

# 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.

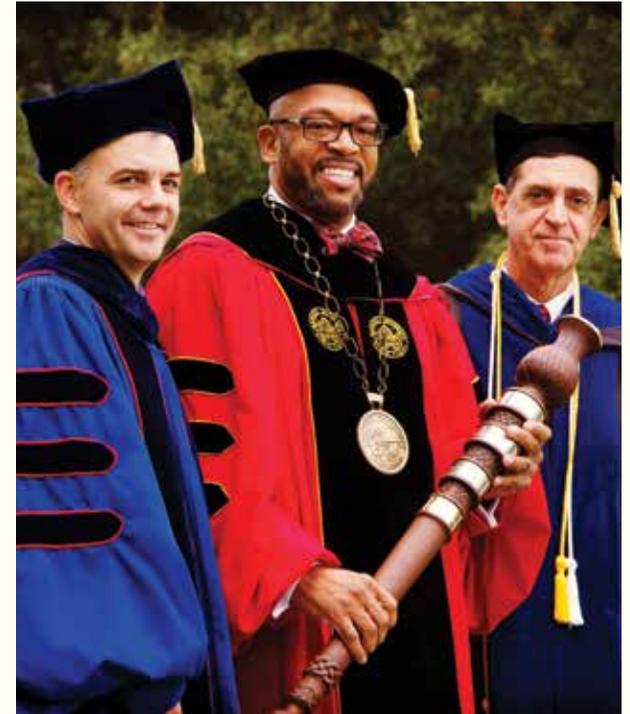
Dedicated individuals from the campus community and beyond identified the focal areas within the plan as they worked diligently for more than a year to reflect on the past and prepare for the future. When this important work began, I asked individuals to be creative, innovative and responsive to future 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,

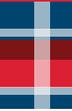


Brian O. Hemphill, Ph.D.  
President



“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*



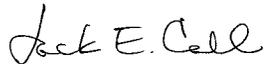
## FOREWORD FROM THE TASK FORCE CO-CHAIRS

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, J.D., Ph.D.  
Professor of Criminal Justice and Criminal Justice Internship Coordinator



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.



1913

The first students enter the State Normal and Industrial School for Women at Radford and enroll in a two-year degree program.

## *A Tradition of Change*

### **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

1932

The John Preston McConnell Library opens.



1921

The first bachelor's degrees are awarded.

# 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.

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

2008

Radford University offers its first doctoral program, the Doctor of Psychology.



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.

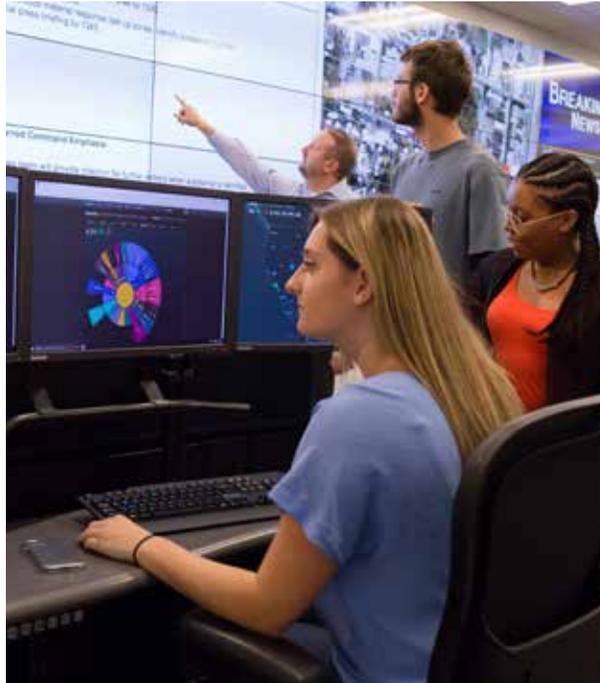
*A Tradition of Change*

## 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



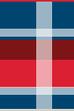
### TECHNOLOGY INNOVATION

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

### 10 OVERARCHING THEMES



#### CAMPUS ENVIRONMENT

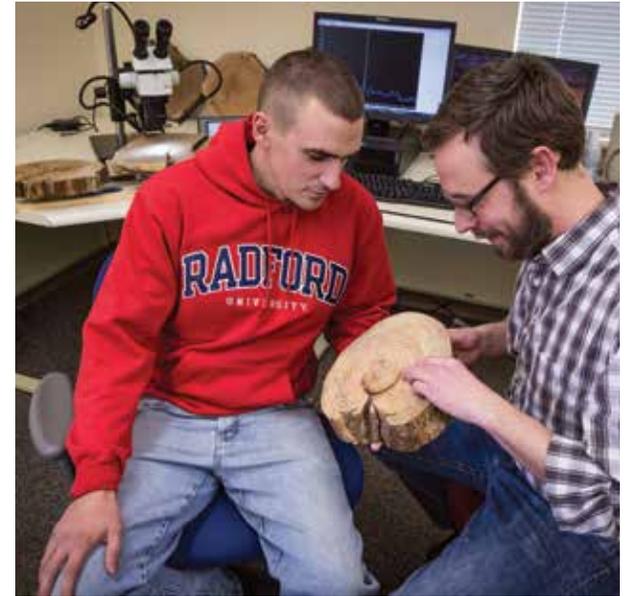
Radford University's campus is one of the most beautiful in the Commonwealth of Virginia. The campus has always been an enjoyable place to live, work, study and visit, and the university continues to improve in many areas, including those related to space utilization and energy efficiency. Even so, the 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*



## 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.

“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



# 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

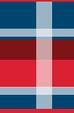


years in an effort to bring about a higher impact on student engagement and learning. Although individual high-impact and high-performing programs at university, college and department levels are not specifically highlighted in the strategic plan, they provide the foundation upon which many of the proposals 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.



## 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. Rarticulate 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

- Establish the Center for Highlander Engagement.
- Establish a Highlander Advisory Board.
- 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.
- 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.
- 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

- Identify expanded opportunities for brand communication.



## 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

- 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.
- Develop parent and family outreach strategies to forge meaningful connections with the university community, while providing opportunities to enhance the overall student experience.
- Educate, engage and excite students about the importance and impact of supporting the university, while developing a culture of philanthropy.
- 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

- Increase staffing in the advancement office in order to improve capacity to engage and raise funds.
- Increase participation in alumni giving through leadership giving, student philanthropy, young alumni giving and affinity-based giving.
- Secure at least \$15 million annually by 2023 through annual fund, major gifts, planned gifts and corporate/foundation gifts.

#### Fiscal Year Total Giving



### GOAL 3

Radford University will inform constituents about giving opportunities and highlight success and impact.

#### Strategies

- 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.
- Plan and implement stewardship programs.
- 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.



**RADFORD UNIVERSITY** SEARCH QUICK LINKS

ABOUT ADMISSIONS ACADEMICS ATHLETICS STUDENT LIFE CONTACT / VISIT

**PLANNED GIVING**

**IMPACT OUR FUTURE THROUGH PLANNED GIVING**

- Touch the lives of others while creating a lasting legacy
- First person plural ("we") outside sources of tax benefits
- Help Radford University achieve its goals for current and future generations

**Planned Giving Menu**

- Giving Home
- GMI Options
- Annual Requests
- Calculators
- Beneficiary Language
- The Basics of IRAs
- News
- Admission
- Contact Us
- My Account

**Charitable Gift Annuity**

A charitable gift annuity is a great way you can make a gift to Radford University and benefit. You transfer your cash or property to Radford University and we promise to make three payments to you for life at a rate based on your age.

**Estate Planning Guide**

Are you ready to plan your will or trust? We would like to send you our Free Estate Planning Guide. This guide will provide you with helpful information to provide for your needs, your family's future and tax-free income.

**IRA Charitable Rollover**

Congress recently created a permanent extension of the IRA Charitable Rollover. As a result, you can make an IRA rollover gift in 2015, 2016 and beyond.



## 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.

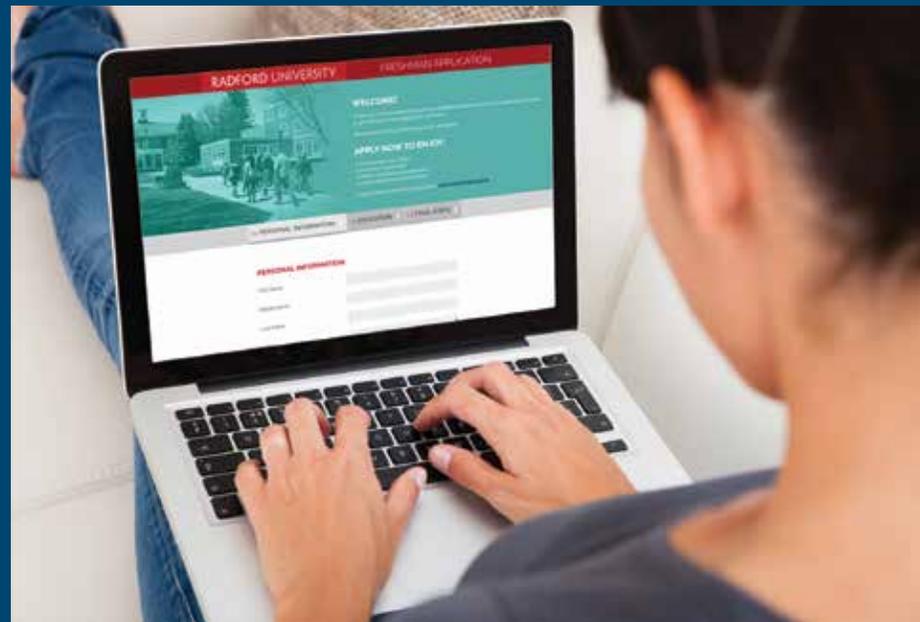


### GOAL 2

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

- Focus out-of-state recruitment efforts in Maryland, Washington, D.C., West Virginia and North Carolina.
- 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

- Enhance recruitment efforts across the Virginia Community College System (VCCS).
- 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

- 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.
- 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

- Establish dual/double degree programs with international universities.
- Launch worldwide, commission-based network of agents.
- 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.





COLLEGE OF BUSINESS AND ECONOMICS



**KEY PERFORMANCE  
INDICATORS**



## ACADEMIC EXCELLENCE AND RESEARCH

## GOAL 1

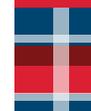
Radford University will be a leading institution of higher education in the Commonwealth of Virginia to produce students with a high level of applied learning capabilities for productive professional and personal lives.

Key Performance Indicator	Baseline	Target	Timeline	Responsible Party
<p><b>1.A.</b> 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.</p>	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)
<p><b>1.B.</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.</p>	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)
<p><b>1.C.</b> 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.</p>	<ul style="list-style-type: none"> <li>• 10% of courses online/hybrid</li> <li>• 2 competency-based and/or accelerated programs</li> <li>• 3,351 intersession students (2,537 summer students; 709 Wintermester students; and 105 Augustmester students)</li> </ul>	<ul style="list-style-type: none"> <li>• 20% of courses online/hybrid</li> <li>• 10 competency-based and/or accelerated programs</li> <li>• 4,356 intersession students (3,298 summer students; 921 Wintermester students; and 137 Augustmester students)</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2018 implementation with annual progress through 2023</li> <li>• Fall 2017 implementation with annual progress through 2023</li> <li>• Fall 2018 implementation with annual progress through 2023</li> </ul>	<ul style="list-style-type: none"> <li>• Provost and Vice President for Academic Affairs (Assistant Provosts, College Deans, Department Chairs and Faculty)</li> <li>• Chief Innovation Officer/Executive Director of Innovation Learning Lab</li> <li>• Provost and Vice President for Academic Affairs (Assistant Provosts, College Deans, Department Chairs and Faculty); Vice President for Enrollment Management (Registrar)</li> </ul>

## 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
<p><b>2.A.</b> 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.</p>	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)
<p><b>2.B.</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.</p>	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)
<p><b>2.C.</b> 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.</p>	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)
<p><b>2.D.</b> Provide opportunities through which students in health sciences, healthcare and human services programs will consistently engage in high-impact practices and interprofessional experiential opportunities.</p>	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**

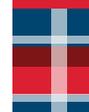
Radford University will garner recognition for signature academic programs that provide expertise for enhancing information safety and security for Virginians and the global community.

Key Performance Indicator	Baseline	Target	Timeline	Responsible Party
<b>3.A.</b> 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)
<b>3.B.</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)
<b>3.C.</b> 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)
<b>3.D.</b> 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
<b>4.A.</b> 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)
<b>4.B.</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)
<b>4.C.</b> 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)
<b>4.D.</b> 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)
<b>4.E.</b> 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
<b>4.F.</b> 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
<b>1.A.</b> 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
<b>1.B.</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)
<b>1.C.</b> 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)
<b>1.D.</b> 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)
<b>1.E.</b> Increase visibility of the Highlander brand identity and values around campus.	<ul style="list-style-type: none"> <li>• Approximately \$1 million (five-year average) merchandise sales</li> <li>• Approximately \$70,000 (five-year average) in royalties collected</li> <li>• 123 licensees</li> </ul>	<ul style="list-style-type: none"> <li>• At least 10% annual growth and \$1.5 million annually by 2023</li> <li>• At least 10% annual growth with \$100,000 by 2023</li> <li>• At least 10% annual growth and 200 by 2023</li> </ul>	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

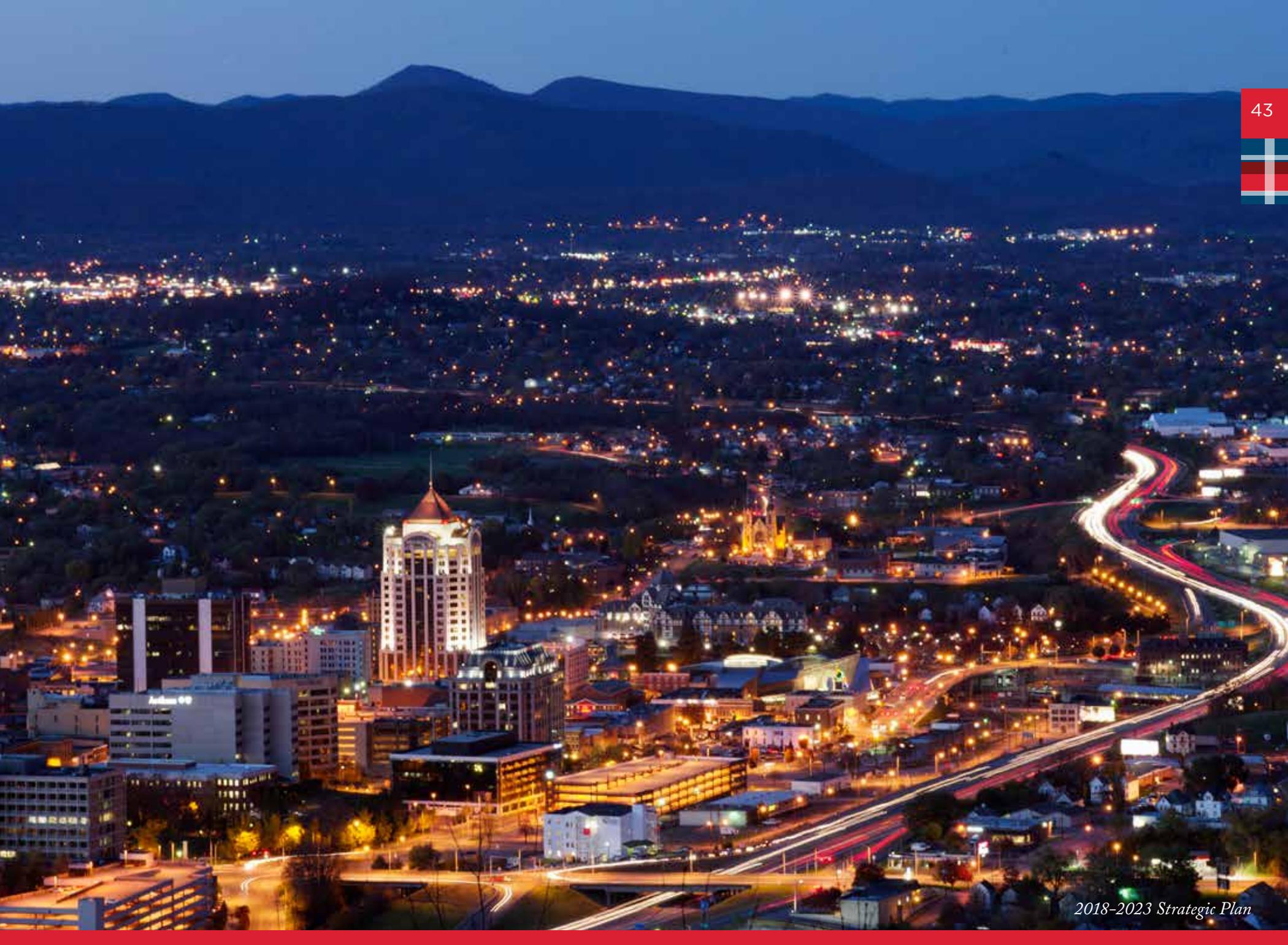
Radford University will contribute to overall economic growth and increased employment opportunities in the region through both indirect and direct economic development activities in health, education, arts and culture, natural resources and infrastructure sectors.

Key Performance Indicator	Baseline	Target	Timeline	Responsible Party
<b>1.A.</b> 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)
<b>1.B.</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
<b>2.A.</b> 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)
<b>2.B.</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
<p><b>1.A.</b> 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.</p>	<ul style="list-style-type: none"> <li>• 23 staff</li> <li>• 8 regional chapters</li> <li>• 5 signature events</li> <li>• 15 collaborative partnerships</li> <li>• 800 volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• 29 staff</li> <li>• 10 regional chapters</li> <li>• 7 signature events</li> <li>• 30 collaborative partnerships</li> <li>• 1,000 volunteers</li> </ul>	Spring 2018 implementation with annual progress through 2023	Vice President for University Advancement (University Advancement Staff)
<p><b>1.B.</b> Develop parent and family outreach strategies to forge meaningful connections with the university community, while providing opportunities to enhance the overall student experience.</p>	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
<p><b>1.C.</b> Educate, engage and excite students about the importance and impact of supporting the university, while developing a culture of philanthropy.</p>	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
<p><b>1.D.</b> 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.</p>	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
<b>2.A.</b> 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
<b>2.B.</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)
<b>2.C.</b> 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
<b>3.A.</b> 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)
<b>3.B.</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)
<b>3.C.</b> 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
<b>1.A.</b> 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
<b>2.A. and 2.B.</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
<b>3.A. and 3.B.</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
<b>4.A. and 4.B.</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
<b>5.A. and 5.B.</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
<b>6.A., 6.B. and 6.C.</b> Grow international student headcount.	<ul style="list-style-type: none"> <li>• 221 international students</li> <li>• New initiative</li> <li>• New initiative</li> <li>• New initiative</li> </ul>	<ul style="list-style-type: none"> <li>• 521 international students by 2023</li> <li>• Eight dual degree programs by 2018 and 12 by 2023</li> <li>• Increase students recruited through agents to 200 annually</li> <li>• 30 students enrolled in the English language and culture program by 2018 and 50 by 2023</li> </ul>	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
<b>7.A., 7.B., 7.C., 7.D. and 7.E.</b> 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
<b>8.A.</b> Align student recruitment, academic outreach and retention activities to enhance access, inclusiveness and student success.	<ul style="list-style-type: none"> <li>• 3,279 first-generation students</li> <li>• 2,565 minority students</li> <li>• 75.7% retention rate</li> <li>• 55.2% graduation rate</li> </ul>	<ul style="list-style-type: none"> <li>• 3,915 first-generation students</li> <li>• 3,063 minority students</li> <li>• 85% retention rate</li> <li>• 62% graduation rate</li> </ul>	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
<b>1.A.</b> Increase the number of students engaged with research, scholarship and creative activities (URSCA) within and beyond the classroom.	<ul style="list-style-type: none"> <li>No centralized tracking and reporting</li> <li>16 Summer Undergraduate Research Fellowship (SURF) awards</li> <li>New initiative</li> <li>New initiative</li> <li>New initiative</li> </ul>	<ul style="list-style-type: none"> <li>One URSCA experience per student</li> <li>32 Summer Undergraduate Research Fellowship (SURF) awards</li> <li>Implementation and increased number of awards for Research Rookies Program (15 initial awards in Fall 2018 and 30 awards in Fall 2023)</li> <li>Quarterly research workshops for students and/or faculty</li> <li>5% of graduating seniors with "Research Scholar" distinction</li> </ul>	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)
<b>1.B.</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
<b>1.C.</b> 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
<b>1.D.</b> 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	<ul style="list-style-type: none"> <li>Fully operational diversity policy</li> <li>Fully functioning training center for faculty development</li> </ul>	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)
<b>1.E.</b> 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

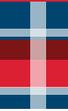
Radford University will increase student engagement in both the social and academic arenas to enrich the Radford experience and increase student retention and success.

Performance Indicator	Baseline	Target	Timeline	Responsible Party
<b>2.A.</b> 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)
<b>2.B.</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:  <b>Facebook:</b> Events posted and check-ins from friends and followers  <b>Twitter:</b> Events posted and likes and retweets from followers  <b>Other Social Media:</b> 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
<b>2.C.</b> 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
<b>2.D.</b> 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
<b>3.A.</b> 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
<b>3.B.</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)
<b>3.C.</b> Develop the “Discover, Experience and Thrive” customized career development plan.	<ul style="list-style-type: none"> <li>• New initiative</li> <li>• 75% of students have a job, post-graduate education, military service or volunteer service within six months of graduation</li> <li>• 69% of graduates employed in a position related to their career goal</li> <li>• 74% of graduates participate in experiential learning/internships</li> </ul>	<ul style="list-style-type: none"> <li>• Fully functioning customized career development plan</li> <li>• 80% of students have a job, post-graduate education, military service or volunteer service within six months of graduation</li> <li>• 75% of graduates employed in a position related to their career goal</li> <li>• 85% of graduates participate in experiential learning/ internships</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 2018 development and Fall 2018 implementation with annual progress through 2023</li> <li>• Fall 2018 implementation with annual progress through 2023</li> <li>• Fall 2018 implementation with annual progress through 2023</li> <li>• Fall 2018 implementation and ongoing through 2023</li> </ul>	Provost and Vice President for Academic Affairs (Executive Director of Career Services)
<b>3.D.</b> Actively cultivate employer relationships across multiple industries.	<ul style="list-style-type: none"> <li>• 473 employers actively recruiting</li> <li>• 2,869 jobs posted</li> </ul>	<ul style="list-style-type: none"> <li>• 568 employers actively recruiting</li> <li>• 3,443 jobs posted</li> </ul>	Fall 2018 implementation with annual progress through 2023	Provost and Vice President for Academic Affairs (Executive Director of Career Services)
<b>3.E.</b> 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)



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.

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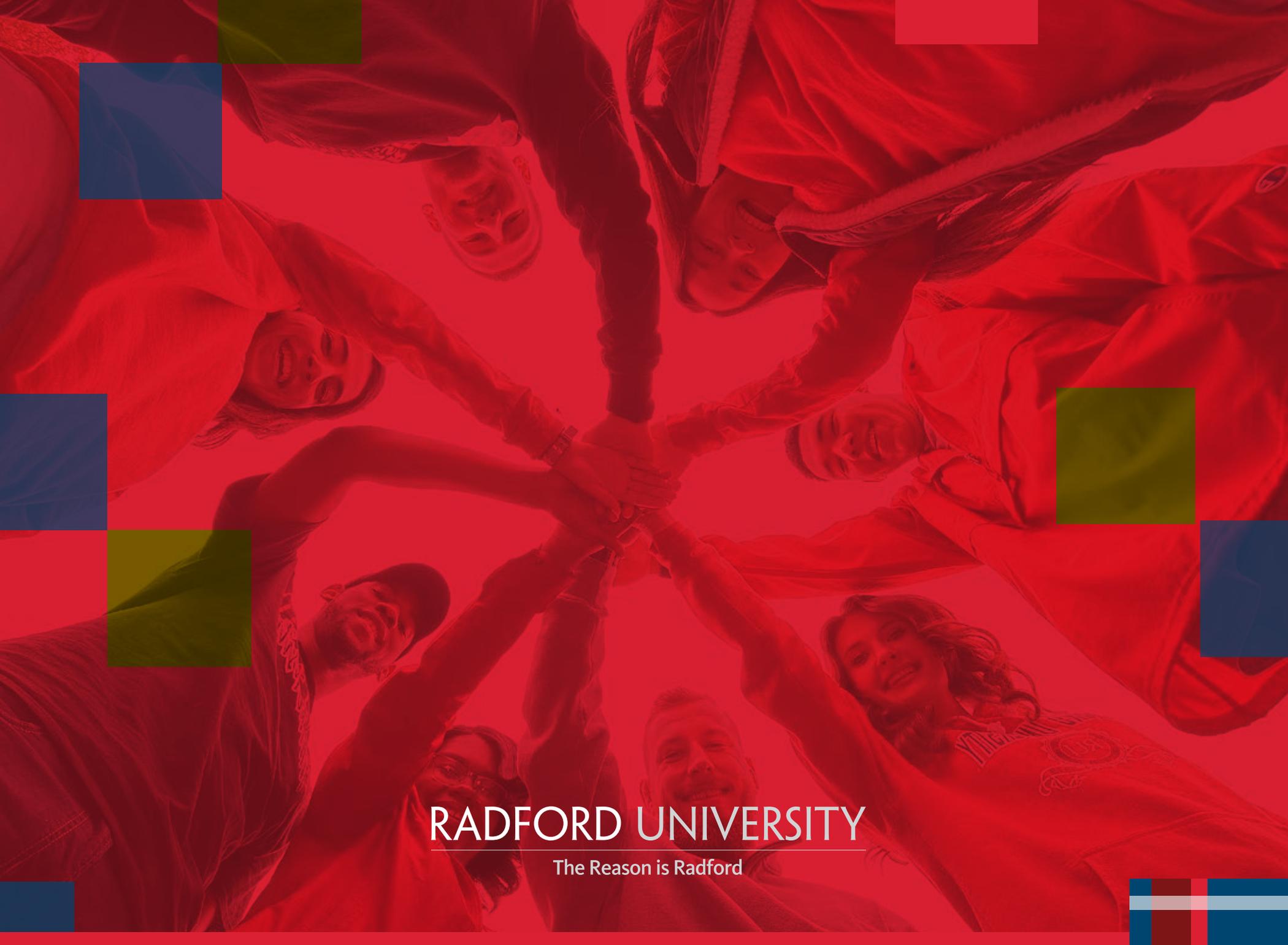
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