

Board of Visitors

Quarterly Meeting
December 3, 2021

RADFORD UNIVERSITY

Board of Visitors

RADFORD UNIVERSITY

Board of Visitors

QUARTERLY MEETING

9 A.M. **

DECEMBER 3, 2021

KYLE HALL, ROOM 340, RADFORD, VA

DRAFT **AGENDA**

- **CALL TO ORDER** Mr. Robert A. Archer, *Rector*
- **APPROVAL OF AGENDA** Mr. Robert A. Archer, *Rector*
- **APPROVAL OF MINUTES** Mr. Robert A. Archer, *Rector*
 - September 10, 2021
- **RECOGNITION** Mr. Robert A. Archer, *Rector*
- **PRESIDENT'S REPORT** Dr. Carolyn R. Lepre, *Interim President*
- **ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE** Dr. Thomas Brewster, *Chair*
 - Report to the Board of Visitors
- **ADVANCEMENT, UNIVERSITY RELATIONS AND ENROLLMENT MANAGEMENT COMMITTEE** Ms. Lisa Throckmorton, *Chair*
 - Report to the Board of Visitors
- **BUSINESS AFFAIRS AND AUDIT COMMITTEE** Dr. Debra K. McMahon, *Chair*
 - Report to the Board of Visitors
 - Recommendation to Approve the Span of Control Policy
 - Recommendation to Approve the Sustainability and Climate Action Plan
- **GOVERNANCE, ADMINISTRATION AND ATHLETICS COMMITTEE** Mr. David A. Smith, *Chair*
 - Report to the Board of Visitors
- **STUDENT SUCCESS COMMITTEE** Ms. Krisha Chachra, *Chair*
 - Report to the Board of Visitors

- **REPORT TO THE BOARD OF VISITORS FROM THE FACULTY REPRESENTATIVE TO THE BOARD** Dr. Katie Hilden, *Faculty Representative to the Board of Visitors*
- **REPORT TO THE BOARD OF VISITORS FROM THE STUDENT REPRESENTATIVE TO THE BOARD** Ms. Grace Hurst, *Student Representative to the Board of Visitors*
- **REPORT ON THE RADFORD UNIVERSITY FOUNDATION** Dr. Rachel Fowlkes, *BOV Liaison to RU Foundation*
- **GOVERNMENT RELATIONS UPDATE** Ms. Lisa Ghidotti, *Executive Director of Government Relations*
- **PRESENTATION** Dr. Sarah Kennedy, *Associate Professor of Chemistry*
 - Catalyzing Change Through Inclusive Science Excellence
- **CLOSED SESSION** Mr. Robert A. Archer, *Rector*
Virginia Freedom of Information Act §2.2-3711 (A) (1), (3), (8) and (29)
- **OTHER BUSINESS** Mr. Robert A. Archer, *Rector*
- **ANNOUNCEMENTS** Mr. Robert A. Archer, *Rector*
 - **Meeting Dates**
February 10-11, 2022
April 28-29, 2022
July 24-26, 2022 Retreat
September 8-9, 2022
December 1-2, 2022
- **ADJOURNMENT** Mr. Robert A. Archer, *Rector*

**All start times are approximate only. The Board meeting either may begin before or after the listed approximate start time as Board members are ready to proceed.

BOARD MEMBERS

Mr. Robert A. Archer, Rector
 Dr. Jay A. Brown, Vice Rector
 Dr. Thomas Brewster
 Ms. Krisha Chachra
 Ms. Charlene A. Curtis
 Dr. Rachel D. Fowlkes
 Dr. Susan Whealler Johnston
 Mr. Mark S. Lawrence
 Dr. Debra K. McMahon
 Ms. Lisa W. Pompa

Ms. Nancy Angland Rice
Mr. David A. Smith
Mr. Marquett Smith
Ms. Georgia Anne Snyder-Falkinham
Ms. Lisa Throckmorton

December 2021 Meeting Materials

RADFORD UNIVERSITY

Board of Visitors

Policy Title: Span of Control Policy	Effective Date:
Policy Number: HR-PO-1405	Date of Last Review: NEW
Oversight Department: Department of Human Resources	Next Review Date:

1. PURPOSE

The *Span of Control Policy* for Radford University (University) establishes guidelines for establishing and reviewing the spans of control within the University's organizational structure to improve efficiency and effectiveness.

2. APPLICABILITY

The *Span of Control Policy* applies to all organizational units, including but not limited to, colleges, schools, divisions, and departments of the University.

3. DEFINITIONS

Direct Reports: Employees whose performance is managed by a particular supervisor.

Division Head: President, Provost, or applicable vice president.

Enterprise Resource Planning (ERP) System: Enterprise resource planning (ERP) refers to a type of software that organizations use to manage day-to-day business activities such as accounting, budgeting, human resources, payroll, and procurement.

Span of Control: The average number of direct reports for which each supervisor is responsible.

Supervisor: The employee who has primary responsibility for making decisions on hiring, assignment and monitoring of work, and performance management of other employees.

4. POLICY

- A. Radford University's overall target span of control is three (3) or more direct reports per supervisor.
- B. The circumstances that necessitate the use of a supervisory position include when specific technical knowledge is required to effectively manage employees, when safety requires more direct management of employees, and if a supervisory position is required to comply with state or federal law.
- C. Establishing a supervisory role for the purpose of retaining or recruiting a new employee is not permitted.

- D. Recognizing that the minimum supervisory span of three (3) may not be achievable or appropriate in all circumstances, exceptions may be approved by the division head in consultation with the Department of Human Resources (Human Resources).

5. PROCEDURES

A. Monitoring and Tracking Spans of Control

1. Span of control will be monitored and maintained by the Human Resources using data within the University's enterprise resource planning (ERP) system.
2. Division heads are required to submit updated organizational charts on an annual basis to the Human Resources. The organizational chart deadline will be designated and communicated by Human Resources.
3. Human Resources will annually calculate the number of direct reports for supervisors and the average and median spans of control for each division, and identify all supervisors with fewer than three direct reports. Human Resources will then create a report on the University's spans of control which is communicated to the President.
4. Exceptions may be made by Human Resources at the recommendation of a division head in cases of business necessity. Examples of business necessity include, but are not limited to, fulfilling statutory requirements, ensuring the safety of employees or students, or working supervisors who supervise only one employee.

B. Changes that Impact Spans and Layers

1. The division head, dean, director, or department head, in consultation with Human Resources, will assess the organizational impact of changes on span of control. Such changes present opportunities to facilitate improved span of control. Organizational changes that may result in an assessment being conducted include but are not limited to:
 - a. Vacancies
 - b. Organizational restructuring
 - c. Department consolidation
 - d. Transfers of supervisors to other departments
 - e. Elimination of supervisory positions
 - f. Creation of new positions
 - g. Retirements
2. Upon turnover or departmental reorganizations that involve decentralized personnel that perform operational functions similar to those performed by central administrative units, efforts should be made to determine whether responsibilities can be reallocated to the relevant central administrative unit.

6. EXCLUSIONS

This policy does not apply to teaching and research faculty, special purpose faculty, or adjunct faculty.

7. APPENDICES

None

8. REFERENCES

[2017 Virginia Acts of Assembly Ch. 836 § 4-9.04 \(a\)3,4,5](#)

9. INTERPRETATION

The authority to interpret this policy rests with the President of the University and is generally delegated to the Vice President for Finance and Administration & Chief Financial Officer.

10. APPROVAL AND REVISIONS

New policy.

For general information concerning University policies, contact the [Office of Policy and Tax Compliance](#) – (540) 831-5794. For questions or guidance on a specific policy, contact the Oversight Department referenced in the policy.

RADFORD UNIVERSITY BOARD OF VISITORS
Business Affairs & Audit Committee
December 2, 2021

Action Item
Approval of the Span of Control Policy

Item:

Approval of the Span of Control Policy.

Background:

In 2012, the General Assembly directed the Joint Legislative Audit and Review Commission (JLARC) to study the cost efficiency of the Commonwealth's institutions of higher education and to present options and recommendations for reducing the cost of public higher education in Virginia. In 2014, JLARC issued a report with a focal point of reviewing organizational structures for reducing cost.

As stated in the study, JLARC staff used "spans of control" analysis to identify opportunities to improve the efficiency of support functions at four-year public institutions in Virginia. In some organizations, there are too many supervisors, which may lead to unnecessary layers of management between front-line employees and top executives. These layers can slow decision making and unnecessarily increase costs. These narrow spans of control (i.e. too few employees per supervisor), which sometimes point to structural inefficiency, are not unique to Virginia and have been found at other higher education institutions nationwide.

As a result of the study, Radford University contracted with an outside firm, Censeo, who performed an initial administrative assessment that determined the average span of control for the University to be 3.5 employees. A more detailed assessment was performed by Censeo in 2016 that provided greater detail at the division level of where potential organizational efficiencies could be gained.

Since 2016, monitoring span of control has been a continued focus of the University. When turnover or reorganizations have occurred, the University has remained committed to ensuring operational efficiencies and effectiveness are at the forefront of decision making. Recent examples of such monitoring and decision making include the combining of the University Relations and University Advancement leadership, as well as, the consolidation of the Division of Information Technology into the Division of Finance and Administration.

The Span of Control policy formalizes guidelines for establishing and reviewing the spans of control within the University's organizational structure to improve efficiency and effectiveness. The policy establishes an overall target span of control of three (3) or more direct reports per supervisor, defines the circumstances that necessitate the use of a supervisory position, and establishes a periodic review process.

Action:

Radford University Board of Visitors approval of the Span of Control Policy, as presented.

**RADFORD UNIVERSITY BOARD OF VISITORS
RESOLUTION
Approval of the Span of Control Policy
December 3, 2021**

BE IT RESOLVED, the Radford University Board of Visitors approves the Radford University Span of Control Policy as presented.

RADFORD UNIVERSITY BOARD OF VISITORS
Business Affairs & Audit Committee
December 2, 2021

Action Item
Approval of the Sustainability and Climate Action Plan

Item:

Approval of the Radford University Sustainability and Climate Action Plan

Background:

On November 13, 2020, President Brian O. Hemphill signed the Carbon Commitment, reaffirming Radford University's commitment to pursuing net carbon neutrality. The Carbon Commitment recognizes the increasing pace and detrimental impacts of climate change and the need for colleges and universities to exercise leadership in addressing the problem. At the core of the Carbon Commitment is the effort to reduce greenhouse gas emissions to net zero and to integrate sustainability and climate action into university curriculum and culture. The Carbon Commitment requires that signatory universities develop an implementation plan with a targeted carbon neutrality date.

In support of the reaffirmation, a Sustainability Task Force was created to develop a new Sustainability and Climate Action Plan that will guide the institution in fulfilling its Carbon Commitment pledge, embody the institution's Core Value of Sustainability, and support the University's mission.

The Task Force was designed to enhance cross-campus collaboration and develop strategies for advancing sustainability and achieving net carbon neutrality. The Task Force was comprised of thirteen appointed faculty, staff, and student members from across the University community. This team developed a sustainability and climate action plan that permeates University culture, trains students to be sustainability leaders, and establishes a framework for achieving net carbon neutrality. The Task Force convened at six-week intervals over eleven months to create the new Radford University Sustainability and Climate Action Plan. In addition to routine meetings, the Task Force subcommittees engaged stakeholders and made recommendations that strategically reduce carbon emissions and integrate sustainability and climate action into academics and university culture. Subcommittee focus areas included Academics, Engagement, Planning and Administration, Campus Services, and Operations.

The Sustainability and Climate Action Plan closely aligns with the University's 2018-2023 Strategic Plan: *Embracing the Tradition and Envisioning the Future* and 2020-2030 Master Plan. The fundamentals of sustainability are built into the University's Mission and Core Values, and the Sustainability and Climate Action Plan provides detailed, actionable items for improving sustainability performance and meeting the University's bold sustainability goals.

Action:

Radford University Board of Visitors approval of the Radford University Sustainability and Climate Action Plan, as presented.

Radford University Board of Visitors
RESOLUTION
Approval of the Sustainability and Climate Action Plan
December 3, 2021

BE IT RESOLVED, the Radford University Board of Visitors approves the Radford University Sustainability and Climate Action Plan as presented.

Student Representative Report

RADFORD
UNIVERSITY

Introduction: Grace Hurst



Board of Visitors Student Representative

Mental Health

- Trauma Informed Training
- Student Outreach

Title IX and Sexual Assault Awareness

- Prevention
- SAVES Office
 - Communication of resources
 - Support groups

Student Philanthropy

- Organization
- Event
- Communication
 - Website
 - Student profiles
 - Highlander Senior Class Scholarship

Questions?



REALising Inclusive Science Excellence



The REALISE program aims to create a welcoming and inclusive environment for the success of *all* Radford science students...

...it is catalyzing and modeling institutional change at Radford University



REALISE Core Leadership Team



Sarah Kennedy

REALISE Program Director
and Manager
Associate Professor
of Chemistry



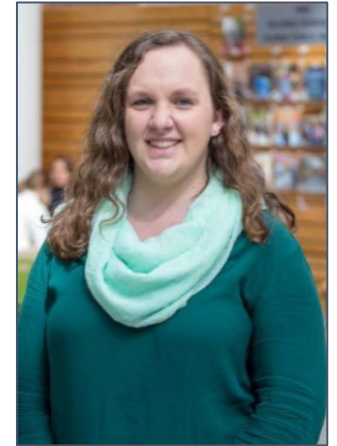
Orion Rogers

Interim Provost and
Vice President for
Academic Affairs



Jeanne Mekolichick

Associate Provost for
Academic Programs



Amanda Raimer

REALISE Postdoctoral
Teaching Fellow in Biology



Jamie Lau

Assistant Professor of Biology



Rhett Herman

Professor of Physics



Jake Fox

Interim Associate Dean,
Artis College of Science and Technology

Focus on SENSE OF BELONGING and INCLUSION



STEM students persist and succeed when they...

connect socially with their peers.¹

have increased self-efficacy.^{2,3}

envision themselves as a scientists.⁴

have faculty with growth vs. fixed mindset.⁵

1. Turetsky, K. M., et al. *Sci. Adv.* **2020**, 6 (45). DOI: 10.1126/sciadv.aba9221.
2. Walton, G. M. et al. *Soc. Psychol.* **2007**, 92 (1), 82–96. DOI: 10.1037/0022-3514.92.1.82.
3. Hayat, A. A. et al. *BMC Med. Educ.* **2020**, 20 (1), 76. DOI: 10.1186/s12909-020-01995-9.
4. Kuchynka, S. et al. *CBE Life Sci. Educ.* **2019**, 18 (3). DOI: 10.1187/cbe.19-01-0028.
5. Canning, E. A., et al. *Sci. Adv.* **2019**, 5 (2), 4734–4749. DOI: 10.1126/sciadv.aau4734.

Despite their initial high interest in science, students who belong to excluded racial and ethnic groups leave science at unacceptably high rates.

“Fixing the student” approaches are not sufficient at stemming the loss.

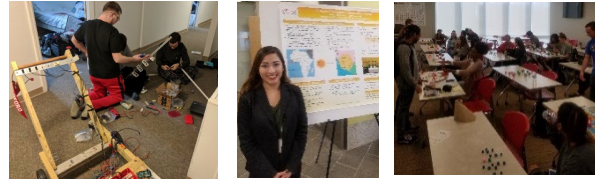
It is time to change the culture of science by putting inclusive diversity at the center.

-David Asai, *Cell.* **2020**, 181 (4), 754-757.

DOI: <https://doi.org/10.1016/j.cell.2020.03.044>

\$1 M Inclusive Excellence grant from 
Howard Hughes Medical Institute

Project-based Curricula



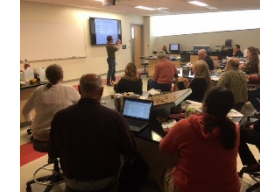
Students and faculty engage in effective, fun, project-based STEM learning

Peer Role Modeling



Students serve as role models and teachers, gaining leadership and communication skills

Faculty Development



Center for Innovative Teaching and Learning

Faculty learn new technology and skills, pedagogy, and inclusive instruction

Postdoctoral Teaching Faculty



New faculty help develop and teach new courses, releasing permanent faculty for professional development

Program Evaluation

Evaluators pursue understanding of program efficacy and necessary institutional changes

University Leadership

Leaders enact permanent institutional change

REALISE faculty development structure

Intensive faculty development

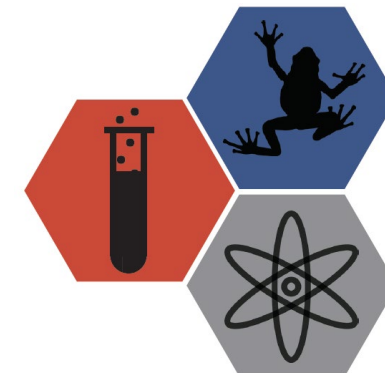
- *CITL Backward Course Design online modules
- *Microaggressions and Implicit Bias workshops
- *Building Effective Teams and Triaging Teams workshops

Course redesign

- *Reflective course design via "Action Plan"
- *Reassigned time
- *Implementation
- *Assessment
- *Reflection and modifications

Additional support

- *STEM-Ed reading groups
- *Mini-grants for individual or collaborative projects
- *Faculty mixers
- *Cultural competency workshops
- *Teaching squares
- *WPI project-based learning workshop



Introductory curriculum revised

33
Biology/
Chemistry/
Physics
Faculty

100's of
students
impacted

Evidence of change in faculty and pedagogy



Student Self-Efficacy

“I had spent my entire career delivering content. I worked at delivering that content in more interesting ways and in ways more conducive to various learning styles, but had never before considered my role in teaching students how to be effective learners for themselves”

Employing inclusive pedagogy

“REALISE... prompted the incorporation of creative assessments to increase student learning and engagement...”

Student Science Identity

“Now, we want our students to experience novel research and to think of themselves as scientists who are solving a problem, rather than accomplishing a task because the instructor told them to do it.”

Faculty cultural competency

“As a result [of REALISE DEI training], I now realize the importance of interacting with all of my students, but in particular, those students whose backgrounds may have given them reason to fear or at least be uneasy around people who look like me. It takes a lot of time and energy to break down those biases, but it is worth the work.”

REALISE Students support their peer



REALISE TEAM

HAVE QUESTIONS ABOUT...
SCIENCE CLASSES?
STUDYING HABITS?
RESEARCH OPPORTUNITIES?
ASK THE REALISE STUDENTS!





KORA WANDY
(she/her/hers)



EMMY CARDOSO
(she/her/hers)



SAMI REITZ
(she/her/hers)



BRE LANE
(she/her/hers)



SARAH IBRAHIM
(she/her/hers)



KORI BROWN
(she/her/hers)



RAYSHELL TORRES-SANTANA
(she/her/hers)



JUSTIN MCLAUGHLIN
(he/him/his)

You're invited

VISION BOARD Night

MONDAY NOVEMBER 29 2021

Eat and Create!

Manifest Your Dream Life

Instagram: real

YOU GOT THIS, SCIENCE MAJORS!

We all need a little encouragement sometimes, so take one and share one with a friend!

REALISE
Realising Inclusive Science Excellence



STRESS RELIEF Tips and Tricks

When anxiety visits me, I can use my breath to release it.

ENJOY YOURSELF REST

I am not alone in my struggles.

RELAX (AT LEAST TRY!) I can take things one step at a time

EXERCISE YOUR BODY ORGANIZE YOURSELF

I am confident in myself and my abilities

I am strong and I can get through this.

CONCENTRATING ON BREATHING AND POSITIVE THOUGHTS I believe in myself

YOU CAN DO IT



School is tough, but so are you!

You are trying and that matters!

You've got this!

You are more than your grades!

Be confident in yourself and your



Diversity in STEM series

A panel of diverse people in diverse science careers.

November 10 at 8 pm in Center for Sciences M73



Milcah S. Jackson, PhD
Program Specialist at the American Chemical Society



Michael D L Johnson, PhD
Assistant Professor of Immunobiology University of Arizona, College of Medicine Tucson



Jazmin Valentine
Quality Control Raw Materials Chemist I at GlaxoSmithKline Radford class of 2018



JOIN US FOR Fresh Fruit Friday!

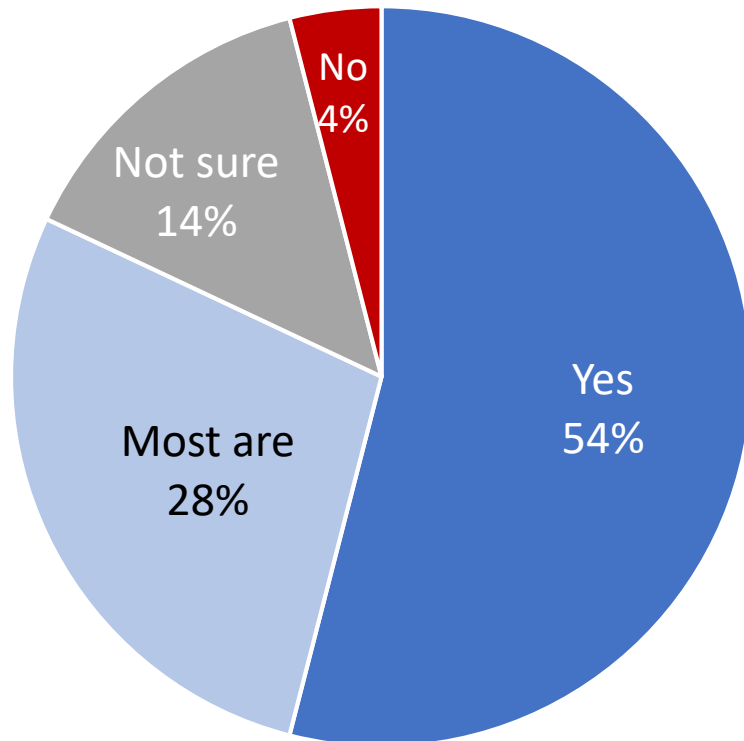
FREE FOOD, COFFEE, & HOT COCO

EVERY FRIDAY 7:45AM TO 10AM
CENTER FOR THE SCIENCES, REED CURIE ATRIUM

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REALISE Students amplify student voice via surveys

Do you feel your professors are inclusive to all students?
(n=50)



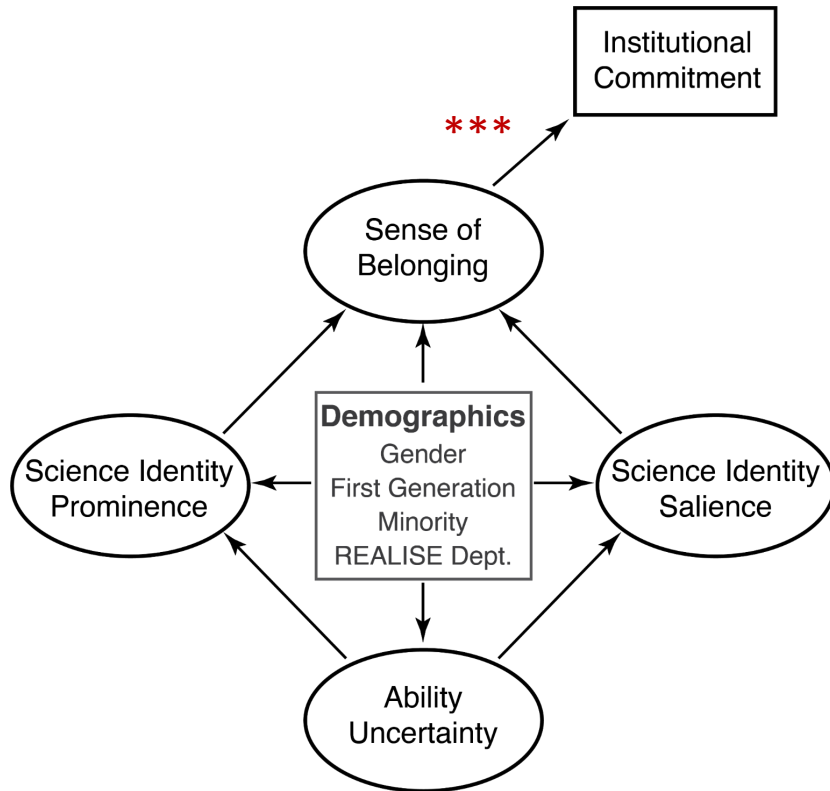
What is your comfort level with interacting with your professors?

“They [faculty] are understanding with my identity and feelings, they refer to people I know that may have "unconventional" pronouns by those pronouns even when that person may not be there.”

“My professor is very rude when students try and explain why they were absent, it makes me very nervous if I have to miss a class.”

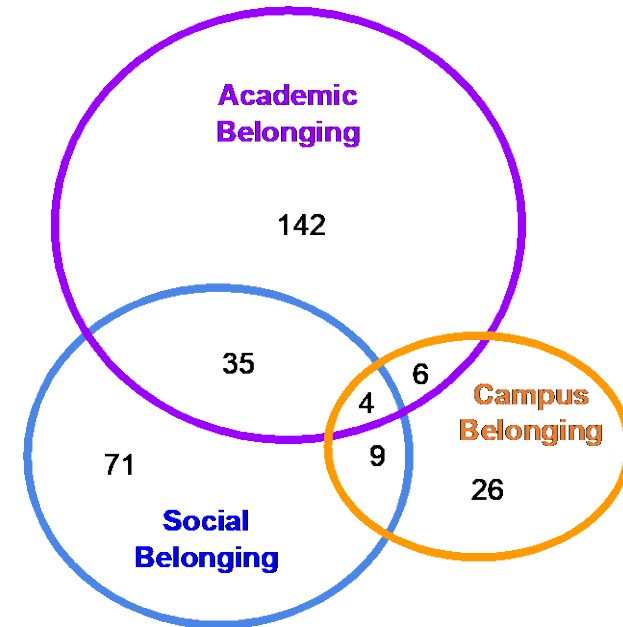
Program assessment using student engagement survey

Structural equation model from student engagement survey



Venn diagram of COVID-19 effects on sense of belonging using the number of individual students

(Nunn, "College Belonging", 2021).



Student responses validate our focus on sense of belonging, community building, and project-based learning to build science identity.

1. Bollen KA, Hoyle RH. 1990. *Social Forces*, 69, 479-504.
2. Hausmann LRM, Ye F, Schofield JW, Woods RL. 2009. *Research in Higher Education*, 50(7), 649-669.
3. Stryker S, Serpe RT. 1994. *Social Psychology Quarterly*, 57(1), 16-35.
4. Merolla DM, Serpe RT, Stryker S, Schultz PW. 2012. *Social Psychology Quarterly*, 75(2), 149-172.
5. Merolla DM, Serpe RT. 2013. *Social Psychology Education*, 16, 575-597.
6. Piatt E, Merolla D, Pringle E, Serpe RT. 2019. *The Journal of Negro Education*, 88(3), 269-280.
7. Stets JE, Brenner PS, Burke PJ, Serpe RT. 2017. *Social Science Research*, 64, 1-14.
8. Lewis KL, Hodges SD. 2015. *Learning and Individual Differences*, 37, 197-202.



REALISE is a catalyst for change

The HHMI IE grant has catalyzed institutional efforts to close equity gaps in STEM (and beyond), raise DEI awareness, knowledge and skills of the people at Radford University, shift culture, and change structures.

Catalyzing Changes in Academic Affairs

- Provost and Deans
- Academic Programs
- Office of Undergraduate Research
- Harvey Knowledge Center
- Citizen Leader
- Faculty Development
- Center for Innovative Teaching and Learning
- Institutional Effectiveness and Quality Improvement

Inclusive Excellence Impacts Beyond Radford

- Partnerships with VT, Towson, Trinity Washington
- UVA-Blandy Experimental Farm
- UNC-Chapel Hill Chemistry Department
- American Chemical Society Education Division
- American Chemical Society Professional Relations Division
- Washington & Lee Physics Department
- Dissemination via publications in STEM journals
- Presentations at AAC&U Transforming STEM

Radford's next Quality Enhancement Plan will institutionalize inclusive excellence



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QEP is co-lead by
Merrie Winfrey of CITL

Thank you!



REALISE

Year 1-4

Timelines and Highlights



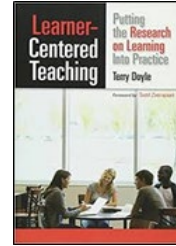
Faculty sharing ideas at the REALISE year1 kickoff event.

"This year, I've had more discussions about stuff we're doing in our classes than I have in the four years prior to this one."



Faculty participate in a two-day project-based learning workshop.

Small-scale implementation of project-based learning.



Spring 2018 STEM Ed Reading group



Freshmen present the research they performed as part of their intro biology course.

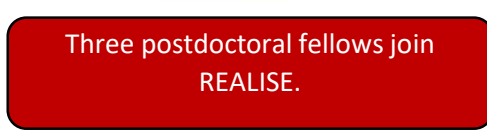


Three postdoctoral fellows join REALISE.

Six faculty start second REALISE faculty learning community.

Faculty present share classroom ideas at the first Faculty Mixer.

Student Peer Role Model program begins with 6 peer role models. program



Six faculty start second REALISE faculty learning community.

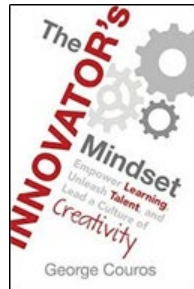


August 2017

Six faculty start the first REALISE faculty learning community

High participation in faculty development.

September



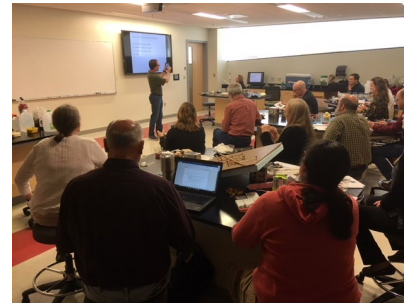
Fall 2017 STEM Ed Reading group.

October

Small-scale implementation of project-based learning.

"There are some good connections between departments that I didn't know were there."

November



Physics colleague sharing classroom strategies at a Faculty Mixer event.

December

Representatives from Radford at our Peer Implementation Cluster meeting.



Eleven Kickbox awards inspired innovative classroom projects.

January

February

12 Student Peer Role Models Join REALISE.



Faculty present their kickbox mini-grant projects at Virginia Tech's Summer Institute.

March

April

May

June

July

August 2018

Year One Notables

- ❑ Twenty faculty participated in at least one semester of the STEM-Ed reading group.
- ❑ 90% of Biology, Chemistry, and Physics faculty attended at least one REALISE event.
- ❑ Ten “kickbox” mini-grants were awarded to support faculty efforts to develop innovative classroom activities.
- ❑ Six Radford faculty presented their REALISE experience at Virginia Tech’s Summer Institute.
- ❑ Nine faculty presented innovative classroom activities to 18 faculty at the Fall 2017 Faculty Mixer.
- ❑ Fourteen faculty participated in a two-day project-based learning *Our Turn* workshop led by Worcester Polytechnic Institute.
- ❑ Six student peer role models launched the Peer Role Modeling Program, hosting three initial student events.
- ❑ Three postdoctoral teaching fellows joined the REALISE team in Summer 2018.
- ❑ Faculty participated in a summer faculty development series focused on creating inclusive classrooms.
- ❑ The Department of Chemistry began redesigning their entry-level lab curriculum.
- ❑ REALISE was invited by the Association of American Colleges and Universities to contribute a video welcoming HHMI’s second round of inclusive excellence grant recipients.

REALISE YEAR 2 Successes

"Inclusivity means including and doing things with people that may not feel like they fit in no matter race or gender, etc." - student



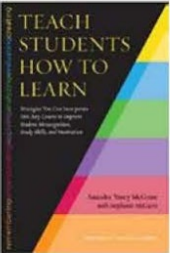
Faculty learn about scaffolded syllabi at the REALISE Year 2 Kickoff.

REALISE students host a faculty/student mixer



Students in Biology 231 complete an activity designed by Joy Caughron, funded by a kickbox minigrant.

Three kickbox awards and two collaborative course redesign awards facilitated the addition of project-based learning into the curriculum.



21 faculty participated in the Spring 2019 STEM Ed reading group.

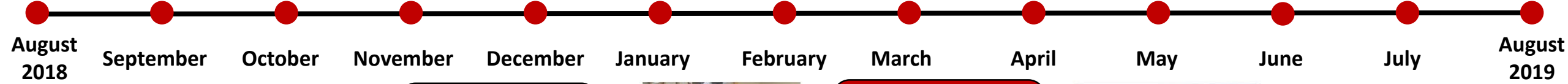


Six faculty presented their ideas at the spring faculty mixer.



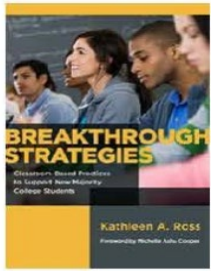
Students show off their REALISE tie-dye t-shirts.

Seven faculty completed the fourth REALISE faculty learning community.



REALISE students attend training and team building activities.

21 faculty participated in the Fall 2018 STEM Ed reading group.



Faculty share classroom activities at faculty mixer.



REALISE student, Patrick Webb, hosts a stress buster activity for students.

Students and faculty enjoyed the SciArt Showcase



PHYS 406 surveyed the New River Valley Commerce Park as a semester project.

15 REALISE students join the project for Fall 2019.

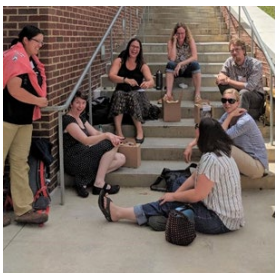


Dr. Milcah Jackson is the newest REALISE postdoc in Chemistry

"I wonder how many we leave behind who might meet the rigor if they had more support to get to the starting line." - faculty

Year Two Notables

- ❑ 87% of the Biology, Chemistry, and Physics faculty attended at least one REALISE event offered during years 1 and 2.
- ❑ During the 2018-19 academic year, 123 Biology, Chemistry, and Physics students attended REALISE sponsored events (32% were freshmen and sophomores).
- ❑ The REALISE Advisory board (April Hill, Kristin Jenkins, Michael Vaughn) conducted their first on-site visit.
- ❑ 6 faculty presented their work to 18 colleagues and the REALISE advisory board at the 2019 spring faculty mixer. The Departments of Biology, Chemistry, and Physics were all well represented!
- ❑ 21 Faculty have completed the REALISE faculty learning community. 33%, 62%, and 63% of faculty in the Departments of Biology, Chemistry, and Physics, respectively, have completed the learning community (based on fall 2018 faculty numbers).
- ❑ The Chemistry postdoctoral fellow, Dr. Anna Curtis, accepted a full-time job at the UNC-Chapel Hill. We welcome Dr. Milcah Jackson as the new Chemistry postdoctoral fellow.
- ❑ The Department of Chemistry was awarded a summer collaborative course redesign grant to create new real-world entry-level lab activities.
- ❑ The Department of Physics was awarded a summer collaborative course redesign grant to embed more project-based learning into their entry-level physics course.
- ❑ Jamie Lau's Environmental Toxicology students and Kristina Stefaniak's Analytical Chemistry students collaborated to assess water quality in local freshwater streams.
- ❑ Rhett Herman's PHYS406 course completed a geophysical survey of the New River Valley Commerce Park as part of a semester-long project.
- ❑ Students and faculty created scientific artwork to display in the SciArt showcase.
- ❑ 34 students participated in a REALISE Making event during the 2018-19 academic year.
- ❑ Faculty presented five posters at the Southern Peer Implementation Cluster meeting at Virginia Tech.
- ❑ We asked students, "What does the word 'inclusivity' mean to you?" They responded:
 - *"Allowing people with different ideas and perspectives to participate in something no matter their political, religious, or other beliefs."*
 - *"Everyone, everywhere can be involved with anything."*
 - *"This word to me means including and doing things with people that may not feel like they fit in no matter race or gender, etc."*
 - *"Bringing people together from different backgrounds."*

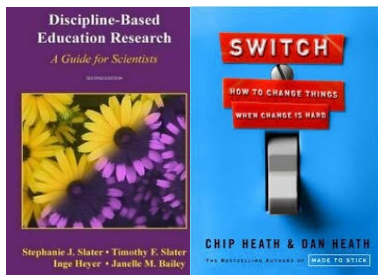


REALISE students host Tie-Dye event.



REALISE students launch Fresh Fruit Fridays in Fall 2019

Two STEM Ed reading groups were held in Spring 2020



REALISE students host Dips and Desserts in Spring 2020



Dr. Amanda Raimer is the newest REALISE postdoc in Biology

Artis Faculty enjoy down time during REALISE Year 3 kickoff

August 2019 September October November December January February March April May June July 2020



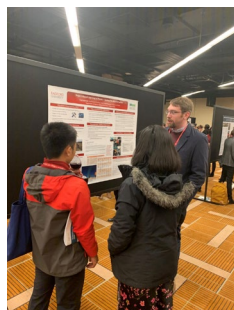
REALISE students host a faculty-student mixer

"I really did not know how many people truly in the science community and meeting new people is nice..." –RU student



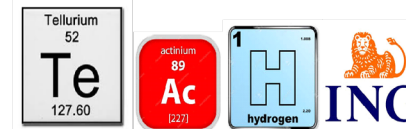
Artis faculty participated in Fall 2019 STEM ed reading groups

Dr. Todd Rutkowski presenting at AACU conference Fall 2019



Artis College faculty attend cultural competency training led by Dr. Sharon Jones

REALISE and CITL pilot teaching squares for faculty across campus



Squares

21 faculty participated in Brown Bag Lunch Workshops in Spring 2020



14 faculty start REALISE faculty learning community

"Working with the experts at the Center for Innovative Teaching and Learning (CITL) has tremendously helped with the course redesign and plan the best use of faculty collaborative time."
–Dr. Sarah Kennedy, Chemistry

Year Three Notables

- ❑ 50 ASCAT faculty attended the Year 3 Kickoff
- ❑ 261 Biology, Chemistry, and Physics students attended REALISE sponsored events
- ❑ 75 – 100 students participated in Fresh Fruit Fridays with the REALISE students
- ❑ 57 faculty participated in Fall 2019 – Spring 2020 STEMEd reading groups
- ❑ 63 faculty attended Cultural Competency Training with Dr. Sharon Jones between Fall 2019 and Spring 2020
- ❑ 24 ASCAT faculty participated in the REALISE faculty mixer in Fall 2019
- ❑ 21 faculty participated in Brown ag Workshops between February and March 2020
- ❑ 16 faculty across campus participated in Teaching Squares in Spring 2020
- ❑ 35 faculty have completed the REALISE learning community.
- ❑ 8 presentations were given by REALISE faculty at local and national meetings
- ❑ Physics postdoctoral fellow, Dr. Todd Rutkowski, accepted a full-time Physics Instructor role at Washington and Lee University in Lexington, VA.
- ❑ Biology postdoctoral fellow, Dr. Ariel Firebaugh, accepted a position as Director of Scientific Engagement at UVA's Blandy Experimental Farm.
- ❑ We welcomed Dr. Amanda Raimer as the new Biology postdoctoral fellow!
- ❑ Drs. Sarah Kennedy and Kelly Elkins (Towson University) awarded American Chemical Society Innovative Project Grant for inclusive excellence in chemical education symposia
- ❑ Drs. Jeanne Mekolichick, Sharon Jones and Heather Keith awarded HHMI faculty forums on Diversity and Inclusion Initiatives grant
- ❑ Drs. Jeanne Mekolichick, Joseph Wirgau and Heather Keith, Ben Hill and Penny White awarded Jessie Ball duPont Foundation grant under Elevate Research Program

Highlanders, together,
we can stay healthy!

#HEALTHY HIGHLANDERS RADFORD UNIVERSITY

Faculty and students return to campus with new COVID-19 restrictions



REALISE students launch Care Package Initiative

REALISE students host Tie-Dye event

Artis College faculty attend cultural competency training led by Dr. Sharon Jones

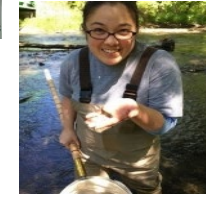


REALISE students launch 'Grab N' Go' Initiative in lieu of Fresh Fruit Fridays

Radford University signage was featured at The Smithsonian near a Women's History Month display!



5 REALISE students graduated in May 2021



Dr. Jamie Lau joins the REALISE Leadership team



Dr. Sarah Kennedy is the new REALISE Program Manager!

REALISE Year 5 Kickoff!

August 2020

September

October

November

December

January

February

March

April

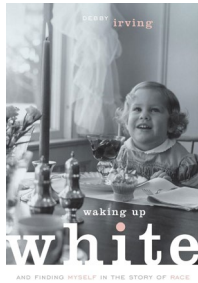
May

June

July

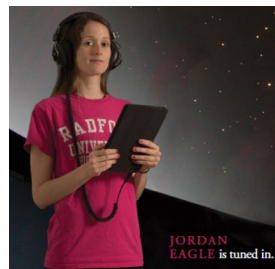
August 2021

REALISE students launch student support page via D2L



Faculty across campus participate in STEM Ed reading groups

Dr. Sandra Liss hosts Women in Physics luncheon. RU Alumna and current Clemson University doctoral student, Jordan Eagle (pictured below) is a guest panelist.



Faculty across campus participate in STEM Ed reading groups

Women's History Month
WOMEN MAKE CHANGE

REALISE students conduct several interviews with Women in Science at RU

REALISE students Kori Brown and Justin McLaughlin at the Spring 2021 Tie-Dye event



ASCAT faculty receive Care Packages

DEI and Inclusive Pedagogy added as sections on the Faculty Annual Report

The REALISE students have a new home in Reed Hall 108!



A collaborative Quality Enhancement Plan (QEP), coauthored by some REALISE faculty, was selected as Radford's 2021 QEP!

Year Four Notables

- ❑ REALISE students launched student support and resources D2L page
- ❑ REALISE students delivered ~300 care packages to ASCAT students in classrooms and during Grab N' Go, formally known as Fresh Fruit Friday.
- ❑ ~100 students participated in COVID-era REALISE Tie-Dyes events
- ❑ 27 faculty attended Cultural Competency Training with Dr. Sharon Jones in Fall 2020
- ❑ In Fall 2020, Dr. Sandy Liss hosted a Women in Physics Luncheon to build community for these 10 students and to showcase of the various paths taken by women in physics. They were joined by three accomplished women physicists.
- ❑ Dr. Rhett Herman led the effort to include inclusive pedagogy and DEI practices in the Faculty Annual Report (FAR).
- ❑ REALISE students interviewed RU Women in Science for Women's History Month. To watch the interviews, use the following link: <https://youtu.be/qoghHh0tIB8>
- ❑ 5 REALISE students graduated in May 2021: Isabella Brothers, Daneka Fowler, Edward Mayes, Ahyana Calloway, and Kateri Schottinger.
- ❑ Chemistry postdoctoral fellow, Dr. Milcah S. Jackson, accepted a position as a Program Specialist at the American Chemical Society.
- ❑ The REALISE Program Manager Dr. Tara Phelps-Durr accepted a position as Chair of the Department of Biological Sciences at Fort Hays State University.
- ❑ Dr. Sarah Kennedy accepted the position of REALISE Program Manager.
- ❑ We welcomed Dr. Jamie Lau from the Department of Biology to the REALISE Leadership team!
- ❑ A Quality Enhancement Plan (QEP) titled "Small Changes Make Big Differences for Student Success", which was co-authored by several RU faculty members and our friends at CITL was selected as Radford's QEP. This QEP is based largely on the REALISE program and will extend inclusive excellence efforts throughout the university.
- ❑ The REALISE students have a new home in Reed Hall 108!

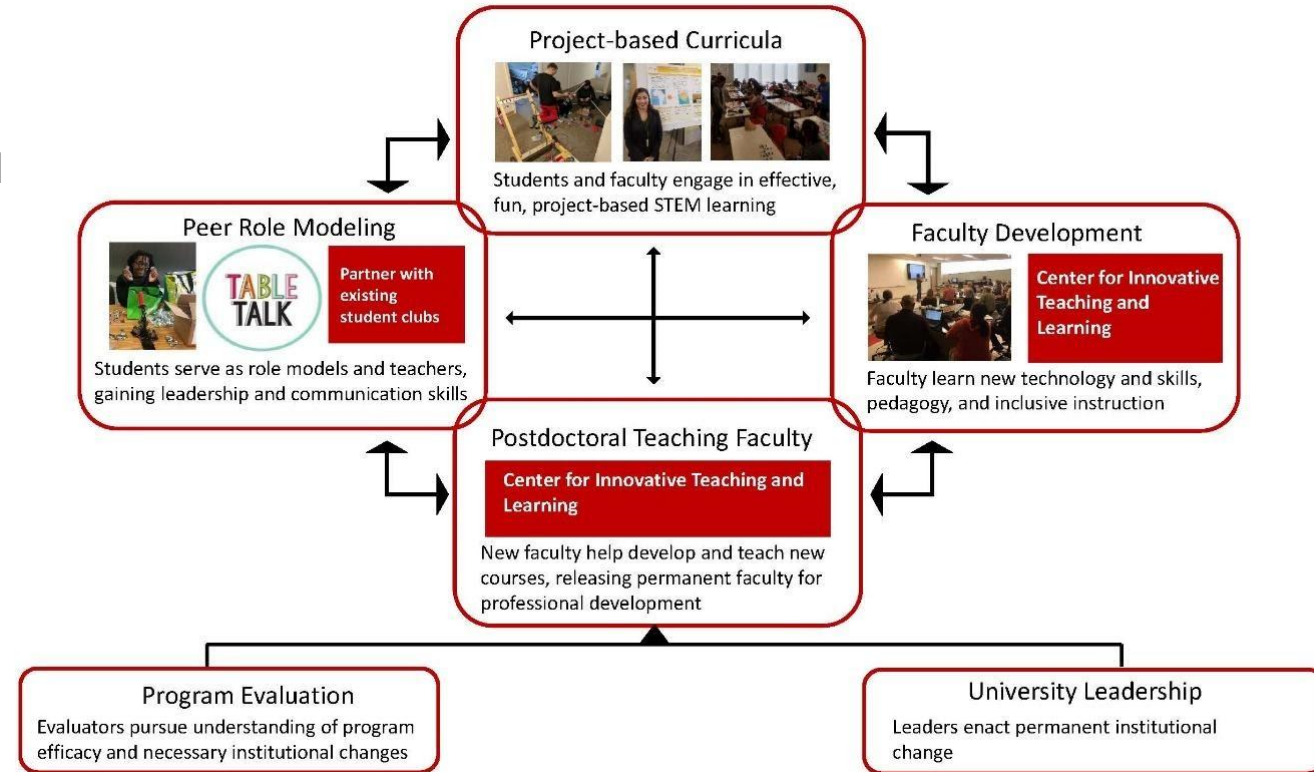
Realising Inclusive Science Excellence (REALISE) is funded by a 5 year, one-million-dollar Inclusive Excellence grant from the Howard Hughes Medical Institute.

The overall goal of REALISE is to create a **student-ready, welcoming, and inclusive** environment where students thrive and succeed in their natural sciences major.

The Departments of Biology, Chemistry, and Physics will serve as models of transformational change as inclusive excellence permeates Radford University.

For more information visit:

<https://www.radford.edu/realise>



- Embed inclusive pedagogy and project-based learning into entry-level Biology, Chemistry, and Physics courses.
- Provide faculty development to support faculty and postdoctoral fellows as they embed project-based learning and inclusive pedagogy into their courses.
- Students receive social and academic support from a Peer Role Modeling Program-REALISE students.
- Postdoctoral Teaching Fellows work alongside Radford faculty to redesign and teach entry-level courses.
- Radford's leadership reviews and revises policies, procedures and practices to institutionalize inclusive excellence beyond the five year funding period.
- The National Institute of STEM Evaluation and Research (NISER) evaluates programmatic success.

Minutes

RADFORD UNIVERSITY

Board of Visitors

RADFORD UNIVERSITY

Board of Visitors

QUARTERLY MEETING
9:00 A.M.
SEPTEMBER 10, 2021
KYLE HALL, THIRD FLOOR, RADFORD, VA

DRAFT
MINUTES

BOARD MEMBERS PRESENT

Mr. Robert A. Archer, Rector
Dr. Jay A. Brown, Vice Rector
Dr. Thomas Brewster
Ms. Charlene A. Curtis
Dr. Rachel D. Fowlkes
Dr. Susan Whealler Johnston
Mr. Mark S. Lawrence
Dr. Debra K. McMahon
Ms. Lisa W. Pompa
Ms. Nancy Angland Rice
Mr. David A. Smith
Mr. Marquett Smith
Ms. Lisa Throckmorton
Dr. Katie Hilden, Faculty Representative (Non-voting Advisory Member)
Ms. Grace Hurst, Student Representative (Non-voting Advisory Member)

BOARD MEMBERS ABSENT

Ms. Krisha Chachra
Ms. Georgia Anne Snyder-Falkinham

OTHERS PRESENT

Dr. Carolyn R. Lepre, Interim President
Ms. Karen Castele, Secretary to the Board of Visitors and Special Assistant to the President
Mr. Craig W. Cornell, Vice President for Enrollment Management
Dr. Angela Joyner, Interim Chief of Staff
Ms. Wendy Lowery, Vice President for Advancement and University Relations
Mr. Chad A. Reed, Vice President for Finance and Administration and Chief Financial Officer
Dr. J. Orion Rogers, Interim Provost and Vice President for Academic Affairs
Dr. Susan Trageser, Vice President for Student Affairs
Ms. Deb Love, Senior Assistant Attorney General, Education Section Chief

CALL TO ORDER AND OPENING COMMENTS

Rector Robert A. Archer called the quarterly meeting of the Radford University Board of Visitors to order at 9:08 a.m. in Kyle Hall, Room 340.

Rector Archer began the meeting by welcoming everyone to campus and expressed his appreciation for the reception with new faculty on the prior evening. Rector Archer said that it was great to have the students back on campus and that the University will continue to follow mandates and safety precautions for the students, faculty, staff and community. Rector Archer expressed his appreciation to the Board members for their participation at the recent Board Retreat in Roanoke and stated that he found the sessions to be both interesting and instructive, especially around the reading assignment of College Belonging. Rector Archer said he was pleased to report that the Search Committee, with the assistance of Greenwood/Asher and Associates, has been working hard on the search process. Rector Archer expressed his appreciation to the members of the committee for their efforts to locate the very best president possible for Radford University.

Rector Archer thanked Interim President Lepre and her entire team for their continued hard work in moving the University forward during this transition period and added that based on the Board Committee work, members can see the results of this effort.

In closing, Rector Archer thanked the Board members as we work together to insure the very best education and experiences possible for our great students and that decisions made will focus on them.

APPROVAL OF AGENDA

Rector Archer asked for a motion to approve the Board of Visitors meeting agenda for September 10, 2021, as published. Dr. Susan Wheeler Johnston so moved, Mr. Mark S. Lawrence seconded, and the motion carried unanimously.

APPROVAL OF MINUTES

Rector Archer asked for a motion to approve the April 23, 2021, May 12, 2021, August 8, 2021, and August 9-10, 2021 minutes of the Board of Visitors meetings. Mr. Lawrence so moved, Dr. Johnston seconded, and the motion carried unanimously.

RECOGNITION

Rector Archer invited Interim President Carolyn R. Lepre to the podium who asked the Rector and Dr. Judy Jenks to join her. Interim President Lepre shared with the Board that at the recent Fall Convocation event, the University reconstituted the Founders Award, originally created by former President Douglas Covington with the recognition that in order to understand the present and the future, we must celebrate our history. Interim President Lepre shared that Dr. Jenks was presented with the 2021 Founders Award and exemplifies the values of Radford University, demonstrates the characteristics of our founders, and inspires others to see how education can be transformative and opens the door to opportunity. She stated that Dr. Jenks has demonstrated a passion for lifelong learning having received her bachelor's, master's and doctoral degrees from Radford University, has an established record of intellectual contributions to students, colleagues and the community and an extensive history of service by helping others improve their quality of life through nursing. Dr. Jenks expressed her appreciation upon receiving the award and recounted the many ways in which Radford University has impacted her life and the lives of her family members.

PRESIDENT'S REPORT

Interim President Lepre began her report by acknowledging the three new members of the Board of Visitors, Ms. Lisa Pompa, Mr. Marquett Smith and Ms. Charlene Curtis and the new Student Representative, Ms. Grace Hurst.

Interim President Lepre shared that it has been exciting to see the campus come alive as we welcomed back our students to campus and added a few highlights about the class of 2025, including: more than 16% of the first-year students are first generation; almost 40% of our new students were admitted with a high school GPA of 3.5 or better; we have 130 new Honors students, the largest new class since the launch of our program; together they represent 109 Virginia localities, 26 states and the District of Columbia and nine foreign countries. Interim President Lepre added that the student that came the farthest joins us from Saratoga, California and we welcomed 115 legacy students.

Interim President Lepre updated the Board members on the 2021 Fall Convocation at which time we honored our faculty and staff who achieved service milestones, as well as recognized the recipients of divisional awards. We also recognized the 2020 Dalton Eminent Scholar Award winners and the 2021 Radford University Foundation Award winners. In addition, as just acknowledged, we reinstated the Founders Award, recognizing Judy Jenks, D.N.P.

Interim President Lepre shared beginning of the year activities with the Board, including New Student Convocation, Club Fair, and receptions for all faculty, new faculty and retired faculty. Additionally, Interim President Lepre provided COVID-19 planning updates, a student vaccine update; information on the employee vaccination requirement; the masking requirement; testing and details of two COVID-19 Faculty and Staff Open Forums she recently hosted. Interim President Lepre acknowledged the incredible leadership of Dr. Susan Trageser, Dr. Noelle Bissell, the COVID-19 Working Group, Student Affairs, Department of Human Resources, Information Technology Services, Enrollment Management, Office of Admissions, University Relations and Institutional Research and their dedicated teams for their exceptional service and expert guidance, adding that their work has been truly remarkable.

Interim President Lepre shared additional University highlights aligning with the strategic plan focal areas of Academic Excellence and Research, Brand Identity, Economic Development and Community Partnerships, Philanthropic Giving and Alumni Engagement, Strategic Enrollment Growth and Student Success.

REPORT FROM THE ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE

Dr. Thomas Brewster, Chair, stated that the Academic Excellence and Research Committee met on September 9, 2021 and shared the following information.

Interim Provost and Vice President for Academic Affairs J. Orion Rogers began his report by sharing that Radford University was selected as one of 66 institutions across the nation to participate in a new Association of American Colleges and Universities (AAC&U) Institute on Open Educational Resources (OER). The Committee learned that Fall 2021 will commence the process for Radford University to seek reaffirmation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) through the decennial comprehensive review. Interim Provost Rogers shared information about new chairs and directors, interim placements, new faculty and emeritus faculty. Interim Provost Rogers presented an overview of the summer 2021 outreach programs, and update on the Honors College and the REALising Inclusive Science Excellence in Biology, Chemistry, and Physics at Radford University, which is funded by a five-year, \$1M grant from the Howard Hughes Medical Institute.

REPORT FROM THE ADVANCEMENT, UNIVERSITY RELATIONS AND ENROLLMENT MANAGEMENT COMMITTEE

Ms. Lisa Throckmorton stated that the Committee met September 9, 2021 and shared the following information.

Ms. Throckmorton reported that Vice President for Enrollment Management Craig W. Cornell provided the fall preliminary census data for all levels of students and shared an overview of several new strategies being employed to meet the goals for the Fall 2022 enrollments. The Committee learned that the new freshman enrollments saw a decline of 44 students, or 3%, over last year, but a marked growth of 18% in out-of-state enrollments and the new freshman average high school GPA of 3.31, SAT of 1,055 and ACT of 21.8, all being close to, if not tied for records. Ms. Throckmorton also shared that the University would be focusing on normalizing new virtual recruitment initiatives, while gaining back many of the in-person activities; developing stronger application pools through more diverse student engagement platforms; and utilizing strategic funding to personally connect students through various modalities to their academic homes, faculty and leadership to capitalize on the strength with access to faculty.

Ms. Throckmorton stated that Vice President for Advancement and University Relations Wendy Lowery provided an update on recent projects completed by University Relations, website traffic and social media engagement. The Committee also learned of recent alumni activities, including the National Capital Region Golf Tournament; Read with Radford; and the Radford Night at Nationals Park, as well as upcoming events such as Homecoming on September 30 through October 2, 2021. Ms. Throckmorton reported that the Committee also heard an update on annual giving and the Telephone Outreach Program. Ms. Throckmorton was pleased to share that the TOGETHER Campaign website was the DotComm GOLD Award Winner and the total giving for FY21 is \$16,929,679, which is the most dollars raised in a year in University history.

REPORT FROM BUSINESS AFFAIRS AND AUDIT COMMITTEE

Dr. Debra K. McMahan, Chair, stated that the Committee met September 9, 2021 and shared the following information.

Dr. McMahan stated that the Committee heard reports from University Auditor Margaret McManus who reported that one hundred percent of University Discretionary Fund expenditures for the quarter ended June 30, 2021 were reviewed, and all were in compliance with the Board of Visitors' guidelines. She also reviewed a list of reports related to prior and projected audit department activity, and presented a follow-up audit status report. Dr. McMahan shared that Vice President for Finance and Administration Chad A. Reed presented a report of all past due accounts written off in the previous fiscal year and an update on capital projects currently in progress, including the Artis Center for Adaptive Innovation and Creativity, property acquisition, The Highlander, renovation of Tyler and Norwood Halls and the River Campus.

ACTION ITEMS

Recommendation for Approval of Radford University's Six-Year Capital Outlay Plan 2022-2028

Dr. McMahan presented the recommendation for approval of the Six-Year Capital Outlay Plan. Following discussion, Rector Archer asked for a motion to approve the resolution. Ms. Nancy Angland Rice so moved, Mr. David A. Smith seconded, and the motion carried unanimously. A copy of the resolution is attached hereto as *Attachment A* and is made a part hereof.

Recommendation for Approval of Radford University's 2021 Six-Year Plan

Dr. McMahon presented the recommendation for approval of Radford University's 2021 Six-Year Plan. Following discussion, Rector Archer asked for a motion to approve the resolution. Mr. Mark S. Lawrence so moved, Ms. Lisa Throckmorton seconded, and the motion carried unanimously. A copy of the resolution is attached hereto as *Attachment B* and is made a part hereof.

Recommendation for Approval of 2021-22 Operating Budget

Dr. McMahon presented the recommendation for approval of Radford University's 2021-22 Operating Budget. Following discussion, Rector Archer asked for a motion to approve the resolution. Ms. Rice so moved, Mr. Lawrence seconded, and the motion carried unanimously. A copy of the resolution is attached hereto as *Attachment C* and is made a part hereof.

Recommendation for Approval of Radford University's Competency-Based Education Tuition and Fees

Dr. McMahon presented the recommendation for approval of Radford University's Competency-Based Education Tuition and Fees for the transition of a per credit hour rate for IMPACT programs. Following discussion, Rector Archer asked for a motion to approve the resolution. Dr. Johnston so moved, Ms. Rice seconded, and the motion carried unanimously. A copy of the resolution is attached hereto as *Attachment D* and is made a part hereof.

REPORT FROM THE GOVERNANCE, ADMINISTRATION AND ATHLETICS COMMITTEE

Mr. David A. Smith, Chair, stated that the Committee met September 9, 2021 and shared the following information.

Mr. Smith reported that the Committee heard from Interim Chief of Staff Angela Joyner, Ph.D. who provided an update on how the Center for Career and Talent Development is reimagining career readiness and success metrics. She also shared a new tool that will be piloted this fall. Dr. Joyner then provided a brief overview of how the Center for Career and Talent Development is partnering with colleagues, employers and alumni to bring a holistic approach to career development, such as financial well-being. She shared highlights from the 3rd edition of the Career Guide and activities used to help best prepare our students to thrive at work and in life.

Mr. Smith reported that the Committee also heard from Director of Athletics Robert Lineburg who provided an update on the academic success of the student-athletes during the Spring 2021 semester, including: 71% of all athletes received a 3.0 GPA or better; 55% of all athletes received a 3.4 GPA or better; 43 individual student-athletes received a perfect 4.0 GPA; 13 of our 16 programs earned a team GPA of 3.0 or better; and overall department GPA for the Spring semester was a 3.28. Mr. Smith shared that the Committee also heard about the outstanding achievements of three students: Sydney Fisher, Annsley Eckert and Anthony Galati; an update on the Name, Image and Likeness (NIL) program; and the hiring of two new head coaches, Samantha Hurley for Women's Lacrosse and Alisa Tasler for Softball. Mr. Smith also shared an update on Athletics' resource development successes and upcoming dates and initiatives.

REPORT FROM THE STUDENT SUCCESS COMMITTEE

Dr. Debra K. McMahon, Vice Chair, stated that the Committee met September 9, 2021 and shared the following information.

Dr. McMahon stated that the Committee first heard from Student Government Association (SGA) President Grace Hurst who shared SGA's goals for 2021-2022 academic year, including collaborate with other organizations, encourage student engagement, promote mental health resources and advocate for student needs. Dr. McMahon also stated that the Committee heard about several welcome back events for all students during the first two weeks of the semester and events and initiatives that the SGA has planned for the remainder of the fall semester.

Dr. McMahon shared that Vice President for Student Affairs Susan Trageser, Ed.D., Associate Vice President for Student Affairs and Dean of Students Angie Mitchell, and Associate Vice President for Student Life Tricia Smith gave a presentation called "This is How We Do It," which outlined how Student Affairs staff are intentional in their approach to promoting student success and building a sense of belonging focusing on academic belonging, social belonging, campus community belonging and connections to the larger community through off-campus belonging. Dr. McMahon reported that Dr. Trageser shared the Models of Practice that frame the Student Affairs work, including the 8 tenets upon which it is based. Ms. Mitchell and Ms. Smith shared examples throughout the presentation for each tenet. The tenets include: Student Centered, Inclusion, Caring, Collaborative, Learner Focused, Excellence, Efficiency, and Team Oriented.

REPORT FROM THE FACULTY REPRESENTATIVE TO THE BOARD

Faculty Senate President Katie Hilden, Ph.D. began her report by sharing with the Board of Visitors that she was fulfilling their request and discussing the results of the faculty morale survey from last spring. Dr. Hilden shared that the analysis of the information falls to the Faculty Senate's Campus Environment Committee and they have completed their quantitative analysis. Dr. Hilden added that the Faculty Morale Survey takes place each spring and all teaching and research faculty receive links to the online survey. Last year, it was at the end of the semester and all teaching and research faculty had a two-and-a-half-week period to complete it. The evaluation period is for that year, the 2020-2021 period.

Dr. Hilden shared that in 2019-2020, there were 141 responses and in 2020-2021, there were 265 responses, an 88% increase in response rate. Dr. Hilden added that 51% of tenured and tenure track faculty participated.

Dr. Hilden stated that out of seven department questions, five had increased averages, including satisfaction with faculty diversity at the department level; out of seven college questions, four remained unchanged, deans' scores increased and satisfaction with faculty diversity at the college-level significantly fell; in the questions about the Provost, there were small decreases in averages for three questions from the 2020 survey and "values faculty opinion" is a strength and "responds to faculty inquiries in a timely manner" stayed relatively stable; in the questions about the President, there were significant decreases in averages across five questions with the challenges being "does all he/she can to meet my college's needs" and "values faculty opinion"; in the questions about Board of Visitors, overall satisfaction dropped from 2020; and in questions about Faculty Senate, there were decreases in averages across four questions, "Faculty Senate does all it can to represent faculty opinion" and "satisfied with Faculty Senate leadership"; and in the questions about work environment, resources and compensation, there were 16 questions in this area. Dr. Hilden continued by stating that this is an area of strength and stability over the past year. Technology and equipment scores improved slightly, there is a perceived need to provide support for faculty diversity and inclusiveness and the average scores around compensation and base salary are low. Dr. Hilden shared that in the 12 questions for overall

satisfaction, there were significant drops in averages for: “my colleagues express a positive attitude about the state of the university,” “satisfied with the current state of the university,” and “faculty morale is positive.” There was an increased score for “the future of the university is important to me.”

Dr. Hilden shared thoughts about the survey and potential ideas for future activities to boost faculty morale and engagement.

Dr. Hilden discussed the Teaching and Research Faculty Handbook updates. Drafts of language for both sections and a revision of the Academic Program Review process are being widely shared and discussed, as requested in the original motion initiating this process. After the first few rounds of this input, it has become clear that a slower, stepped approach is needed to allow for incorporation and development of significant changes. Dr. Hilden said that faculty recognize the need for change and want to develop language that meets our needs now but also far into the future, as we work with the current Board and future Boards. This deliberative approach to developing this language takes time and is informed by the diverse experiences, expertise, and needs of the Radford faculty. Dr. Hilden closed by stating that she looks forward to providing an update in December.

REPORT FROM THE STUDENT REPRESENTATIVE TO THE BOARD

Student Representative to the Board Grace Hurst began her presentation by introducing herself to the Board and sharing information about her background. Ms. Hurst discussed current social media platforms and the importance of staying connected to students by speaking the same language. Ms. Hurst continued by providing the areas of focus for her this year as the Student Representative. Her first priority will be mental health and will encourage school-life balance, trauma-informed training, wellness coaching programs and creating a community of care. Ms. Hurst stated her second priority will be Title IX and sexual assault awareness, with the goals of decreasing stigma, continuing education on Title IX reporting and conducting sexual assault awareness campaigns.

REPORT ON THE RADFORD UNIVERSITY FOUNDATION

Dr. Rachel D. Fowlkes, Representative to the Radford University Foundation Board of Directors, provided an update on recent Foundation news and activities. Dr. Fowlkes reported that in late August, the Foundation closed on the second sale of student housing properties to the University and that this sale was smaller, less than \$4 million. Dr. Fowlkes stated that the investment returns for the year ended June 30 are expected to exceed 20%. Dr. Fowlkes said that progress on the hotel project continues and that model rooms are available for viewing in RU Corporate Park. She added that the hotel is expected to be completed by the end of 2022 but hoping for an earlier completion. Dr. Fowlkes stated that it has been a pleasure for her to serve on the Foundation Board and learn how much the Foundation does to support the University and especially the students.

SACSCOC REAFFIRMATION PRESENTATION

Director of Institutional Effectiveness and Quality Improvement Sandra Nicks Baker, Ph.D. and Associate Director of Institutional Effectiveness and Quality Improvement Melanie Fox presented an overview and timeline of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation process, including current and next steps. All higher education institutions are required by SACSCOC to undergo reaffirmation of accreditation every 10 years. The Quality Enhancement Plan (QEP) is a component of the reaffirmation process, which reflects SACSCOC commitment to enhancing the quality of higher education in the southern region by focusing attention on student learning. The process for determining the Quality Enhancement Plan was shared. After a call for proposals, “Diversity, Equity and Inclusion” was chosen by the QEP Topic Identification

Committee. Other current efforts toward this important process include: faculty credentials audit; campus-wide assessment; updating department and office websites; the QEP development; convening Reaffirmation Advisory Committees; and writing the Compliance Certification Report. A strong communications plan will also be utilized throughout the process.

CLOSED SESSION

Rector Archer requested a motion to move into closed session. Dr. Brewster made the motion that the Radford University Board of Visitors convene a closed session pursuant to Section 2.2-3711 (A) Items 1 and 29 under the Virginia Freedom of Information Act for the discussion of personnel matters and the award of a public contract involving the expenditure of public funds where discussion in an open session would adversely affect the bargaining position or negotiating strategy of the University. Ms. Lawrence seconded the motion. The Board of Visitors went into closed session at 12:15 p.m.

RECONVENED SESSION

Following closed session, public access to the meeting was reconnected. Rector Archer called the meeting to order at 1:21 p.m. On the motion made by Dr. Brewster and seconded by Dr. Fowlkes, the following resolution of certification was presented.

Resolution of Certification

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

Roll Call	Vote
Dr. Jay A. Brown, Vice Rector	Yes
Dr. Thomas Brewster	Yes
Ms. Charlene Curtis	Yes
Dr. Rachel D. Fowlkes	Yes
Dr. Susan Whealler Johnston	Yes
Mr. Mark S. Lawrence	Yes
Dr. Debra K. McMahan	Yes
Ms. Lisa Pompa	Yes
Ms. Nancy Angland Rice	Yes
Mr. David A Smith	Yes
Mr. Marquett Smith	Yes
Ms. Lisa Throckmorton	Yes
Mr. Robert A. Archer, Rector	Yes

The resolution of certification was unanimously adopted.

OTHER BUSINESS

Bylaws Amendment

Rector Archer stated that the Executive Committee was bringing forward amendments to the Bylaws as a result of a subcommittee formed at the Retreat. At that time, the Executive Committee members were asked to review the Bylaws and provide any suggested changes to the subcommittee. These

changes reflect that review and advice from the Office of the Attorney General. Rector Asher asked members to see the following suggested changes. 1) The deletion on page 4 reflects Al Wilson's review and that the language is no longer applicable. 2) The addition on page 3 provides additional language in the Code section referenced and clarity for reasons Board members may participate remotely, a recommendation by Deb Love. 3) The addition on page 5 under Executive Committee reflects the language of the responsibilities for the Executive Committee in the Code of Virginia and currently not in the Bylaws, as pointed out at the Retreat. Following discussion, Rector Archer asked for a motion to approve the amendments to the Bylaws. Dr. Johnston made the motion, Dr. Jay A. Brown seconded, and the motion carried unanimously. A copy of the Bylaws is attached hereto as *Attachment E* and is made a part hereof

ANNOUNCEMENTS

Rector Archer announced the upcoming meeting dates.

December 2-3, 2021

February 10-11, 2022

April 28-29, 2022

July 24-26, 2022 Retreat

September 8-9, 2022

December 1-2, 2022

ADJOURNMENT

With no further business to come before the Board, Rector Archer adjourned the meeting at 1:33 p.m.

Respectfully submitted,

Karen Castele

Secretary to the Board of Visitors and Special Assistant to the President

Radford University Board of Visitors
RESOLUTION
Approval of the Six-Year Capital Outlay Plan for 2022-2028
September 10, 2021

BE IT RESOLVED, the Radford University Board of Visitors approves the Radford University Six-Year Capital Outlay Plan for 2022-2028, as presented in Appendixes A and B.

Approved: September 10, 2021



Robert A. Archer
Rector
Radford University Board of Visitors



Karen Castele
Secretary to the Board of Visitors
Radford University

RADFORD UNIVERSITY

Appendix A: Summary of the Radford University Six-Year Capital Outlay Plan for 2022-2028

Project Priority	Capital Project Description	Funding	State General Fund	University Nongeneral Fund	University Debt	Other	Total Funding Requested
Current Active Projects							
	Artis Center for Adaptive Innovation and Creativity	E&G	\$101,651,000	\$0	\$0	\$0	\$101,651,000
	Renovate Norwood Hall and Tyler Hall Residences	Auxiliary	\$0	\$5,000,000	\$12,000,000	\$0	\$17,000,000
	Property Acquisition	Auxiliary	\$0	\$28,500,000	\$17,500,000	\$0	\$46,000,000
2023-2024 Biennium							
1	Renovate McConnell Library	E&G	\$49,535,000	\$0	\$0	\$0	\$49,535,000
2	Expand Create Riverway Experience	Auxiliary	\$0	\$5,000,000	\$0	\$5,000,000	\$10,000,000
3	Improve Campus Infrastructure - Utilities/Safety/Security	E&G	\$15,425,000	\$0	\$0	\$0	\$15,425,000
2025-2026 Biennium							
4A	Radford University Carilion Academic Building	E&G	\$112,800,000	\$0	\$0	\$0	\$112,800,000
4B	Radford University Carilion Auxiliary Building	Auxiliary	\$0	\$0	\$78,325,000	\$0	\$78,325,000
5	Athletics Umbrella Fund (Renovate Dedmon Center)	Auxiliary	\$0	\$0	\$20,000,000	\$0	\$20,000,000
6	Renovate Muse Hall Residences	Auxiliary	\$0	\$0	\$96,000,000	\$0	\$96,000,000
2027-2028 Biennium							
7	Renovate Walker Hall	E&G	\$28,400,000	\$0	\$0	\$0	\$28,400,000
8	Renovate Ingles Hall Residences	Auxiliary	\$0	\$0	\$12,500,000	\$0	\$12,500,000
9	Construct Combined Heat and Power Co-Generation Facility	ESCO	\$0	\$0	\$0	\$16,000,000	\$16,000,000
10	Construct New Administrative Services Addition	E&G	\$0	\$3,000,000	\$0	\$0	\$3,000,000
2029 and Beyond							
11	Renovate Waldron Hall	E&G	\$36,200,000	\$0	\$0	\$0	\$36,200,000
12	Renovate Peters Hall	E&G	\$57,486,000	\$0	\$0	\$0	\$57,486,000
13	Renovate Governor's Quad Residence Halls	Auxiliary	\$0	\$0	\$49,500,000	\$0	\$49,500,000
14	Construct New Public Safety Building	E&G	\$20,000,000	\$0	\$0	\$0	\$20,000,000
15	Construct New Welcome Center	E&G/Auxiliary	\$7,500,000	\$0	\$7,500,000	\$0	\$15,000,000
16	Construct New University Convocation Center	E&G/Auxiliary	\$58,000,000	\$0	\$58,000,000	\$0	\$116,000,000
17	Athletics Umbrella Fund (Construct Concessions/Ticketing)	Auxiliary	\$0	\$0	\$10,000,000	\$0	\$10,000,000
18	Construct Hurlburt Addition	Auxiliary	\$0	\$10,000,000	\$10,000,000	\$0	\$20,000,000
	Totals		\$385,346,000	\$18,000,000	\$341,825,000	\$21,000,000	\$766,171,000

Appendix B: Summary of Radford University's Six-Year Capital Outlay Plan for 2022-2028

2023-2024 Biennium

1. Renovate McConnell Library

The footprint that forms the McConnell Library consists of an original 14,000 square foot building built in 1931, a 47,500 square foot addition built in 1965, and a 46,444 square foot addition built in 1995. Both the 1965 addition and the 1995 addition, which represent approximately 90 percent of the library's square footage and operations, remain in their original configuration with building systems and equipment which have far exceeded their expected useful life. The original 1931 section of the building has been renovated for aesthetic improvements and space upfits, but still relies on end-of-life utility systems and components.

Given the fact that the building was constructed in multiple phases over many decades, with dozens of small interior upfit projects executed over the life of the building, there are a multitude of basic issues that need to be corrected by this overall renovation project. Accessibility systems and components are not consistently provided in all building spaces, such that the building provides a circuitous and confusing wayfinding situation, and public facilities such as toilets have been grandfathered for continued use. Building security likewise has been provided through inconsistent systems and components which are not in line with current technology. Portions of the building also contain hazardous materials such as asbestos and lead-based paint.

Various single pieces of HVAC equipment have been replaced as they have worn out, but no building-wide ventilation and indoor environment improvements have been undertaken. The remaining existing mechanical components do not operate with current efficiencies, such that energy consumption in the building is well above the campus average. Further, the HVAC humidity control capabilities do not meet current requirements for collections and archives storage. The electrical secondary distribution systems and components are original in many parts of the building, which does not provide adequate support for today's academic power needs, and data systems and components have likewise been inconsistently assembled over time. The proposed renovation will replace all of the aged and inefficient building systems and equipment with modern efficient solutions.

The renovation will also incorporate repurposing and space changes to provide amenities found in and expected within modern libraries. With the increasing move to electronic resources and purging of print collections, the University plans to repurpose print storage space for alternative configurations. Spaces targeted for repurposing are home to some of the library's print collection along with Archives and Special Collections. The print collection located in these areas is in the process of being weeded and the remaining books moved to compact storage.

The purging and relocation of existing collections will also create the necessary space for the Radford University Innovation Lab (RU iLab). Reflective of current library trends, this space will include learning commons, breakout rooms, interdisciplinary presentation spaces and classrooms, and multiple maker-spaces. This move will rebrand the library as a hub for innovation and productivity. In particular, the RU iLab will create the infrastructure for students to engage in collaborative, interdisciplinary thinking to confront present-day needs and pressing future problems.

The renovated space will also include student support areas for group study; provide technology-emphasized rooms for both instruction and information retrieval; incorporate student service functions such as tutoring and writing instruction; and incorporate the RU iLab.

2. Expand Create Riverway Experience

The New River is directly adjacent to the Athletics/Recreation Campus, with boat access points at several locations near University property. Also, an extensive partially developed greenway/trail system parallels the river and extends to Bissett Park and other City of Radford facilities to the west of campus. This series of projects to expand the overall riverway experience will serve to better connect students and others to the New River, for both instructional and recreational uses.

Several gathering areas with appropriate outdoor furniture and shelters are proposed along this greenway development, to provide spaces for relaxation and contemplation along with potential academic research and student life activities. Boat and canoe launch ramps would be provided to provide direct access to the river for recreational use. Festival event areas along with an amphitheater are proposed adjacent to the river. Recreational elements such as ziplines, ropes courses, and climbing walls would be located in the area, potentially for both student and public use. A restaurant adjacent to the river would provide food service and event spaces. A rails-to-trails connection along the existing trestle bridge would provide connectivity to other greenways in the New River Valley.

To further enhance connections to the river campus area, it is proposed to move the RU Able program to campus from its current off-campus leased space location. In conjunction with RU Outdoors and the Tourism and Special Events Resource Lab, these programs will enhance and facilitate greater connectivity to the overall significant assets made available by the New River. The gateway bridge into the river campus area and traffic patterns around the adjacent Dedmon Center will also be improved for efficiency and aesthetics, in partnership with the City of Radford.

3. Improve Campus Infrastructure

The university needs to make improvements to many infrastructure systems and components across campus. Systems include water, sanitary, storm drainage, electrical, steam, security, and information technology. Many basic utilities and services were installed for the citizens of the city of Radford. These services were incorporated for university use when the campus was first developed more than 75 years ago, and still provide service to many buildings and various areas of campus even today. The increased importance of electrical/data resiliency has also brought about the need for generator power to supplement the basic power grid.

As financial and facilities resources have been available, upgrades have been implemented to various elements of campus infrastructure. This approach has been partially successful, but new regulations for many utilities such as storm water and facility resiliency require additional upgrades, along with increased need due to the expanded campus footprint. For example, only a portion of the occupied buildings on campus have been retrofitted with access-control doors, security enhancements, and improved exterior site lighting. This project would provide funding necessary to bring the overall campus infrastructure up to date with current needs and regulatory requirements.

2025-2026 Biennium

4. Radford University Carilion Academic and Auxiliary Buildings

Radford University's 2019 merger with the Jefferson College of Health Sciences, Virginia created Radford University Carilion (RUC). RUC's operations are housed in Carilion Roanoke Community Hospital (CRCH), an active health care facility, which is part of the Carilion Clinic, a not-for-profit health care provider in southwest Virginia. CRCH is a 10-story, 408,000 square-foot hospital, providing a variety of health care services. RUC leases approximately 171,000 square feet in CRCH, including administrative, academic, laboratory, and other associated activities.

In today's environment, both RUC and Carilion have identified the need for expanded facilities to provide for both anticipated academic program growth and increased need for regional health care services. RUC's enrollment has grown over the last two years, and the demand for nursing and health sciences program graduates is very strong. RUC's current space in CRCH allows little to no flexibility to serve potential academic program growth, while future Carilion health care capital demands will likely require reclaiming of current RUC space. RUC's current programs benefit greatly from the immersive nature of the academic spaces within a working hospital; however, there are some basic academic and administrative needs which might be better served in a more flexible environment outside of the hospital proper.

The continued growth of health sciences initiatives in Roanoke offers unique opportunities to provide students with classroom, research, and real-world clinical education settings only a few steps away from one another. Along with the increased concentration of educational offerings will come the need for various student services. In January 2021, a Master Planning Committee was established that consists of members from both Carilion Clinic and Radford University and will work collaboratively with the Virginia Tech Carilion (VTC) Master Planning Committee to ensure potentially mutually beneficial approaches are identified to define desired growth areas of education and research offerings, the layout of Roanoke health sciences campus, and facility needs both now and in the next 3 to 5 years. Initial findings highlight the shared desire for increased academic space, expansion of student health and wellness space, as well as providing additional student housing and dining options. Additional priorities also include the need for expanded research and innovation space to support the cross pollination and collaboration of evolving activities and needs supported by Carilion Clinic, RUC, and VTC.

5. Athletics Umbrella Funding - Renovate Dedmon Center

The Dedmon Center was constructed in 1980, as a combination overall university recreation and athletic venue and support space. The facility originally included basketball, volleyball, gymnastics, and swimming performance venues along with locker rooms, training rooms, and athletics administrative offices. The facility is not designed for effective fan experiences in the way that current facilities are designed, and locker and training spaces are woefully inadequate. This project will reconfigure the arena seating bowl to provide more appropriate fan seating and viewing for indoor athletic events, and adjacent spaces will be renovated to include new locker rooms, athletic training rooms, and concessions.

6. Renovate Muse Hall Residences

Muse Hall is by far the largest residential housing unit on campus with approximately 900 beds, or about one-fourth of all students housed. Built in the late 1960s, the building has never undergone a complete renovation, and is in significant need of a variety of system repairs and upgrades. The building has a commanding presence on campus, and includes a 13-story resident tower along with a penthouse and three below-grade levels. The building is the only residence hall on campus with virtually no resident room air conditioning, and is the least desirable available on-campus housing. The building also includes the university's secondary dining facility, which is extremely important particularly during the week at mid-day meals. The building also has many basic building systems such as plumbing and electrical at end-of-life. Portions of the building also contain hazardous materials such as asbestos and lead-based paint, given their age.

This project would modernize the facility with renovated rooms, new finishes, and improved building systems. The renovated rooms will be done in a manner to make them more appealing to

students – less sharing of bathrooms space, provisions for some apartment-style accommodations, and improved student study and gathering areas.

2027-2028 Biennium

7. Renovate Walker Hall

Walker Hall was originally constructed in 1935 with an addition in 1963, and has housed a multitude of different occupant groups over the life of the building. Accessibility systems and components are not consistently provided in all building spaces, such that the building provides a circuitous and confusing wayfinding situation, and public facilities such as toilets have been grandfathered for continued use. Building security likewise has been provided through inconsistent systems and components which are not in line with current technology.

Various single pieces of HVAC equipment have been replaced as they have worn out, but no building-wide ventilation and indoor environment improvements have been undertaken. The remaining existing mechanical components do not operate with current efficiencies, such that energy consumption in the building is well above the campus average. The electrical secondary distribution systems and components are original in many parts of the building, which does not provide adequate support for today's academic and IT organizational power needs, and data systems and components have likewise been inconsistently assembled over time. The proposed renovation will replace all of the aged and inefficient building systems and equipment with modern efficient solutions.

The university's Department of Information Technology Services is currently scattered about campus housed at multiple locations. One objective of the project is to bring together the department's scattered operations under one roof, which offers both production and fiscal efficiencies. The renovated building would house IT administration and support functions, and provide appropriate areas for computer deployment and repair, software installation, web and content development, and IT infrastructure. The renovated building would also utilize space for general use classrooms and computer labs for overall campus use. To support the critical continuity of operation required of the IT departments, emergency and UPS back-up power will be provided.

8. Renovate Ingles Hall Residences

Ingles Hall was built in 1950 as a residence hall for students during a period of growth of the University. The dormitory building is in significant need of system repairs and upgrades. This project would modernize the building with renovated rooms, new finishes, and improved systems and components. The proposed renovation will replace all of the aged and inefficient building systems and equipment with modern efficient solutions. The renovated rooms will be done in a

manner to make them more appealing to students – less sharing of bathrooms spaces, provisions for some apartment-style accommodations, and improved student study and gathering areas.

9. Construct Combined Heat and Power Co-Generation Facility

This project would convert an existing building into a combined heat and power (CHP) facility for the overall campus. The conversion of the facility to CHP would consist of one or two 4.4 megawatt natural gas (NG) fired reciprocating engines. The engines would generate electricity for campus utilization while the waste heat generated from the equipment would supplement the university steam plant generation. The overall project costs for construction are approximately \$8 million for the single engine and \$16M for the twin unit option. This project would not require the utilization of Commonwealth or university funds due to the nature of the project being an Energy Savings Company (ESCO) partnership with Trane. The ESCO will complete the construction of the project, using their resources, and the project will ultimately being paid for by guaranteed energy savings realized by the university from the current utility expenses. The current pro forma has an approximate payoff period of 9 to 10 years.

10. Construct New Administrative Services Addition

Various university administrative functions are currently scattered in multiple locations both on- and off-campus, with several groups in leased spaces. This project will provide a relatively small addition adjacent to the existing Armstrong Building to house the support team for the Controller, the Compliance team, Accounts Payable, Payroll, Procurement, and Human Resources.

2029 and Beyond

11. Renovate Waldron Hall

Waldron Hall was completed in the fall of 2000, and houses the Waldron College of Health and Human Services (WCHHS). Academic occupant groups include the Dean's Offices; the Departments of Communication Sciences and Disorders, Physical Therapy, and Occupational Therapy; and the Schools of Nursing and Social Work. Special facilities include an interdisciplinary clinic and health services laboratories, along with campus general use classrooms and offices. The clinic spaces also support the community through immersive experiences for students in real-life settings with actual patients.

The WCHHS represents one of the signature programs of academic emphasis for the University as stated in the 2018 Strategic Plan. This emphasis is based on the current and projected strong demand for graduates from the WCHHS, including nurses, therapists, and other health science professions. These professions have proven to be even more in demand in the aftermath of the

COVID-19 pandemic. Further demands on the WCHHS faculty and academic footprint have come about due to the introduction of the Radford University Carilion (RUC) campus in Roanoke. RUC has attracted additional students to the WCHHS for the opportunity to go into these high-demand fields, with an accompanying growth in required facilities and faculty.

Much of the original equipment and furnishings are still in use in Waldron Hall, including outdated lab equipment and simulators. This places the students at a disadvantage, given the rapidly evolving nature of medical equipment, and does not portray the necessary environment when competing for students. The lab spaces are also still in their original configurations, which does not allow teaching and training to match current actual conditions in health care settings.

This project will allow the current building space footprint to be significantly revamped to provide more accurate teaching spaces in accordance with today's health care delivery methods. Certain conventional classroom settings will be repurposed into more appropriate lab and learning spaces. Existing equipment will be replaced, along with appropriate furnishings and casework. The renovation will also create a more effective and efficient overall building layout, and will create badly needed student study and collaborative spaces.

Given the age of the building, there are also a number of basic original building systems and components that are approaching their end of life. Further, the electrical power and data infrastructures are not readily adaptable to today's highly specialized clinical environments. This renovation project will replace these systems and equipment, along with greatly increasing the robustness of the data/IT backbone.

12. Renovate Peters Hall

Peters Hall was originally constructed in 1951, with additions in 1956 and 1967, and a renovation and addition in 2001. The building is the home for the College of Education and Human Development (CEHD), but has also housed a multitude of different occupant groups over the life of the building, including the School of Dance, athletics, student recreation, and a swimming pool. As several of these organizational units have moved to other locations on campus, remaining spaces have been upfit as well as possible using university funding in a somewhat piecemeal way.

The CEHD represents one of the signature programs of academic emphasis for the University as stated in the 2018 Strategic Plan. This emphasis is based on the current and projected strong demand for graduates from the CEHD to serve in various educational roles. In order to provide the types of spaces to support today's education pedagogical methods, it is necessary to reprogram many of the outdated classroom and lab spaces to provide an appropriate learning environment. There is also significant need for student study and collaborative spaces to support learning both inside and outside the classroom. This renovation project will reprogram and repurpose many spaces in the building to meet these needs.

Given the age of the building since the most recent renovation, there are also a number of basic original building systems and components that are approaching their end of life. Further, the electrical power and data infrastructures are not readily adaptable to today's highly specialized academic environments. This renovation project will replace these systems and equipment, along with greatly increasing the robustness of the data/IT backbone.

13. Renovate Governor's Quad Residences

The Governor's Quad consists of four basically identical residence halls for students built in 1965 during a period of growth of the University. The buildings included in the Governor's Quad are Trinkle, Stuart, Floyd, and Peery. The dormitory buildings underwent partial renovations in 2002-2005, but still need certain system repairs and upgrades. This project would modernize the building with renovated rooms, new finishes, and improved systems and components. The proposed renovation will replace all of the aged and inefficient building systems and equipment with modern efficient solutions, and will abate all remaining asbestos-containing materials. The renovated rooms will be done in a manner to make them more appealing to students – less sharing of bathrooms spaces, provisions of some apartment-style accommodations, and improved student study and gathering areas.

14. Construct New Public Safety Building

The RU Police Department, Emergency Medical Services team, Emergency Preparedness personnel, Emergency Operations Center, and Environmental Health and Safety Department staff are currently located in multiple buildings around campus. Further, these functions are located in shared building spaces which are not up to current standards for these critical areas of university services. This new building will be designed to maximize the safety and emergency capabilities of the university, including up-to-date hardware and software and associated furnishings.

15. Construct New Welcome Center

Students and their parents currently desire sophisticated engagement and support staff and facilities during their entire university experience. This proposed new building will include a campus Welcome Center to help guide both prospective and current students and their parents to desired resources and locations around campus.

16. Construct New University Convocation Center

The university has outgrown the central gathering areas necessary to address the needs of the student body. Other than the current basketball arena, there is no single interior space large enough to handle an address or event that involves more than a small minority of students. This project would build a convocation hall sufficient to handle large events such as convocation, commencement, new student move-in events, family weekend, and homecoming, along with

various athletic events. The center would also serve to provide a venue for orientation programs, conference services, and concerts, and would promote a wide variety of activities involving the local community.

17. Athletics Umbrella Funding - Construct New Athletics Ticketing/Concessions Center

Recent athletics construction projects have renovated and/or replaced the university athletics softball, baseball, and tennis facilities. These facilities are co-located together and include fields and dugouts along with a new indoor practice and coach's facility, but lack common fan ticketing, concession, and restroom areas. This project will provide a new building containing these common fan functions, such that accessible services are effectively provided in this area of the university athletics complex.

18. Construct Hurlburt Hall Addition

Various university student support functions and groups are currently housed in Hurlburt Hall. This project will provide an addition adjacent to Hurlburt Hall to expand the space for student support groups, along with campus-wide large meeting and gathering spaces, conference spaces, and event venues.

**RADFORD UNIVERSITY BOARD OF VISITORS
Resolution**

***Approval of Radford University's 2021 Six-Year Plan
September 10, 2021***

WHEREAS, the Higher Education Opportunity Act of 2011 became effective July 1, 2011, and requires each public institution of higher education in Virginia to develop and submit an institutional six-year plan; and

WHEREAS, § 23.1-306 of the Act requires, “*The governing board of each public institution of higher education shall (i) develop and adopt biennially and amend or affirm annually a six-year plan for the institution; (ii) submit such plan to the Council (State Council of Higher Education for Virginia), the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance no later than July 1 of each odd-numbered year; and (iii) submit amendments to or an affirmation of that plan no later than July 1 of each even-numbered year or at any other time permitted by the Governor or General Assembly*”; and

WHEREAS, Radford University prepared a six-year plan in accordance with the requirements of the Higher Education Opportunity Act of 2011 and guidelines provided by the State Council of Higher Education for Virginia; and

WHEREAS, the University submitted the six-year plan to the State Council of Higher Education for Virginia by the stated deadline of July 1, 2021 for the 2021 submission; and

WHEREAS, the 2021 Six-Year Plan must be approved by the Board of Visitors prior to the October 1 final submission;

THEREFORE, BE IT RESOLVED the Radford University Board of Visitors approves the Radford University 2021 Six-Year Plan (Part I and Part II) as presented in the format provided by the State Council of Higher Education for Virginia; and

BE IT FURTHER RESOLVED, that the University is authorized to revise the 2021 Six-Year Plan as required by State officials for final submission by the stated deadline.

Approved: September 10, 2021



Robert A. Archer
Rector
Radford University Board of Visitors



Karen Castele
Secretary to the Board of Visitors
Radford University

RADFORD UNIVERSITY BOARD OF VISITORS

Resolution

September 10, 2021

Approval of the Radford University 2021-22 Operating Budget

BE IT RESOLVED, the Radford University Board of Visitors approves the fiscal year 2021-22 operating budget as presented in Schedule A for Total Operating Budget and Schedule B for Auxiliary Enterprises.

Approved: September 10, 2021



Robert A. Archer
Rector
Radford University Board of Visitors



Karen Castele
Secretary to the Board of Visitors
Radford University

Radford University
Proposed University Operating Budget
2021-22

Dollars in Thousands

	Annual Budget for 2020-21			2020-21	2021-22 Adjustments			2021-22
	Original Total Budget ^(a)	Adjustments	Adjusted Total Budget ^(b)	Adjusted Total Budget	Technical Adjustments	Base Adjustments	One-Time Adjustments	Recommended Total Budget ^(c)
Educational and General Programs								
Revenues								
General Fund	\$59,565	\$4,228	\$63,794	\$63,794	(\$4,228)	15,630	\$1,331	\$76,526
Tuition and Fees	83,159	(1,921)	81,238	81,238	1,921	(15,975)	0	67,184
All Other Income	3,326	870	4,197	4,197	(2,615)	176	0	1,757
Revenue	\$146,051	\$3,177	\$149,228	\$149,228	(\$4,922)	(\$169)	\$1,331	\$145,468
Expenditures								
Instructional & Academic Support	(\$94,944)	\$1,319	(\$93,625)	(\$93,625)	(\$1,533)	\$637		(\$94,521)
All Other Support Programs	(51,107)	(4,496)	(55,603)	(\$55,603)	5,925	(1,269)		(\$50,946)
Expenditures	(\$146,051)	(\$3,177)	(\$149,228)	(\$149,228)	\$4,392	(\$632)	\$0	(\$145,468)
Reserve Draw (Deposit)	0	0	0	0	530	801	(1,331)	0
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student Financial Assistance								
Revenue	\$13,542	\$2,427	\$15,969	\$15,969	(\$2,427)	\$2,538	\$0	\$16,080
Expenditures	(13,542)	(2,427)	(15,969)	(15,969)	2,427	(2,538)	0	(16,080)
Reserve Draw (Deposit)	0	0	0	0	0	0	0	0
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sponsored Programs								
Revenue	\$8,962	\$250	\$9,212	\$9,212	(\$250)	\$0	\$0	\$8,962
Expenditures	(8,962)	(250)	(9,212)	(9,212)	250	0	0	(8,962)
Reserve Draw (Deposit)	0	(0)	(0)	(0)	(0)	0	0	(0)
NET	\$0	(\$0)	(\$0)	(\$0)	\$0	\$0	\$0	(\$0)
Auxiliary Enterprises								
Revenues	\$68,269	\$2,956	\$71,226	\$71,226	(\$1,372)	\$394	(\$275)	\$69,973
Expenditures	(64,824)	(4,372)	(69,196)	(69,196)	4,294	1,160	(355)	(64,097)
Reserve Draw (Deposit)	(3,446)	1,416	(2,030)	(2,030)	(2,923)	(1,554)	630	(5,876)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total University								
Revenues	\$236,824	\$8,810	\$245,634	\$245,634	(\$8,971)	\$2,764	\$1,056	\$240,482
Expenses	(233,378)	(10,227)	(243,604)	(243,604)	11,364	(2,010)	(355)	(234,606)
Reserve Draw (Deposit)	(3,446)	1,416	(2,030)	(2,030)	(2,393)	(753)	(700)	(5,876)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Notes:

(a) Original Total Budget - Reflects the 2020-21 Operating Budget as of July 1, 2020 which was approved by the Board at the September 2020 meeting. Both recurring and one-time operating budgets are included.

(b) Adjusted Total Budget - Reflects the 2020-21 Operating Budget as of June 30, 2021. Both recurring and one-time operating budgets are included.

(c) Recommended Total Budget - Reflects the proposed 2021-22 Original Total Budget as of July 1, 2021. Both recurring and one-time operating budgets are included.

Radford University
Proposed Auxiliary Enterprise Budget
2021-22

Dollars in Thousands

	Annual Budget for 2020-21			2020-21	2021-22 Adjustments			2021-22
	Original		Adjusted	Adjusted	Technical	Base	One-Time	Recommended
	Total Budget (a)	Adjustments	Total Budget (b)	Total Budget	Adjustments	Adjustments	Adjustments	Total Budget (c)
Residential & Dining Programs								
Revenues	\$34,339	\$3,988	\$38,327	\$38,327	(\$2,403)	(\$467)	(\$275)	\$35,182
Expenditures	(32,761)	(2,578)	(35,339)	(35,339)	1,426	686	(35)	(33,261)
Reserve Draw (Deposit)	(1,579)	(1,410)	(2,989)	(2,989)	977	(219)	310	(1,921)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Bookstore								
Revenues	\$285	(\$102)	\$183	\$183	\$102	\$0	\$0	\$285
Expenditures	(272)	7	(265)	(265)	(7)	(0)	0	(272)
Reserve Draw (Deposit)	(13)	95	82	82	(95)	0	0	(13)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Parking & Transportation								
Revenues	\$1,828	(\$181)	\$1,647	\$1,647	\$181	\$11	\$0	\$1,839
Expenditures	(1,695)	189	(1,505)	(1,505)	(156)	(94)	(143)	(1,898)
Reserve Draw (Deposit)	(134)	(8)	(142)	(142)	(25)	83	143	59
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Telecommunications								
Revenues	\$560	\$0	\$560	\$560	\$0	\$0	\$0	\$560
Expenditures	(529)	58	(471)	(471)	(33)	(2)	0	(505)
Reserve Draw (Deposit)	(31)	(58)	(89)	(89)	33	2	0	(55)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student Health Services								
Revenues	\$2,815	\$541	\$3,355	\$3,355	(\$541)	\$87	\$0	\$2,901
Expenditures	(2,599)	(560)	(3,159)	(3,159)	560	(144)	(5)	(2,747)
Reserve Draw (Deposit)	(215)	19	(197)	(197)	(19)	57	5	(154)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student Programming								
Revenues	\$7,525	(\$537)	\$6,988	\$6,988	\$537	(\$829)	\$0	\$6,696
Expenditures	(7,217)	627	(6,590)	(6,590)	(627)	819	(145)	(6,543)
Reserve Draw (Deposit)	(308)	(90)	(398)	(398)	90	10	145	(153)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building & Facilities								
Revenues	\$2,489	(\$376)	\$2,113	\$2,113	\$1,934	(\$81)	\$0	\$3,967
Expenditures	(1,373)	(3,093)	(4,466)	(4,466)	418	81	0	(3,967)
Reserve Draw (Deposit)	(1,116)	3,469	2,352	2,352	(2,352)	0	0	0
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Enterprise Functions								
Revenues	\$7,246	\$1,175	\$8,421	\$8,421	(\$2,733)	\$1,447	\$0	\$7,135
Expenditures	(7,049)	31	(7,019)	(7,019)	3,658	(506)	(28)	(3,894)
Reserve Draw (Deposit)	(197)	(1,206)	(1,403)	(1,403)	(925)	(941)	28	(3,241)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Intercollegiate Athletics								
Revenues	\$11,181	(\$1,551)	\$9,630	\$9,630	\$1,551	\$226	\$0	\$11,408
Expenditures	(11,329)	946	(10,383)	(10,383)	(946)	320	0	(11,010)
Reserve Draw (Deposit)	148	605	753	753	(605)	(546)	0	(398)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Auxiliary Enterprise								
Revenues	\$68,269	\$2,956	\$71,226	\$71,226	(\$1,372)	\$394	(\$275)	\$69,973
Expenses	(64,824)	(4,372)	(69,196)	(69,196)	4,294	1,160	(355)	(64,097)
Reserve Draw (Deposit)	(3,446)	1,416	(2,030)	(2,030)	(2,923)	(1,554)	630	(5,876)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Notes:

- (a) Original Total Budget - Reflects the projected 2020-21 Operating Budget as of July 1, 2020 which was approved by the Board at the September 2020 meeting. Both recurring and one-time
(b) Adjusted Total Budget - Reflects the 2020-21 Operating Budget as of June 30, 2021. Both recurring and one-time operating budgets are included.
(c) Recommended Total Budget - Reflects the proposed 2021-22 Original Total Budget as of July 1, 2021. Both recurring and one-time operating budgets are included.

RADFORD UNIVERSITY BOARD OF VISITORS

Resolution

September 10, 2021

Approval of 2021-22 Competency-Based Education Tuition and Fees

NOW, THEREFORE, BE IT RESOLVED that the Radford University Board of Visitors approves Competency-Based Education (CBE) tuition and fees for the 2021-22 academic year as reflected in the Summary of Proposed 2021-22 CBE Tuition and Fees beginning with enrollment in the Fall of 2021 and thereafter until otherwise adjusted by the Board of Visitors.

Approved: September 10, 2021



Robert A. Archer
Rector
Radford University Board of Visitors



Karen Castele
Secretary to the Board of Visitors
Radford University

Radford University

Competency Based Education (CBE)

Cybersecurity - CBE

	<u>Program Approved 2021-22</u>	<u>Approved Per Credit Hour 2021-22</u>	<u>Proposed Per Credit Hour 2021-22</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Tuition	\$5,688	\$316	\$316		
Mandatory Technology Fee	72	4	4		
Mandatory Online Comprehensive Fee	540	30	30		
Total Cybersecurity - CBE	\$6,300	\$350	\$350	\$0	0.00%

Geospatial - CBE

Tuition	\$5,824	\$416	\$316		
Mandatory Technology Fee	56	4	4		
Mandatory Online Comprehensive Fee	420	30	30		
Total Geospatial - CBE	\$6,300	\$450	\$350	(\$100)	-22.22%

Education - CBE

Tuition	\$1,250	\$417	\$316		
Mandatory Technology Fee	0	0	4		
Mandatory Online Comprehensive Fee	0	0	30		
Total Education - CBE	\$1,250	\$417	\$350	(\$67)	-16.00%

Data Science - CBE

Tuition	N/A	N/A	\$316		
Mandatory Technology Fee	N/A	N/A	4		
Mandatory Online Comprehensive Fee	N/A	N/A	30		
Total Data Science - CBE	N/A	N/A	\$350	N/A	N/A

**Radford University Board of Visitors
Resolution**

Amendment to the Bylaws

Now Therefore Be It Resolved, the Board of Visitors hereby amends the Radford University Board of Visitors Bylaws, as follows:

Section 1 D. Removal of Board Members

Delete

D. Removal of Board Members. If any member of the Board fails to attend (i) the meetings of the Board for one year without sufficient cause, as determined by a majority vote of the Board, or (ii) the educational programs for governing boards presented by the State Council of Higher Education for Virginia, and required by Virginia Code §23.1-1304 in the member's first two years of membership without sufficient cause, as determined by a majority vote of the board, the remaining members of the Board shall record such failure in the minutes at the Board's next meeting and notify the Governor, and the office of such member shall be vacated. ~~However, no member serving as of January 1, 2015 shall be removed for failing to attend the educational programs required by Virginia Code § 23-9.14:1 in the members first two years of membership if the member attends such training by January 1, 2016.~~

Section 3 E. Member(s) Participation via Electronic Communications.

Add

A. Member(s) Participation via Electronic Communications.

1. A member may also participate via electronic communication means from a remote location that is not opened to the public in the event of an emergency, personal matter, **a family member's medical condition that requires the member to provide care for such family member**, or medical condition that prevents the member from attending in person, in accordance with the Code of Virginia §2.2-3708.2 and provided that:
 - a. If, on or before the day of the meeting, the member notifies the Rector that such member is unable to attend the meeting due to an emergency, personal matter, **a family member's medical condition that requires the member to provide care for such family member**, or medical condition that prevents the member's physical presence, and the member identifies with specificity the nature of the emergency or personal matter.

Section 6 A. 1 Executive Committee

Add

1. The Executive Committee is authorized and required to:
 - a. **Organize the working processes of the Board;**
 - b. **Recommend best practices for Board governance;**

Adopted: September 10, 2021



Robert A. Archer
Rector
Radford University Board of Visitors



Karen Casteel
Secretary to the Board of Visitors
Radford University

End of Board of Visitors Materials

