created early in the process, providing general information about the membership of the Task Force, scheduled meetings, rosters and reports of each subgroup, relevant planning resources and contact information. Several subgroups collaborated to sponsor multiple public meetings. Five campus forums and one community forum off campus were held to gather input from the broader local constituency. Several of the subgroups collaborated to develop a single university-wide survey and an email questionnaire. Students, faculty, staff, administrators and board members were provided updates on the status of the strategic planning activities through information provided in various settings, including scheduled meetings and open forums.

CHALLENGES AND OPPORTUNITIES

INTRODUCTION

It is no secret that today's higher education institutions face challenging times, and Radford University is not immune. Like others, it is experiencing change at an unprecedented rate, and, while change itself is challenging, keeping up with change is even more challenging. The good news is that Radford University understands what is happening on campus and beyond and is ready to meet the challenges it faces. Its view is a positive one in that these challenges are amazing opportunities to elevate Radford University to a new normal where creativity and innovation lead the way to limitless possibilities.

For Radford University, challenges and opportunities fall into three overarching themes: technology innovation, funding and campus environment. What follows are brief overviews of the challenges and opportunities in these themes, in addition to an overview of the challenges and opportunities in the six focal areas identified as strategic priorities for Radford University.

The full report of the Challenges and Opportunities subgroup is available on Radford University's website under the Strategic Planning subpage.

OVERARCHING THEMES

TECHNOLOGY INNOVATION

Radford University is known for its technology-driven teaching methods and approaches to learning. Technology graces all nooks and crannies of the campus. Even so, the university has an opportunity to elevate the utilization of innovative technology in order to enhance teaching, learning and administrative functions. Such activities will result in increased access to education for all, including students with disabilities and those living in rural areas, while also decreasing learning and working disruptions and increasing communication with stakeholders.

FUNDING

Higher education costs are increasing, while state funds are decreasing, resulting in Radford University, like other public institutions, becoming even more dependent on tuition to cover expenses. Known for its entrepreneurial spirit, Radford University has an opportunity to identify alternative funding streams, improve internal financial management tools and enhance instructional delivery models to increase revenue and reduce costs.

CHALLENGES AND OPPORTUNITIES

OVERARCHING THEMES

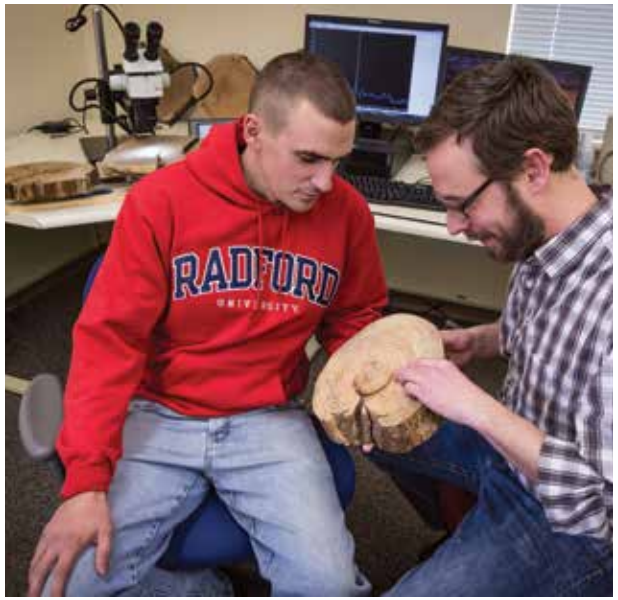
CAMPUS ENVIRONMENT

Radford University's campus is one of the most beautiful in the Commonwealth of Virginia. The campus has always been an enjoyable place to live, work, study and visit, and the university continues to improve in many areas, including those related to space utilization and energy efficiency. Even so, the university has an opportunity to do much more, such as streamlining business processes that will result in greater efficiencies, thereby reducing costs and providing a more sustainable campus environment.

FOCAL AREAS

ACADEMIC EXCELLENCE AND RESEARCH

With a proud tradition of teaching and a recent expansion in research, Radford University has the opportunity to accelerate in the areas of teaching excellence and intellectual discovery. Such efforts include balancing enrollment, retention and reputation; creating more synergies through interdisciplinary approaches and scholarly activities; expanding the university's research expertise; encouraging and enabling students to perform at higher levels of learning and engagement; adopting more innovative pedagogies and encouraging more high-impact practices; and offering more in-demand degrees, certificates and programs.



BRAND IDENTITY

As an opportunity to improve its brand reputation and recognition, Radford University can establish a message and identity that underscores the following: faculty involvement; small class sizes; personal faculty-student interactions; small, tight-knit, friendly and active campus; and rigorous academic standards and programs.

CHALLENGES AND OPPORTUNITIES

FOCAL AREAS

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS

Radford University has the opportunity to contribute to economic development and strengthen community partnerships by identifying ways in which the campus can use its physical and intellectual resources to enrich its mission, define its brand, enhance the region and support job creation and growth. Such activities include gaining a greater understanding of its current outreach efforts, fostering better use of its campus facilities and services and supporting entrepreneurial growth.

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT

Vital to current success and future growth, Radford University has the opportunity to invigorate philanthropic giving and alumni engagement by re-engaging the Radford family. Such activities include identifying major areas of giving and diversifying revenue sources, educating alumni on how donations can be prioritized and used, focusing on endowments and scholarships and identifying individuals who want to contribute by sharing their time and talent in addition to their treasure.

STRATEGIC ENROLLMENT GROWTH

Radford University has the opportunity to continue growing by identifying, reaching and maintaining a targeted size and student profile. Such activities include focusing recruitment efforts on target student populations; attracting more transfer students, veterans, homeschoolers and adult learners; offering new or enhanced programs in emerging fields; and identifying innovative ways for students to earn a degree or certificate.

> "When we commit to do all we can, which the Radford family has proudly pledged to do, collectively we can bridge the knowledge and skills gap and provide new opportunities for our students and our citizens."

— President Brian O. Hemphill, Ph.D.
Investiture Ceremony, Inaugural Address, October 13, 2016

> We must adjust to the speed at which society is moving! For this to occur, we must focus on innovation and being responsive to societal needs. Therefore, we will allow innovation to drive our strategic planning and witness our vision and mission come to life.
>
> *— President Brian O. Hemphill, Ph.D.*
> *Investiture Ceremony, Inaugural Address*
> *October 13, 2016*

STUDENT SUCCESS

While student success at Radford University is at an all-time high, the campus has an opportunity to reach even greater heights. Such activities include further addressing diverse learning needs, keeping class sizes small, diversifying instructional methods, engaging students academically and socially, connecting students to resources and reducing costs.

CONCLUSION

Radford University's commitment to embrace its traditions and envision its future stands tall and shines bright despite the challenges ahead. With this strategic plan in place, Radford University is well positioned to overcome challenges and seize opportunities that will make an even greater difference for all within its reach.

MISSION

As a mid-sized, comprehensive public institution dedicated to the creation and dissemination of knowledge, **Radford University empowers students from diverse backgrounds by providing transformative educational experiences,** from the baccalaureate to the doctoral level, within and beyond the classroom. As an inclusive university community, we specialize in cultivating relationships among students, faculty, staff, alumni and other partners, and in providing a culture of service, support and engagement. We embrace innovation and tradition and instill students with purpose and the ability to think creatively and critically. We provide an educational environment and the tools to address the social, economic and environmental issues confronting our region, nation and the world.

VISION

Radford University aspires to be the premier, innovative, student-centered university in the Commonwealth of Virginia and beyond with a keen focus on teaching, research and service.

CORE VALUES

Student Empowerment and Success — We engage and support our students in the discovery and pursuit of their own unique paths.

Excellence — We expect our community to strive for the highest standards.

Inclusiveness — We are committed to a spirit of cooperation and collaboration, embracing and honoring the diversity of our community.

Community — We foster relationships and a culture of service within and beyond our university community.

Intellectual Freedom — We encourage and defend a fearless exploration of knowledge in all its forms.

Innovation — We inspire and support creativity in research, scholarship, pedagogy and service.

Sustainability — We are committed to integrating sustainable practices into all aspects of our operations and engage students across the curriculum to learn, discover and contribute to positive current and future environmental solutions.

OF INTEREST TO THE COMMUNITY

During the year-long strategic planning process, a myriad of issues were discussed by the Task Force, the subgroups and the campus community with a specialized focus on the concept and practice of innovation. With innovation embedded in the strategic planning activities and discussions, teaching and learning remains at the core of the strategic plan as evidenced by the comprehensive development and future implementation of specific goals and strategies.

Through a strong focus on Radford University's growth and development as a teaching institution, diversity remains an integral part of the university's current and future efforts. With events such as "United as One Radford Family," there is a campus-wide commitment to embracing the perspectives of all individuals and encouraging such understanding in others.

In many strategic planning discussions, there was a continued commitment to growing retention and student success, which was clearly articulated in the Retention and Student Success Plan developed by the Council on Student Engagement and Success and the campus community during late 2016 and adopted by the Radford University Board of Visitors in early 2017. Such growth is critical to the success of the university and will be further enhanced through research and scholarly contributions of both students and faculty working alongside each other. The focus on student access and success through collaboration and innovation both in and beyond the classroom reflect a commitment not only to the university's tradition, but to the future of higher education.

The discussions also took note of the strong programs developed and enhanced in recent years in an effort to bring about a higher impact on student engagement and learning. Although individual high-impact and high-performing programs at university, college and department levels are not specifically highlighted in the strategic plan, they provide the foundation upon which many of the proposals in the strategic plan were built and will be implemented. In addition, these programs and additional high-impact practices will continue to receive the attention necessary to ensure that these programs will become even stronger in the future.

Moving forward, the university's focus on teaching, research and service will be articulated in traditional areas, such as program delivery and community outreach, as well as a comprehensive approach to sustainability through specialized programming and conservancy through Selu activities and operations. These additional areas of focus will be further enhanced through a renewed commitment to the university's Appalachian service area. Additionally, Radford University will continue to offer a rich complement of programs, including bachelor's, master's and doctoral degree offerings, thereby creating engaging opportunities for Highlander students and limitless opportunities for the future. With strong engagement and the critical work of McConnell Library faculty and staff, Radford University's academic colleges will continue to serve students in new and profound ways both in and out of the classroom.

In closing, the strategic plan represents the hopes and dreams of the Radford family. It is based on foundational programs of the past and aspirational programs of the future. Through demonstrated success in high-impact practices, Radford University now has the opportunity to provide highly individualized and specialized experiences for all students. Such customized learning and living experiences have long set the university apart from other institutions of similar scope and size and will continue to remain a critical part of Radford's future. At Radford University, students will always come first.

GOALS AND STRATEGIES

ACADEMIC EXCELLENCE AND RESEARCH

The Academic Excellence and Research Subgroup recognizes that Radford University's stature is not based on rigor and recognition alone. It is based on increasing access to rigorous, relevant programs by meeting students where they are and providing the support they need. Students — traditional, non-traditional and from all backgrounds — are Radford University's reason for existence.

> "My historical perspective is that Radford University has always strived for excellence. Today, every academic program is able to prepare students to compete on virtually any level in the professional arena and/or graduate pursuits. That is the outcome of fostering a culture of continuing improvement. There is no intent to rest on the successes we enjoy. With our eye always on the lookout for continuous improvement in everything we do, the potential will always be unlimited and our precious students will always benefit from exceptional professional dedication on the part of the stewards of the university!"
>
> *— Joseph P. Scartelli, Ph.D.*
> *Provost Emeritus*

GOAL 1

Radford University will be a leading institution of higher education in the Commonwealth of Virginia to produce students with a high level of applied learning capabilities for productive professional and personal lives.

Strategies

A. Require students in each degree program to complete program components in which critical thinking and reasoning skills, written and oral communication skills and characteristics of professionalism are taught and demonstrated so that students can synthesize and apply these skills to solve local and global problems.

   1. Create a central location where writing and oral communication experts (in specialty areas) are available for tutoring and other support throughout each student's four-year degree program experience.

   2. Develop and implement best practices for the recruitment and retention of faculty who are from diverse backgrounds and have a demonstrated commitment to excellence in teaching in their respective fields.

   3. Consistently offer professional development opportunities to support faculty in developing and embedding high-impact pedagogies and alternative delivery modes in the curriculum in order to improve targeted academic skills.

B. Provide educational opportunities for students that help them learn creative problem-solving and reasoning skills through collaboration across degree programs, experiential/high-impact practice and interprofessional experiences.

   1. Increase value-added interprofessional education and collaborative opportunities to enhance creative critical thinking, reasoning and problem-solving skills.

   2. Consistently offer professional development opportunities to support faculty in developing and embedding high-impact pedagogies and alternative delivery modes in the curriculum to best address targeted academic skills.

3. Increase student engagement in high-impact practice experiences within and beyond majors/programs and map faculty development to student outcomes, e.g., first-year experience, undergraduate research, community engagement, international education, e-portfolio, internship/practicum/field placements, capstone projects and learning communities.

4. Through the Center for Career and Talent Development and in conjunction with advisers, track the majority of students' career development plans throughout their academic careers and employment outcomes after graduation, using software to help students direct their own pathways.

C. To meet the needs of a diverse population of students, expand delivery modes and methods of instruction and develop a flexible academic calendar, e.g., face-to-face, online and hybrid models, competency-based education and augmented/virtual reality.

GOAL 2

Radford University will garner recognition for signature academic programs in health sciences, healthcare and human services across the lifespan.

Strategies

A. Promote lifelong learning and an appreciation of what it means to be a service provider and leader in tomorrow's world of health sciences, healthcare and human services through engagement by and student participation with faculty in original and innovative research; high-quality mentorship by faculty; experiential learning opportunities that are diverse and inclusive; and support of faculty and student scholarship via interprofessional opportunities both on campus and in the community.

1. Maintain rigorous academic demands of students.

2. Enhance and invest in value-added interprofessional education and collaborative opportunities by creating a Center for Interprofessional Education and Practice.

B. Create public and private partnerships in which faculty and students will engage in health sciences, healthcare and human services throughout the Roanoke and New River valleys and across the region.

1. Maintain rigorous academic demands of students.

2. Enhance and invest in value-added interprofessional education and collaborative opportunities by creating a Center for Interprofessional Education and Practice.

C. Implement cooperative agreements with entities, such as other higher education institutions and healthcare agencies throughout the Roanoke and New River valleys and across the region, to offer a wider range of bachelor's, master's and doctoral degree programs relating to health sciences, healthcare and human services.

1. Maintain rigorous academic demands of students.

2. Enhance and invest in value-added interprofessional education and collaborative opportunities by creating a Center for Interprofessional Education and Practice.

D. Provide opportunities through which students in health sciences, healthcare and human services programs will consistently engage in high-impact practices and interprofessional experiential opportunities.

1. Maintain rigorous academic demands of students.

2. Enhance and invest in value-added interprofessional education and collaborative opportunities by creating a Center for Interprofessional Education and Practice.

GOAL 3

Radford University will garner recognition for signature academic programs that provide expertise for enhancing information safety and security for Virginians and the global community.

Strategies

A. Promote an awareness and working knowledge of cybersecurity through engagement by and student participation with faculty in original and innovative research, including scholarship that addresses cyber safety in the workforce; high-quality mentorship by faculty; experiential learning opportunities that are diverse and inclusive; and support of faculty and student scholarship via collaborative opportunities both on campus and in the community.

1. Rearticulate targeted degree/certificate programs for a competency-based system that permits "competency mapping" to be used in assessing whether candidates meet criteria for courses and degree programs by:

   a. Designing a system of assessing experiences and life achievements that apply to respective course credit.

   b. Designing a competency-based structure based on identification of the highest-demand majors for target populations.

   c. Developing a marketing strategy to inform target populations of this alternative option for degree or certificate completion.

   d. Increasing education efforts to clarify the concept of competency-based education (CBE) for prospective students and employers.

2. Target and market CBE programs to non-traditional student populations who would best benefit from a competency-based option for pursuit and ultimate completion of a desired degree or certificate.

3. Establish centers of excellence to support the Radford University Security Studies Initiative and Summer Institute and the Geohazards and Unmanned Systems Research Center.

4. Enhance and invest in value-added interprofessional education and collaborative opportunities, including a new course (Introduction to Security Information), available to all students.

B. Create public and private partnerships in which faculty and students will engage in information and physical security arenas across the region.

1. Identify potential public and private partnerships that reinforce the objectives of Radford University's Information Safety and Security Initiative.

2. Increase the number of public and private partnerships.

C. Implement cooperative agreements with community colleges and public schools to offer pathways for students to pursue information safety and security certificate and degree programs.

1. Identify potential cooperative agreements that reinforce the objectives of Radford University's Information Safety and Security Initiatives.

2. Increase the number of cooperative agreements.

D. Provide opportunities through which students in information safety and security programs will be consistently engaged in high-impact practices and co-curricular experiential opportunities.

1. Establish centers of excellence to support the implementation of Radford University's Security Studies Initiative and Summer Institute and the Geohazards and Unmanned Systems Research Center.

2. Enhance and invest in value-added interprofessional education and collaborative opportunities, including a new course (Introduction to Security Information), available to all students.

GOAL 4

Radford University will increase faculty and student-faculty collaborative research, scholarship and creative activities that are externally validated through peer review and supported by grants.

Strategies

A. Define a new or existing position for advancing all research, scholarship and creative activities on campus; the position will serve on the Academic Affairs Leadership Team with the responsibility for advancing research on campus.

B. Create public and private partnerships through which faculty and students will engage in research, scholarship and creative activities.

C. Create systematic rewards and incentives, such as recognition of independent studies and research credit hours in teaching assignments, for faculty to mentor students, produce scholarship and seek funding.

D. Increase scholarly participation and productivity by creating a robust summer research, scholarship and creative activities program.

E. Provide incentives and support for embedding research, scholarship and creative activities in required classes within majors and for all students, particularly those from underrepresented groups.

F. Create systematic faculty development, such as learning communities, for mentoring research students, grant writing and publishing.

RADFORD UNIVERSITY

The Brand Identity Subgroup proposes that enhancing the Radford University brand starts from within. If we understand the Highlander identity and reinforce a culture of Highlander pride among our students, faculty, staff and alumni, they will carry their love of the university wherever they go. Powerful Radford pride and culture are deeply rooted in the Highlander identity and values:

Responsive = Empathy and accountability (understanding other perspectives and accepting responsibility)

Resilient = Grit and rest (striving to succeed, while balancing time in the performance zone)

Real = Success and failure (being authentic, building character and becoming well-rounded individuals, while learning from failures)

Through these values, Radford Highlanders navigate frustration, fear and fun to achieve success. They have shameless confidence in their right to "be at the table" and in their ability to contribute to their chosen fields and communities.

> "To enjoy lifelong loyalty, successful brands delight today's customers. Similarly, to secure passionate, loyal alumni, we must first delight our current students. Grounded in our historical strengths and contemporary talents, the Radford Highlander identity unites students, faculty and staff around a unique, authentic and inspiring brand experience. Promoting and practicing the core Highlander values across campus promises today's students become the fiercely proud Radford advocates of the future."

— Jane E. Machin, Ph.D.
Assistant Professor of Marketing

GOAL 1

Radford University will cultivate a fierce pride among internal constituents (i.e., current students, faculty and staff) through a shared understanding and experience of the Highlander identity and values (Responsive, Resilient, Real).

Strategies

A. Establish the Center for Highlander Engagement.

B. Establish a Highlander Advisory Board.

C. Provide training and guidance to current faculty and staff to help them understand, practice and incorporate Highlander identity and values (Responsive, Resilient, Real) into their daily activities.

D. Provide training and guidance to current students to help them understand, practice and incorporate Highlander identity and values (Responsive, Resilient, Real) into their daily activities.

E. Increase visibility of the Highlander brand identity and values around campus.

GOAL 2

Radford University will integrate the Highlander brand identity and values (Responsive, Resilient, Real) into communications with external constituents (e.g., alumni, employers, prospective students and family members).

Strategy

A. Identify expanded opportunities for brand communication.

RADFORD

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS

The Economic Development and Community Partnerships Subgroup understands that building effective, lasting community partnerships for economic development is a long-term endeavor. Along with ideas, structures and processes, success requires relationships with and buy-in from local citizens, governments and community agencies. Keeping in mind the critical groundwork to be laid and the immediacy of the region's needs, the subgroup has focused on what existing capacities Radford University can bring to bear on economic development in the short term, while building relationships and identifying potential capacities for the long term.

GOAL 1

Radford University will contribute to overall economic growth and increased employment opportunities in the region through both indirect and direct economic development activities in the health, education, arts and culture, natural resources and infrastructure sectors.

Strategies

A. Consolidate, build and promote a comprehensive economic development, outreach and continuing education office, ACCESS Radford.

1. Offer competency-based education (CBE) programs to non-traditional adult learners in the Commonwealth of Virginia and beyond to prepare them for employment or advancement in current and future job markets.

2. Create and operate a university consortium that provides technical assistance and research expertise to local and regional governments and to economic development groups and alliances.

3. Partner with local and state agencies to harness state and federal funds for economic and workforce development.

4. Engage the university community in supporting downtown revitalization, business development, workforce development, community support programs and recreation and tourism opportunities.

B. Establish an Appalachian Community Outreach Institute (centered in Abingdon) to improve the health, vitality and economic sustainability of Southwest Virginia communities, while connecting Radford University with these communities.

1. In the area of education, foster literacy and adult education programs; competency-based and online program options; interdisciplinary team-teaching; and degree and certificate options in a variety of disciplines.

2. In the area of economic development and diversification, help build entrepreneurial and technology support; foster incubators, micro-lending and investment strategies and funds; partner with other institutions of higher education for initiatives when possible; develop partnerships, cooperatives and internships; and contribute to overall workforce development.

3. In the area of health and wellness, including physical, oral and behavioral health prevention and treatment, assist with issues related to drug abuse, homecare for the aging population, childcare and diet and nutrition; and contribute to the efforts of community organizations.

4. Help develop a think tank/research hub/archive to support grant development and funding; GIS (geographic information system) work; health initiatives; community-based research and needs assessments; and development of an oral history archive.

GOAL 2

Radford University will facilitate and support the City of Radford and the New River Valley as focal points for business, social, tourism and cultural activities.

Strategies

A. Establish and operate a business incubator, Student Venture Lab, to promote new start-ups.

1. Design the Student Venture Lab to integrate external stakeholders into the university's innovation ecosystem; to serve as a vehicle for student, faculty and stakeholder interaction; and to provide a vehicle for economic growth in the region.

2. Create, fund and design systems to operate the Highlander Venture Fund (HVF). The HVF will take on the identity of an "Angel Investor" in student ventures. The fund is envisioned to be managed by the Student Managed Investment Portfolio Organization (SMIPO), an award-winning student finance organization. The HVF will serve to provide critical start-up funds to vetted student initiatives, while providing SMIPO members experience in making real-life investment decisions.

B. Develop a Tourism and Special Events Resource Lab to engage students and faculty in collaborative community projects to promote tourism in Radford and the New River Valley.

1. Facilitate student involvement with Radford City's tourism department by directly channeling students into areas of need for the design, promotion and implementation of special events in the community.

2. Apply for grants through the Virginia Tourism Corporation to seek funding for tourism promotion in Radford and the New River Valley.

3. Create a Tourism and Special Events academic program for adult and professional learners.

> "As a mid-sized university located in a relatively small community, it is mutually beneficial for us to be actively engaged in strengthening the local and regional economies. Doing so makes both of us more attractive to students, faculty, staff and potential and current businesses and residents. Some of these benefits are more and better-paying jobs, a robust economy less susceptible to changes in the business cycle, a more vibrant and attractive place to live and improved quality of life."
>
> *— George S. Low, Ph.D.*
> *Dean, College of Business and Economics*

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT

The Philanthropic Giving and Alumni Engagement Subgroup has focused its research and work on building a lasting, meaningful culture of philanthropy on campus, in the community and beyond. The subgroup recognizes that in order to expand support for students and programs, the university must develop and implement a comprehensive approach to outreach and engagement at all levels.

GOAL 1

Radford University will broaden engagement for all constituents.

Strategies

A. Increase staffing to strengthen and/or grow regional chapters, signature events, collaborative partnerships and personal outreach; create new volunteer program opportunities; and enhance data collection from across all campus partners.

B. Develop parent and family outreach strategies to forge meaningful connections with the university community, while providing opportunities to enhance the overall student experience.

C. Educate, engage and excite students about the importance and impact of supporting the university, while developing a culture of philanthropy.

D. Increase awareness about the value and impact of alumni and donor engagement with faculty, staff, retirees and community to leverage expertise, provide a welcoming campus environment and showcase opportunities for support.

GOAL 2

Radford University will increase giving and engagement.

Strategies

A. Increase staffing in the advancement office in order to improve capacity to engage and raise funds.

B. Increase participation in alumni giving through leadership giving, student philanthropy, young alumni giving and affinity-based giving.

C. Secure at least $15 million annually by 2023 through annual fund, major gifts, planned gifts and corporate/foundation gifts.

GOAL 3

Radford University will inform constituents about giving opportunities and highlight success and impact.

Strategies

A. Develop and execute an education plan to inform constituents on the variety of ways to give and how giving and participation impact rankings, showcase needs and highlight success stories.

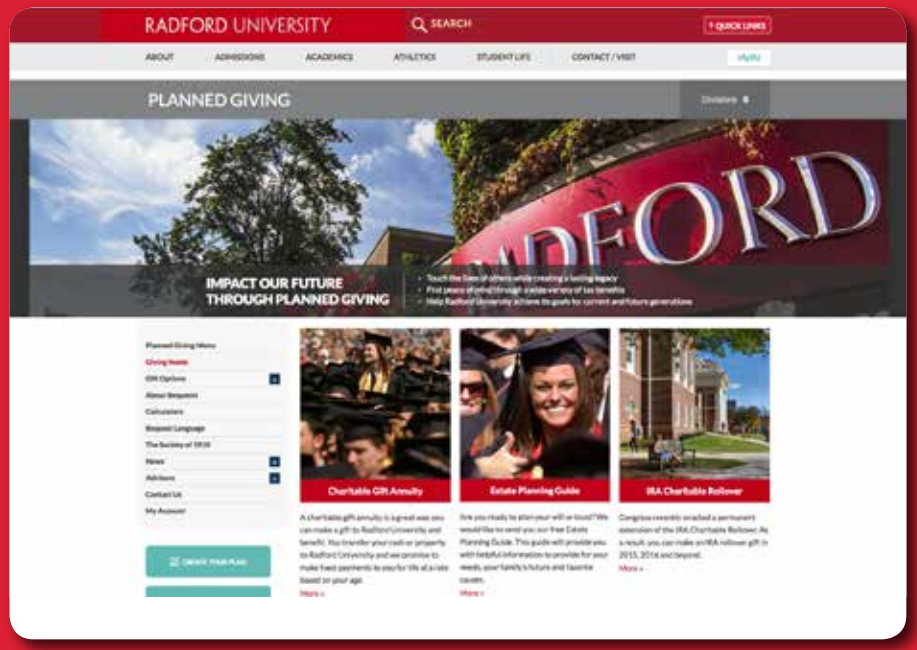
B. Plan and implement stewardship programs.

C. Develop relevant materials and events.

> "I would not be here in college without the scholarship support that I have received. It is a confidence boost that says that I can do great things in my life."

— Megan Ward '18
Theatre major, recipient of the Nancy Necessary Pridemore and the Georgia Anne Snyder-Falkinham Scholarships

Educate, engage and excite students about the importance and impact of supporting the university, while developing a culture of philanthropy.



STRATEGIC ENROLLMENT GROWTH

The Strategic Enrollment Growth Subgroup has developed a multifaceted, data-driven approach to growing Radford University's enrollment. Traditional and digital marketing tools, face-to-face engagement and new programs and partnerships will reach specific, targeted populations of students. Support for student retention will increase. Staff across campus will collaborate to support these efforts by maximizing available tools and resources and exploring new, external support for achieving enrollment goals.

> "Now more than ever, enrollment leadership requires a coordinated campus team to respond to emerging internal challenges as well as shifting external forces."
>
> *— Leslie Crosley and Jim Scannell "Meeting Today's College Enrollment Goals While Preparing for the Future," University Business, April 2017*

GOAL 1

Radford University will support enrollment growth through the development and utilization of actionable data and predictive analytics.

Strategy

A. Create a cross-functional Enrollment Data Council to prioritize data needs associated with improved recruitment and retention to be represented by Academic Affairs, Institutional Research, Information Technology, Enrollment Management and Student Affairs. Personnel in the Division of Enrollment Management will assist the Council in the use of predictive analytics and other techniques to meet data needs.

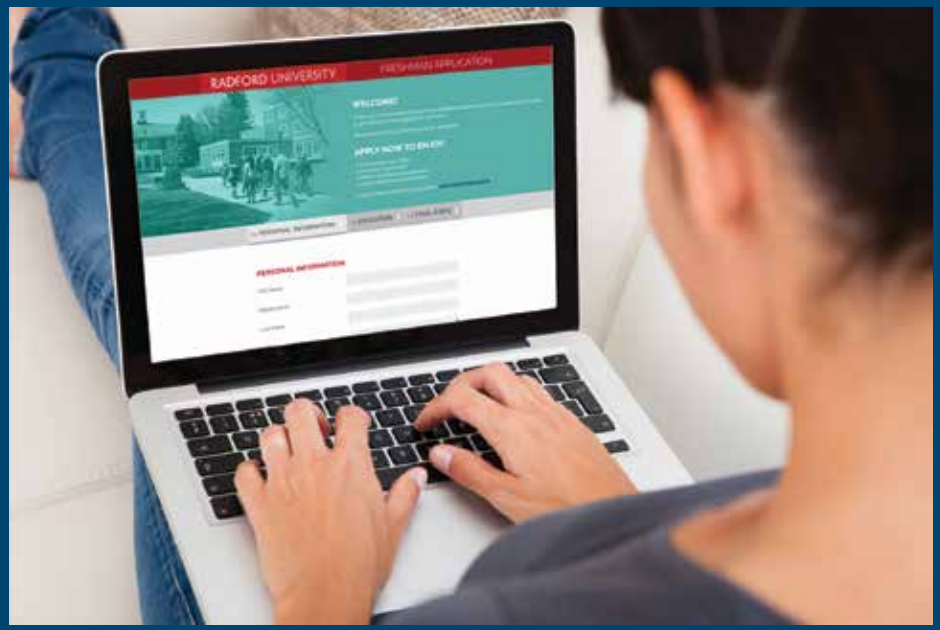
GOAL 2

Radford University will grow in-state freshman student headcount enrollment by three percent annually through the 2023-2024 academic year.

Strategies

A. Place greater emphasis on recruitment of students from Northern Virginia.

B. Increase the visibility of Radford University with in-state freshman students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.



GOAL 3

Radford University will grow out-of-state freshman student headcount enrollment by three percent annually through the 2023-2024 academic year.

Strategies

A. Focus out-of-state recruitment efforts in Maryland, Washington, D.C., West Virginia and North Carolina.

B. Increase the visibility of Radford University with out-of-state freshman students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.

GOAL 4

Radford University will grow new transfer student headcount enrollment by three percent annually through the 2023-2024 academic year.

Strategies

A. Enhance recruitment efforts across the Virginia Community College System (VCCS).

B. Increase the visibility of Radford University with transfer students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.

GOAL 5

Radford University will grow veteran and active military student headcount enrollment by 10 percent annually through the 2023-2024 academic year.

Strategies

A. Partner with Academic Affairs, through the Military Resource Center, and Finance and Administration, through Institutional Research, to identify and implement activities to recruit veterans and active military students.

B. Increase the visibility of Radford University with veteran and active military students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.

GOAL 6

Radford University will grow international student headcount enrollment by 50 students annually through the 2023-2024 academic year.

Strategies

A. Establish dual/double degree programs with international universities.

B. Launch worldwide, commission-based network of agents.

C. Implement an English language and culture program that will prepare students for Radford University degree programs.

GOAL 7

Radford University will grow graduate student headcount enrollment by three percent annually through the 2023-2024 academic year.

Strategies

A. Focus recruitment efforts on primary feeder institutions, including current Radford University undergraduates and other public and private colleges and universities in Virginia and surrounding states.

B. Increase the visibility of the Radford University College of Graduate Studies and Research with an enhanced portfolio of traditional, digital, mobile, web and social media marketing tools and resources.

C. Improve use of a customer relations management system and data analytics to help guide and inform the recruitment process.

D. Create and promote new academic program options, such as 2 + 3, 4 + 1, graduate certificates, graduate degrees and competency-based education.

E. Use high-touch recruiting strategies that involve ongoing, face-to-face interactions with prospective students at all stages of the recruitment process, from early prospect through active enrollment.

GOAL 8

Radford University will increase academic success of the undergraduate student population.

Strategy

A. Align student recruitment, academic outreach and retention activities to enhance access, inclusiveness and student success.

STUDENT SUCCESS

Because student success depends on intellectual as well as social and emotional growth, the Student Success Subgroup has focused on increasing students' academic engagement, their engagement with the campus and community and their access to advising and support where it is needed most. By providing rich opportunities and consistent support, the university becomes fertile ground in which students are able to thrive.

GOAL 1

Radford University will assist students in becoming more independent, self-confident and effective learners who disseminate knowledge, innovate and solve problems creatively.

Strategies

A. Increase the number of students engaged with research, scholarship and creative activities within and beyond the classroom.

1. Embed research, scholarship and creative activities in the curriculum.
2. Increase co-curricular opportunities such that all students have the opportunity to participate in at least one research, scholarship or creative activity experience.
3. Institute a "Research Scholar" graduation distinction such that undergraduates who have been significantly active in research outside the classroom are recognized for their accomplishment.

B. Provide enhanced resources for student academic and emotional support, thereby recognizing the interdependence and importance of academic and emotional support services.

C. Examine the courses with high DFW (grade of D, failed or withdrawn) rates to determine the best strategy for improving course outcomes, achieving success and providing access to appropriate academic support.

D. Engage with nationally recognized experts in diversity, access and equity literacy to create a diversity policy and a training center for faculty development.

E. Institute an expectation of continuing pedagogy education for all teaching faculty.

> "We believe that each and every one of you is capable of successfully completing a degree right here on the campus of Radford University. At Radford, we embrace the sense of community, while also staying attuned to the individuality of each of our members."
>
> *— President Brian O. Hemphill, Ph.D.*
> *Addressing Radford University students, January 2017*

GOAL 2

Radford University will increase student engagement in both the social and academic arenas to enrich the Radford experience and increase student retention and success.

Strategies

A. Promote cultural programming (arts, international, diversity, etc.) that encourages students, faculty and staff to actively engage with and understand different cultural viewpoints.

B. In order to facilitate communication about campus events, all relevant social media sites will be updated with information about campus events and programming (see ACCESS Radford goal in Economic Development and Community Partnerships).

C. Recognizing that faculty plays an important role in student engagement with campus life, faculty members will be strongly encouraged to integrate campus events as part of their course curriculum expectations.

D. Encourage communication and regular dialogue among residential life, academic affairs and student affairs to enhance student retention.

GOAL 3

Radford University will intentionally lead students from their transition into Radford University through graduation toward their unique path in life.

Strategies

A. Create a consistent university-wide academic advising protocol and assessment plan for faculty and professional advisers with oversight from an assistant provost in collaboration with the Academic Affairs Leadership Team.

B. Support the Center for Career and Talent Development, an innovative physical space that will help create our brand identity and outreach plan that inspires collaboration among career coaches, faculty, employers and alumni to empower student career and talent development and life skills.

C. Develop the "Discover, Experience and Thrive" customized career development plan.

D. Actively cultivate employer relationships across multiple industries.

E. Expand current workshops offered by the Center for Career and Talent Development to include financial literacy.

RADFORD UNIVERSITY

KEY PERFORMANCE INDICATORS

ACADEMIC EXCELLENCE AND RESEARCH

GOAL 1

Radford University will be a leading institution of higher education in the Commonwealth of Virginia to produce students with a high level of applied learning capabilities for productive professional and personal lives.

Key Performance Indicator	Baseline	Target	Timeline	Responsible Party
1.A. Require students in each degree program to complete program components in which critical thinking and reasoning skills, written and oral communication skills and characteristics of professionalism are taught and demonstrated so that students can synthesize and apply these skills to solve local and global problems.	No current centralized tracking and reporting	College/department-level program learning outcomes for students	Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provosts, College Deans, Department Chairs and Faculty)
1.B. Provide educational opportunities for students that help them learn creative problem-solving and reasoning skills through collaboration across degree programs, experiential/high-impact practice and interprofessional experiences.	No current centralized tracking and reporting	College/department-level program collaboration with expanded experiential/ high-impact practices and interprofessional experiences	Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provosts, College Deans, Department Chairs and Faculty)
1.C. To meet the needs of a diverse population of students, expand delivery modes and methods of instruction and develop a flexible academic calendar; e.g., face-to-face, online and hybrid models, competency-based education and augmented/virtual reality.	• 10% of courses online/hybrid • 2 competency-based and/or accelerated programs • 3,351 intersession students *(2,537 summer students; 709 Wintermester students; and 105 Augustmester students)*	• 20% of courses online/hybrid • 10 competency-based and/or accelerated programs • 4,356 intersession students *(3,298 summer students; 921 Wintermester students; and 137 Augustmester students)*	• Fall 2018 implementation with annual progress through 2023 • Fall 2017 implementation with annual progress through 2023 • Fall 2018 implementation with annual progress through 2023	• Provost and Vice President for Academic Affairs (Assistant Provosts, College Deans, Department Chairs and Faculty) • Chief Innovation Officer/Executive Director of Innovation Learning Lab • Provost and Vice President for Academic Affairs (Assistant Provosts, College Deans, Department Chairs and Faculty); Vice President for Enrollment Management (Registrar)

GOAL 2

Radford University will garner recognition for signature academic programs in health sciences, healthcare and human services across the lifespan.

Key Performance Indicator	Baseline	Target	Timeline	Responsible Party
2.A. Promote lifelong learning and an appreciation of what it means to be a service provider and leader in tomorrow's world of health sciences, healthcare and human services through engagement by and student participation with faculty in original and innovative research; high-quality mentorship by faculty; experiential learning opportunities that are diverse and inclusive; and support of faculty and student scholarship via interprofessional opportunities both on campus and in the community.	New initiative	10% annual increase in the number of interprofessional and collaborative efforts	Fall 2018 development and implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provosts, Dean of the Waldron College of Health and Human Services and Waldron College Faculty and Staff)
2.B. Create public and private partnerships in which faculty and students will engage in health sciences, healthcare and human services throughout the Roanoke and New River valleys and across the region.	No current centralized tracking and reporting	Minimum of 2 public and private partnerships per year with a cumulative minimum of 10	Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provosts, Dean of the Waldron College of Health and Human Services and Waldron College Faculty and Staff)
2.C. Implement cooperative agreements with entities, such as other higher education institutions and healthcare agencies throughout the Roanoke and New River valleys and across the region, to offer a wider range of bachelor's, master's and doctoral degree programs relating to health sciences, healthcare and human services.	No central tracking and reporting	Minimum of 2 cooperative agreements per year with a cumulative minimum of 10	Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provosts, Dean of the Waldron College of Health and Human Services and Waldron College Faculty and Staff)
2.D. Provide opportunities through which students in health sciences, healthcare and human services programs will consistently engage in high-impact practices and interprofessional experiential opportunities.	No current centralized tracking and reporting	Minimum of 3 experiences per student	Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provosts, Dean of the Waldron College of Health and Human Services and Waldron College Faculty and Staff)

GOAL 3

Radford University will garner recognition for signature academic programs that provide expertise for enhancing information safety and security for Virginians and the global community.

Key Performance Indicator	Baseline	Target	Timeline	Responsible Party
3.A. Promote an awareness and working knowledge of cybersecurity through engagement by and student participation with faculty in original and innovative research, including scholarship that addresses cyber safety in the workforce; high-quality mentorship by faculty; experiential learning opportunities that are diverse and inclusive; and support of faculty and student scholarship via collaborative opportunities both on campus and in the community.	New initiative	Established and fully coordinated effort	Fall 2018 development and implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provosts, Dean of the Artis College of Science and Technology and Artis College Faculty and Staff)
3.B. Create public and private partnerships in which faculty and students will engage in information and physical security arenas across the region.	No current centralized tracking and reporting	Minimum of 2 public and private partnerships per year with a cumulative minimum of 10	Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provosts, Dean of the Artis College of Science and Technology and Artis College Faculty and Staff)
3.C. Implement cooperative agreements with community colleges and public schools to offer pathways for students to pursue information safety and security certificate and degree programs.	No current centralized tracking and reporting	Minimum of 2 cooperative agreements per year with a cumulative minimum of 10	Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provosts, Dean of the Artis College of Science and Technology and Artis College Faculty and Staff)
3.D. Provide opportunities through which students in information safety and security programs will be consistently engaged in high-impact practices and co-curricular experiential opportunities.	No current centralized tracking and reporting	Minimum of 3 experiences per student	Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provosts, Dean of the Artis College of Science and Technology and Artis College Faculty and Staff)

GOAL 4

Radford University will increase faculty and student-faculty collaborative research, scholarship and creative activities that are externally validated through peer review and supported by grants.

Key Performance Indicator	Baseline	Target	Timeline	Responsible Party
4.A. Define a new or existing position for advancing all research, scholarship and creative activities on campus; the position will serve on the Academic Affairs Leadership Team with the responsibility for advancing research on campus.	New initiative	New or existing position with expanded research, scholarship and creative activities on campus	Spring 2018 development and Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provost and College Deans)
4.B. Create public and private partnerships through which faculty and students will engage in research, scholarship and creative activities.	New initiative	Minimum of 5 public and private partnerships per year with a cumulative minimum of 20	Spring 2018 development and Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provosts, College Deans, Department Chairs and Faculty)
4.C. Create systematic rewards and incentives, such as recognition of independent studies and research credit hours in teaching assignments, for faculty to mentor students, produce scholarship and seek funding.	New initiative	Established and fully functional systematic rewards and incentives for faculty	Spring 2018 development and Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provosts, College Deans, Department Chairs and Faculty)
4.D. Increase scholarly participation and productivity by creating a robust summer research, scholarship and creative activities program.	New initiative	Established and fully functional robust summer research, scholarship and creative activities program	Spring 2018 development and Summer 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provosts, College Deans, Department Chairs and Faculty)
4.E. Provide incentives and support for embedding research, scholarship and creative activities in required classes within majors and for all students, particularly those from underrepresented groups.	New initiative	Established and fully functional incentives and support system for students	Spring 2018 development and Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provosts, College Deans, Department Chairs and Faculty); Vice President for Student Affairs
4.F. Create systematic faculty development, such as learning communities, for mentoring research students, grant writing and publishing.	New initiative	Established and fully functional expanded faculty development program	Spring 2018 development and Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provosts, College Deans, Department Chairs and Faculty)

GOAL 1

Radford University will cultivate a fierce pride among internal constituents (i.e., current students, faculty and staff) through a shared understanding and experience of the Highlander identity and values (Responsive, Resilient, Real).

Key Performance Indicator	Baseline	Target	Timeline	Responsible Party
1.A. Establish the Center for Highlander Engagement.	New initiative	Established and fully operational center	Fall 2018 development and implementation with annual progress through 2023	Vice President for University Relations
1.B. Establish a Highlander Advisory Board.	New initiative	Established and fully functioning board	Spring 2019 development and implementation with annual progress through 2023	Vice President for University Relations (Director of the Center for Highlander Engagement)
1.C. Provide training and guidance to current faculty and staff.	New initiative	90% of faculty and staff successfully complete the training during employment	Fall 2018/Spring 2019 development and Fall 2019 implementation with annual progress through 2023	Vice President for University Relations (Director of the Center for Highlander Engagement)
1.D. Provide training and guidance to current students.	New initiative	90% of new Radford University undergraduate students successfully complete the module before graduation	Fall 2018/Spring 2019 development and Fall 2019 implementation with annual progress through 2023	Vice President for University Relations (Director of the Center for Highlander Engagement) and Vice President for Enrollment Management (Director of New Student Programs)
1.E. Increase visibility of the Highlander brand identity and values around campus.	• Approximately $1 million (five-year average) merchandise sales • Approximately $70,000 (five-year average) in royalties collected • 123 licensees	• At least 10% annual growth and $1.5 million annually by 2023 • At least 10% annual growth with $100,000 by 2023 • At least 10% annual growth and 200 by 2023	Fall 2018 development and implementation with annual progress through 2023	Vice President for University Relations (Director of Center for Highlander Engagement)

GOAL 2

Radford University will integrate the Highlander brand identity and values (Responsive, Resilient, Real) into communications with external constituents (e.g., alumni, employers, prospective students and family members).

Key Performance Indicator	Baseline	Target	Timeline	Responsible Party
2.A. Identify expanded opportunities for brand communication.	New initiative	Improve and expand externally focused activities with 10% annual growth and 50% comprehensive growth	Spring 2018 development and Fall 2018 implementation with annual expansion through 2023	Vice President for University Relations (Director of Center for Highlander Engagement); Vice President for Enrollment Management; Vice President for University Advancement

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS

GOAL 1

Radford University will contribute to overall economic growth and increased employment opportunities in the region through both indirect and direct economic development activities in health, education, arts and culture, natural resources and infrastructure sectors.

Key Performance Indicator	Baseline	Target	Timeline	Responsible Party
1.A. Consolidate, build and promote a comprehensive economic development, outreach and continuing education office, ACCESS Radford.	New initiative	Established and fully operational center that is self-supporting by 2023	Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs and Vice President for University Relations (Director of ACCESS Radford)
1.B. Establish an Appalachian Community Outreach Institute (centered in Abingdon) to improve the health, vitality and economic sustainability of Southwest Virginia communities, while connecting Radford University with these communities.	New initiative	Established and fully operational center that is self-supporting by 2023	Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Director of the Appalachian Community Outreach Institute)

GOAL 2

Radford University will facilitate and support the City of Radford and the New River Valley as focal points for business, social, tourism and cultural activities.

Key Performance Indicator	Baseline	Target	Timeline	Responsible Party
2.A. Establish and operate a business incubator, Student Venture Lab, to promote new start-ups.	New initiative	Established and fully operational incubator with five new businesses created per year and 15 businesses created between 2020 and 2023	Fall 2020 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs and Dean of the College of Business and Economics (Director of the Student Venture Lab or Director of the Center for Innovation and Analytics)
2.B. Develop a Tourism and Special Events Resource Lab to engage students and faculty in collaborative community projects to promote tourism in Radford and the New River Valley.	New initiative	Established and fully operational lab with annual increase in students taking active roles with local and regional tourism projects per year and increased submissions of grant applications	Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs and Dean of the College of Education and Human Development (Department of Recreation, Parks and Tourism); local and regional tourism directors

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT

GOAL 1

Radford University will broaden engagement for all constituents.

Performance Indicator	Baseline	Target	Timeline	Responsible Party
1.A. Increase staffing to strengthen and/or grow regional chapters, signature events, collaborative partnerships and personal outreach; create new volunteer program opportunities; and enhance data collection from across all campus partners.	• 23 staff • 8 regional chapters • 5 signature events • 15 collaborative partnerships • 800 volunteers	• 29 staff • 10 regional chapters • 7 signature events • 30 collaborative partnerships • 1,000 volunteers	Spring 2018 implementation with annual progress through 2023	Vice President for University Advancement (University Advancement Staff)
1.B. Develop parent and family outreach strategies to forge meaningful connections with the university community, while providing opportunities to enhance the overall student experience.	New initiative	Fully functioning parent and family programming	Spring 2018 development and Fall 2018 implementation with annual progress through 2023	Vice President for University Advancement; Vice President for Enrollment Management; Vice President for Student Affairs
1.C. Educate, engage and excite students about the importance and impact of supporting the university, while developing a culture of philanthropy.	3 events/programs (Annual TAG Day, Senior Cord Campaign and Spring Fever)	Fully functioning student outreach and awareness plan and programming that approaches students upon entry and throughout their studies	Spring 2018 development and Fall 2018 implementation with annual progress through 2023	Vice President for University Advancement; Vice President for Student Affairs
1.D. Increase awareness about the value and impact of alumni and donor engagement with faculty, staff, retirees and community to leverage expertise, provide a welcoming campus environment and showcase opportunities for support.	New initiative	Fully functioning faculty, staff, retirees and community outreach and awareness plan	Spring 2018 development and Fall 2018 implementation with annual progress through 2023	Vice President for University Advancement (University Advancement Staff)

GOAL 2

Radford University will increase giving and engagement.

Performance Indicator	Baseline	Target	Timeline	Responsible Party
2.A. Increase staffing in the advancement office in order to improve capacity to engage and raise funds.	23 staff	29 staff	Spring 2018 implementation with annual progress through 2023	Vice President for University Advancement
2.B. Increase participation in alumni giving through leadership giving, student philanthropy, young alumni giving and affinity-based giving.	4% alumni giving rate	7% alumni giving rate	Fall 2018 implementation with annual progress through 2023	Vice President for University Advancement (University Advancement Staff)
2.C. Secure at least $15 million annually by 2023 through annual fund, major gifts, planned gifts and corporate/ foundation gifts.	FY 2017: $10,792,480 FY 2016: $8,006,999 FY 2015: $4,118,339 FY 2014: $3,837,397	At least $15 million annually	Spring 2018 implementation with annual progress through 2023	Vice President for University Advancement (University Advancement Staff)

GOAL 3

Radford University will inform constituents about giving opportunities and highlight success and impact.

Performance Indicator	Baseline	Target	Timeline	Responsible Party
3.A. Develop and execute an education plan to inform constituents on the variety of ways to give and how giving and participation impact rankings, showcase needs and highlight success stories.	New initiative	Fully functional education plan	Spring 2018 development and Fall 2018 implementation with annual program through 2023	Vice President for University Advancement (University Advancement Staff)
3.B. Plan and implement stewardship programs.	3 events/programs (Partners in Excellence, Radford Society and Honor Roll of Donors)	Fully functional stewardship programs recognizing supporters, donors and friends	Spring 2018 development and Fall 2018 implementation with annual program through 2023	Vice President for University Advancement (University Advancement Staff)
3.C. Develop relevant materials and events.	New initiative	Fully developed and widely distributed materials and well-attended and highly successful events	Spring 2018 development and Fall 2018 implementation with annual program through 2023	Vice President for University Advancement (University Advancement Staff)

STRATEGIC ENROLLMENT GROWTH

GOAL 1

Radford University will support enrollment growth through the development and utilization of actionable data and predictive analytics.

Key Performance Indicator	Baseline	Target	Timeline	Responsible Party
1.A. Create a cross-functional Enrollment Data Council.	New initiative	Established and fully functioning council	Spring 2018 development and Fall 2018 implementation with annual progress through 2023	Vice President for Enrollment Management and Vice President for Information Technology

GOAL 2

Radford University will grow in-state freshman student headcount enrollment by three percent annually through the 2023-2024 academic year.

Key Performance Indicator	Baseline	Target	Timeline	Responsible Party
2.A. and 2.B. Grow in-state freshman headcount.	1,692	2,027	Fall 2018 implementation with annual progress through 2023	Vice President for Enrollment Management

GOAL 3

Radford University will grow out-of-state freshman student headcount enrollment by three percent annually through the 2023-2024 academic year.

Key Performance Indicator	Baseline	Target	Timeline	Responsible Party
3.A. and 3.B. Grow out-of-state freshman headcount.	156	180	Fall 2018 implementation with annual progress through 2023	Vice President for Enrollment Management

GOAL 4

Radford University will grow new transfer student headcount enrollment by three percent annually through the 2023-2024 academic year.

Key Performance Indicator	Baseline	Target	Timeline	Responsible Party
4.A. and 4.B. Grow new transfer student headcount.	662	790	Fall 2018 implementation with annual progress through 2023	Vice President for Enrollment Management

GOAL 5

Radford University will grow veteran and active military student headcount enrollment by 10 percent annually through the 2023-2024 academic year.

Key Performance Indicator	Baseline	Target	Timeline	Responsible Party
5.A. and 5.B. Grow veteran and active military student enrollment.	69	122	Fall 2018 implementation with annual progress through 2023	Vice President for Enrollment Management

GOAL 6

Radford University will grow international student headcount enrollment by 50 students annually through the 2023-2024 academic year.

Key Performance Indicator	Baseline	Target	Timeline	Responsible Party
6.A., 6.B. and 6.C. Grow international student headcount.	• 221 international students • New initiative • New initiative • New initiative	• 521 international students by 2023 • Eight dual degree programs by 2018 and 12 by 2023 • Increase students recruited through agents to 200 annually • 30 students enrolled in the English language and culture program by 2018 and 50 by 2023	Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provost for Academic Programs and Director of International Education)

GOAL 7

Radford University will grow graduate student headcount enrollment by three percent annually through the 2023-2024 academic year.

Key Performance Indicator	Baseline	Target	Timeline	Responsible Party
7.A., 7.B., 7.C., 7.D. and 7.E. Grow graduate student headcount.	1,000	1,200	Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Dean of the College of Graduate Studies and Research, Department Chairs and Graduate Program Coordinators)

STRATEGIC ENROLLMENT GROWTH

GOAL 8

Radford University will increase academic success of the undergraduate student population.

Key Performance Indicator	Baseline	Target	Implementation Date	Responsible Party
8.A. Align student recruitment, academic outreach and retention activities to enhance access, inclusiveness and student success.	• 3,279 first-generation students • 2,565 minority students • 75.7% retention rate • 55.2% graduation rate	• 3,915 first-generation students • 3,063 minority students • 85% retention rate • 62% graduation rate	Fall 2018 implementation with annual progress through 2023	Vice President for Enrollment Management; Vice President for Student Affairs; Provost and Vice President for Academic Affairs (Assistant Provosts, College Deans, Department Chairs and Faculty)

ENROLLMENT PROJECTIONS

Year	New Freshman	International (NEW)*	Transfer	Continuing Undergraduate	Total Undergraduate	Graduate	CBE**	Total Enrollment	Increase
Fall 2017	1,848	New initiative	662	5,908	8,418	1,000	5	9,418	New initiative
Fall 2018	1,903	50	682	5,979	8,614	1,031	120	9,765	3.6%
Fall 2019	1,961	100	702	6,057	8,820	1,062	240	10,122	3.7%
Fall 2020	2,020	150	723	6,221	9,114	1,095	480	10,689	5.6%
Fall 2021	2,081	200	745	6,426	9,452	1,130	960	11,542	8.2%
Fall 2022	2,143	250	767	6,644	9,804	1,165	1,500	12,469	8.2%
Fall 2023	2,207	300	790	6,877	10,174	1,200	2,000	13,374	7.4%

*Returning/continuing international students are included in the "Continuing Undergraduate" or "Graduate" categories.

Competency-based education (CBE) students are enrolled in the Innovative Mobile Personalized Accelerated Competency Training (IMPACT) Program, which launched in October 2017. As of the Fall 2017 census date, five students were enrolled; however, IMPACT is a year-round program that does not follow the traditional academic calendar or semester schedule. **NOTE: The CBE initiative was included in Academic Excellence and Research and Economic Development and Community Partnership sections.

RETENTION AND GRADUATION RATE PROJECTIONS

Year	Retention Rate	Graduation Rate
2016-2017	75.7%	55.2%
2017-2018	77%	59.3%
2018-2019	78.6%	59.8%
2019-2020	80.2%	60.3%
2020-2021	81.8%	60.8%
2021-2022	83.4%	61.3%
2022-2023	85%	62%

Source: Student Success and Retention Plan, 2017

GOAL 1

Radford University will assist students in becoming more independent, self-confident and effective learners who disseminate knowledge, innovate and solve problems creatively.

Performance Indicator	Baseline	Target	Timeline	Responsible Party
1.A. Increase the number of students engaged with research, scholarship and creative activities (URSCA) within and beyond the classroom.	• No centralized tracking and reporting • 16 Summer Undergraduate Research Fellowship (SURF) awards • New initiative • New initiative • New initiative	• One URSCA experience per student • 32 Summer Undergraduate Research Fellowship (SURF) awards • Implementation and increased number of awards for Research Rookies Program (15 initial awards in Fall 2018 and 30 awards in Fall 2023) • Quarterly research workshops for students and/or faculty • 5% of graduating seniors with "Research Scholar" distinction	Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provost for Academic Programs, College Deans, Director of Office of Undergraduate Research and Scholarships and Faculty)
1.B. Provide enhanced resources for student academic and emotional support, thereby recognizing the interdependence and importance of academic and emotional support services.	New initiative	Completed needs analysis and implemented findings with 85% student satisfaction on surveys	Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provosts, College Deans, Department Chairs and Faculty); Vice President for Student Affairs
1.C. Examine the courses with high DFW (grade of D, failed or withdrawn) rates to determine the best strategy for improving course outcomes, achieving success and providing access to appropriate academic support.	New initiative	Completed analysis with new protocols identified and 2% decrease in the DFW rate in targeted courses	Spring 2018 and Fall 2018 development and Spring 2019 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs; Vice President for Student Affairs

Performance Indicator	Baseline	Target	Timeline	Responsible Party
1.D. Engage with nationally recognized experts in diversity, access and equity literacy to create a diversity policy and a training center for faculty development.	New initiative	• Fully operational diversity policy • Fully functioning training center for faculty development	Spring 2018 and Fall 2018 development and Spring 2019 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provosts, College Deans, Department Chairs and Faculty)
1.E. Institute an expectation of continuing pedagogy education for all teaching faculty.	New initiative	Quarterly workshops each year and an optional peer teaching evaluation program	Spring 2018 and Fall 2018 development and Spring 2019 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provosts, College Deans, Department Chairs and Faculty)

GOAL 2

Radford University will increase student engagement in both the social and academic arenas to enrich the Radford experience and increase student retention and success.

Performance Indicator	Baseline	Target	Timeline	Responsible Party
2.A. Promote cultural programming (arts, international, diversity, etc.) that encourages students, faculty and staff to actively engage with and understand different cultural viewpoints.	No current centralized tracking and reporting	Define cultural programming and establish benchmarks with 2% annual increase of students engaged and 10% cumulative increase of students engaged	Fall 2018 implementation with annual progress through 2023	Vice President for Student Affairs; Provost and Vice President for Academic Affairs (Dean of the College of Visual and Performing Arts and Director of International Education)
2.B. In order to facilitate communication about campus events, all relevant social media sites will be updated with information about campus events and programming.	Nine established social media platforms maintained by the university with numerous accounts with daily posting	Define posting structure for student events and establish benchmarks with 10% annual increase and 50% cumulative increase of: **Facebook:** Events posted and check-ins from friends and followers **Twitter:** Events posted and likes and retweets from followers **Other Social Media:** Increase of overall activity	Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs; Vice President for Student Affairs; Vice President for University Relations (Manager of Web Communications and Strategy); Event and Program Coordinators
2.C. Recognizing that faculty plays an important role in student engagement with campus life, faculty will be strongly encouraged to integrate campus events as part of their course curriculum expectations.	No current centralized tracking and reporting	Define campus events/course curriculum expectations and establish benchmarks with 2% annual increase of students engaged and 10% cumulative increase of students engaged	Spring 2018 development and Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provosts, College Deans Department Chairs and Faculty); Vice President for Student Affairs
2.D. Encourage communication and regular dialogue among residential life, academic affairs and student affairs to enhance student retention.	New initiative	Quarterly meetings each year	Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Assistant Provosts and College Deans); Vice President for Student Affairs (Director of Housing and Residential Life and Staff)

GOAL 3

Radford University will intentionally lead students from their transition into Radford University through graduation toward their unique path in life.

Performance Indicator	Baseline	Target	Timeline	Responsible Party
3.A. Create a consistent university-wide academic advising protocol and assessment plan for faculty and professional advisers with oversight from an assistant provost in collaboration with the Academic Affairs Leadership Team.	New initiative	Fully functioning academic advising protocol and assessment plan	Spring 2018 development and Fall 2018 implementation with annual progress through 2023	Academic Advising Committee
3.B. Support the Center for Career and Talent Development, an innovative physical space that will help create our brand identity and an outreach plan that inspires collaboration among career coaches, faculty, employers and alumni to empower student career and talent development and life skills.	New initiative	Fully operational center	Fall 2017 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Executive Director for Career Services)
3.C. Develop the "Discover, Experience and Thrive" customized career development plan.	• New initiative • 75% of students have a job, post-graduate education, military service or volunteer service within six months of graduation • 69% of graduates employed in a position related to their career goal • 74% of graduates participate in experiential learning/internships	• Fully functioning customized career development plan • 80% of students have a job, post-graduate education, military service or volunteer service within six months of graduation • 75% of graduates employed in a position related to their career goal • 85% of graduates participate in experiential learning/ internships	• Spring 2018 development and Fall 2018 implementation with annual progress through 2023 • Fall 2018 implementation with annual progress through 2023 • Fall 2018 implementation with annual progress through 2023 • Fall 2018 implementation and ongoing through 2023	Provost and Vice President for Academic Affairs (Executive Director of Career Services)
3.D. Actively cultivate employer relationships across multiple industries.	• 473 employers actively recruiting • 2,869 jobs posted	• 568 employers actively recruiting • 3,443 jobs posted	Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Executive Director of Career Services)
3.E. Expand current workshops offered by the Center for Career and Talent Development to include financial literacy.	New initiative	Fully functioning and widely offered workshops on financial literacy	Spring 2018 development and Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Executive Director of Career Services) and Vice President for Enrollment Management (Director of Financial Aid)

BUDGET

In the transition from strategic planning to strategic implementation, the Budget Subgroup's work is a critical tool. The various subgroups charged with envisioning Radford University's next five years developed numerous activities, initiatives and programs without cost restrictions and completed budget templates for each goal and strategy.

Members of the Budget Subgroup reviewed the submitted templates for:

Completeness — *Have the subgroups provided the information necessary to accomplish the identified goals and strategies?*

Soundness — *Are the estimates realistic and within reason?*

Revenue Generation — *Are the options feasible?*

Based on template reviews, the Budget Subgroup met with all subgroup co-chairs, not to evaluate the goals and strategies or identify sources of funding, but to clarify the above referenced questions. After calculating preliminary cost estimates for each section of the strategic plan, the Budget Subgroup presented the findings and results to President Brian O. Hemphill, Ph.D. and Strategic Planning Task Force Co-Chairs Jack E. Call, J.D., Ph.D. and Kenna M. Colley, Ed.D.

Although the Budget Subgroup did not refine the proposed cost models, such work will be necessary prior to formal implementation, which is contingent upon various revenue sources and available funding. As each area of the university completes the budget process for the ensuing 2018-2019 fiscal year and beyond, the Budget Subgroup's report will guide budgeting efforts and funding decisions with special consideration for external funding opportunities in addition to traditional funding models. Moving forward, the strategic plan will be integral to budget planning and decision-making.

ACKNOWLEDGMENTS

Radford University expresses its deep appreciation and sincere gratitude to the many individuals who actively engaged in the year-long strategic planning process. Through participation in forums and surveys, countless individuals on campus and in the community provided feedback regarding the future of Radford University. Through the Task Force and various subgroups, the following individuals participated in countless meetings and thoughtful discussions in actively shaping the future of Radford University. Additionally, the writing team provided a single voice with a unified message to the hard work and unwavering dedication of the Radford family.

Strategic Planning Task Force

Co-Chairs

Jack Call
Kenna Colley

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Stephanie Ballein
Vicki Bierman
Sandra Bond
Irvin Clark/Susan Trageser
Holly Cline
Ken Cox
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Jeff Price
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Aaron Sarmiento
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Skip Watts
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Dennis Grady

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Erin Webster-Garrett

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Robyn Toran
Tammy Wallace

Academic Excellence and Research Subgroup

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Members

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Corey Cassidy
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Tom Cruise
Lori Elis
Angela Joyner
Anthony Kaseoru
Ebenezer Kolajo
Eileen Lagos
Jeanne Mekolichick
Karen Montgomery
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Brand Identity Subgroup

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Philanthropic Giving and Alumni Engagement Subgroup

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Faculty Representative

Jessica Wollmann '19
Student Representative

Approved December 8, 2017

RADFORD UNIVERSITY
The Reason is Radford

Attachment N

Student Representative Report
Board of Visitors

RADFORD
UNIVERSITY

Environmental Awareness

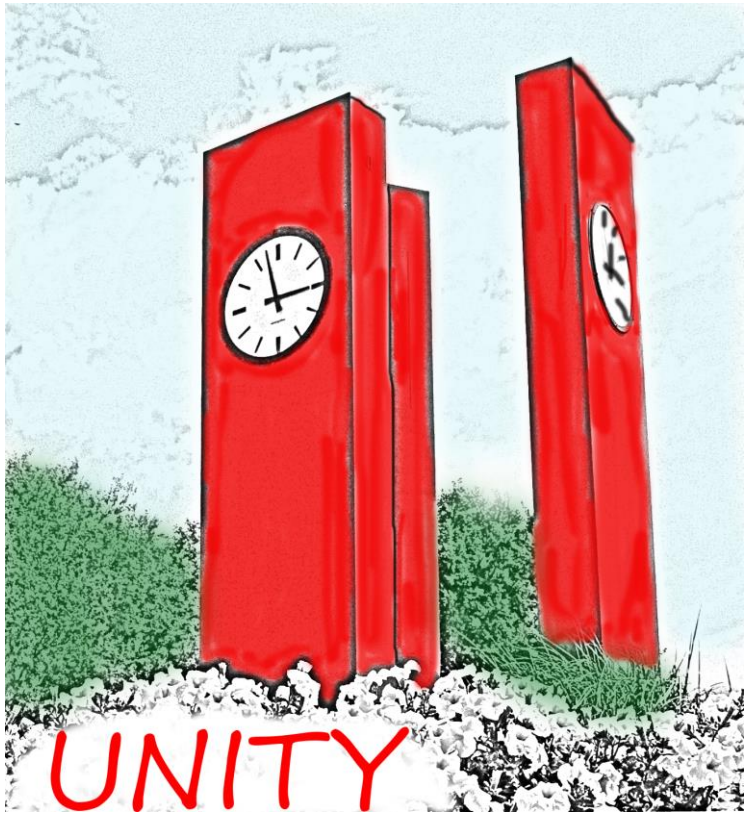
- K-Cup Recycling Drive during Sustainability Week
- Signs and stickers to be placed Residence Halls
- Radford University was recognized in Princeton Review Guide to 375 Green Colleges.

Building Highlander Spirit

- **#TheReasonisRadford Fridays on Instagram**
  - Will begin in Spring Semester
- **Radford University Photo Collage**

2nd Unity Fest

- Planning Committee established
- Date and location set
- Student Finance Committee Proposal submitted



Student Activities

- **SGA Tailgate at Men's Soccer Game (September 20th)**
- **Fear 2 Freedom (September 27th)**
  - Over 500 students packaged 460 After Care Kits
- **Homecoming/Family Weekend (October 6-8th)**
- **Radford Gives Back Food Drive (October 24-25th)**
  - Campus community collected over 15,000 food items for Bobcat Backpack Program.

Questions?

RADFORD
UNIVERSITY

Attachment O

Radford University

FREEDOM OF INFORMATION ACT

"THE PUBLIC'S BUSINESS DONE IN PUBLIC"

MR. ALLEN WILSON
SENIOR ASSISTANT ATTORNEY GENERAL
COMMONWEALTH OF VIRGINIA

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 Radford, 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

Requesting A Record

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 if:

- A quorum is physically assembled in one central location.
- All remote locations are open to the public.
- A speaker phone is available at each remote location so the public can hear and participate fully.
- The meeting notice includes the address of the remote location and contact information for the central location.

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-Procedures

- 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

- The Virginia Public Records Act – Va. Code § 42.1-76, *et seq*.

- Government Data Collection and Dissemination Practices Act – Va. Code § 2.2-3800, *et seq*.

Questions?

Thank you.

Attachment P

Performance Plan Update

Proposed Resolution
for Executive Committee and Board of Visitors Consideration

Now Therefore Be it Resolved, the Board of Visitors hereby approves payment for President Brian O. Hemphill's Performance Plan, 2017-2018, as discussed in closed session on December 8, 2017, and that said performance plan pursuant to Section E of the Employment Agreement of Brian O. Hemphill, Ph.D. dated December 15, 2015, and amended November 11, 2016 and May 5, 2017, is considered a personnel record.

Attachment Q

RADFORD UNIVERSITY BOARD OF VISITORS
Executive Committee
December 8, 2017

Action Item
Delegation of Authority to the President

Item:
Adoption of a resolution delegating authority for base compensation and state decreed increases of the Provost and Vice Presidents to the President, effective December 8, 2017.

Background:
At the December 4, 2006 meeting of the Radford University Board of Visitors, the President was delegated the authority to implement any state decreed increases for all university employees of a rank below that of Vice President or Provost, but not the Provost or Vice Presidents. The requested resolution is to delegate approval authority to the President.

Action:
Radford University Board of Visitors adoption of a resolution delegating approval authority of state authorized base salary increases.

Radford University Board of Visitors
RESOLUTION
Delegation of Authority
December 8, 2017

WHEREAS, base salary and compensation changes for the President, Provost and Vice Presidents of Radford University requires the approval, by resolution, of the Board of Visitors; and

WHEREAS, at the December 4, 2006 meeting of the Radford University Board of Visitors, the President was delegated the authority to implement any state decreed increases for all university employees of a rank below that of Vice President or Provost, but not the Provost or Vice Presidents; and

WHEREAS, at the September 15, 2017 Board of Visitors Executive Committee meeting, the Committee requested a recommendation to streamline the approval process for salary increases; and

NOW THEREFORE BE IT RESOLVED, effective December 8, 2017, that the Board of Visitors of Radford University hereby delegates to the President approval authority for salary increases for the Provost and Vice Presidents.

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End of Materials