

RADFORD UNIVERSITY

Board of Visitors

**ANNUAL RETREAT
AUGUST 9-10, 2021
THE HOTEL ROANOKE & CONFERENCE CENTER
110 SHENANDOAH AVENUE, ROANOKE, VA**

**DRAFT
MINUTES**

AUGUST 9, 2021

BOARD MEMBERS PRESENT

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

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

OTHERS PRESENT

Dr. Carolyn R. Lepre, Interim President
Ms. Karen Castele, Secretary to the Board of Visitors and Special Assistant to the President
Ms. Angela Joyner, Interim Chief of Staff
Ms. Heather Miano, Executive Director of Administration
Ms. Deb Love, Senior Assistant Attorney General, Education Section Chief
Mr. Allen T. Wilson, Assistant Attorney General, Commonwealth of Virginia
Dr. Betty Asher, Greenwood/Asher and Associates (Presentation)
Ms. Julie Holley, Greenwood/Asher and Associates (Presentation)

WELCOME AND OVERVIEW

Mr. Robert A. Archer, Rector, called the Retreat to order at 9:00 a.m. in the Shenandoah Room of The Hotel Roanoke & Conference Center in Roanoke, Virginia. Rector Archer thanked everyone for devoting their valuable time during this important Retreat, especially during this critical transition period at Radford. Rector Archer thanked Interim President Carolyn R. Lepre, Ph.D. for her willingness to serve in this critical role. Rector Archer also thanked Susan Whealler Johnston, Ph.D. and Jay A. Brown, Ph.D., along with other Board members, for serving on the Presidential Search Committee.

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

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

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

A YEAR IN REVIEW AND A LOOK FORWARD

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

GREENWOOD/ASHER & ASSOCIATES

Betty Asher, Ed.D. and Julie Holley, J.D., representing the search firm of Greenwood/Asher and Associates, provided an update to the Board of Visitors on the presidential search process and timeline.

REVIEW OF PROTOCOL AND COMMUNICATION

Rector Archer and Interim President Lepre provided a discussion on the expectations and protocol for communications, communication flow and the process for requesting information. The presentation is attached hereto as *Attachment E* and is made a part hereof.

SACSCOC ANNUAL SELF-EVALUATION INTRODUCTION

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

BOARD'S LEGAL and ETHICAL RESPONSIBILITIES

Allen T. Wilson, J.D., Assistant Attorney General, provided training to the Board of Visitors on their legal and ethical responsibilities, including an overview of the Freedom of Information Act, Conflicts of Interest, fiduciary obligations and a review of the statutory duties in Chapter 13 of Title 23.1 of the Code of Virginia. The presentation is attached hereto as *Attachment G* and is made a part hereof.

RE-IMAGINING EXPERIENTIAL LEARNING AT RADFORD UNIVERSITY

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

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

AUGUST 10 , 2021

BOARD MEMBERS PRESENT

Mr. Robert A. Archer, Rector
Dr. Jay A. Brown, Vice Rector
Dr. Thomas Brewster
Ms. Krisha Chachra
Ms. Charlene Curtis
Dr. Rachel D. Fowlkes
Mr. Mark S. Lawrence
Dr. Debra K. McMahan
Ms. Lisa W. Pompa
Ms. Nancy Angland Rice

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

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OTHERS PRESENT

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

CALL TO ORDER

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

COLLEGE BELONGING: HOW FIRST- YEAR AND FIRST-GENERATION STUDENTS NAVIGATE CAMPUS LIFE - BOOK DISCUSSION

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

FACULTY REPRESENTATIVE TO THE BOARD UPDATE

Faculty Representative to the Board of Visitors Katie Hilden, Ph.D. provided an update on the work of the Faculty Senate. Dr. Hilden stated that following the June 12, 2020 resolution by the Board of Visitors to address the financial stress related to COVID-19, Faculty Senate passed a motion which recommended the establishment of a task force to revise Handbook sections 1.15 - Reduction in Force under Fiscal Exigency and 1.16 - Reduction in Force Due to Program Restructuring or Discontinuance. Dr. Hilden stated that the task force consists of six tenured faculty senators representing the undergraduate colleges, one dean, the Vice President for Finance and Administration, the Vice President for Strategic Operations and the Provost. Dr. Hilden shared that the task force began meeting in May, has completed initial drafts, and is in the process of acquiring stakeholders' feedback to better inform

potential revisions. Dr. Hilden stated that it is the task force's intention that these revisions be considered by Faculty Senate by early October 2021. Rector Archer thanked Dr. Hilden for sharing this update with the Board of Visitors.

SACSCOC ANNUAL SELF-EVALUATION REVIEW

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

REFLECTION ON RETREAT AND OBJECTIVES FOR YEAR AHEAD TOGETHER

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

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

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

ADJOURNMENT

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

Respectfully submitted,

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



Board of Visitors

STANDING COMMITTEES 2021-2022

Executive Committee

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

Academic Excellence and Research Committee*

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

Business Affairs and Audit Committee*

Dr. Debra K. McMahon, Chair
 Mr. Mark S. Lawrence, Vice Chair
 Dr. Susan Whealler Johnston
 Mr. Marquett Smith
 Ms. Nancy Angland Rice

Governance, Administration and Athletics Committee*

Mr. David A. Smith, Chair
 Ms. Nancy Angland Rice, Vice Chair
 Dr. Thomas Brewster
 Ms. Charlene A. Curtis
 Dr. Susan Whealler Johnston

Student Success Committee*

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

Advancement, University Relations and Enrollment Management Committee*

Ms. Lisa Throckmorton, Chair
 Dr. Rachel Fowlkes, Vice Chair
 Ms. Krisha Chachra
 Mr. Mark S. Lawrence
 Ms. Lisa W. Pompa
 Ms. Georgia Anne Snyder-Falkinham

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

***The Rector and Vice Rector serve as ex officio members of all standing committees.**

****The immediate past Rector serves as an ex officio member.**

RADFORD UNIVERSITY BOARD OF VISITORS

STATEMENT ON GOVERNANCE

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

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

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

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

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

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



Code of Ethics

Radford University is committed to maintaining the highest ethical standards and to upholding the public's trust. We recognize that our behavior affects not only our own individual reputation, but also that of Radford University. Accordingly, this Code of Ethics forms the ethical principles that will guide all members of the university community in all decisions and activities. These principles are:

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

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

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

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

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

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

*Approved by Board of Visitors
August 23, 2007*

*Reaffirmed by Board of Visitors
August 9, 2021*

*Reviewed by President's Cabinet
October 19, 2020*

A Year in Review and A Look Forward

Carolyn R. Lepre, Ph.D.
Interim President

Responsive



Responsive:

- Reimagined Spaces
- Alternative Work Plans
- Virtual Engagements
- Campus Wellness



Reinventing Dining Experiences



Highlander Food Pantry



University Rankings and Acknowledgements



University Rankings and Acknowledgements



Student Recognition



Karisma Woods



Vinicius Rios

Awards - Faculty



Theresa Burriss



Rachel Hall

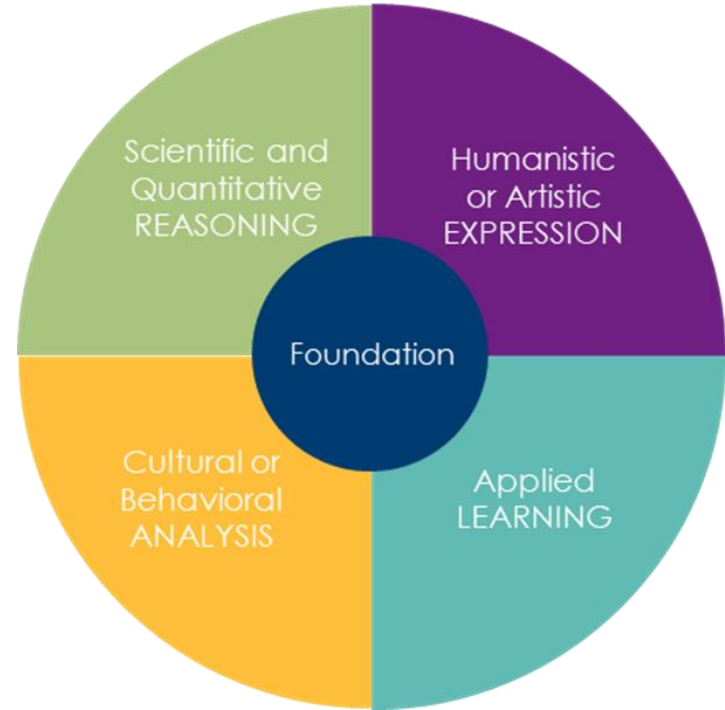


Skip Watts



Jolanta Wawrzycka

REAL – Innovative General Education Approach



Academic Success Center



Student Experiential Learning Pathway

ATTRACT

Attraction, recruitment and onboarding activities of prospective Highlanders

EXPLORE

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

EXPOSE

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

ENGAGE

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

EXPERIENCE

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

ADVANCE

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

RUC - Equalizing Tuition



School of Nursing



Bridge Program



McGlothlin Center for Global Education



Vinod Chachra IMPACT Lab



- Completion of \$13MM SEED Grant
- New Partnerships
- \$100K Intel Foundation Grant
- Academic Partnership

Appalachian School of Law



NCI Agreement



Sustainability Taskforce - Carbon Commitment



Homecoming 2020

THIS YEAR,
JOIN FELLOW ALUMNI
FROM AROUND THE GLOBE

Virtual
HOMECOMING 2020

...connecting October 16-17

A circular inset image of the Radford mascot, a bearded man with a plaid headband, wearing a red jersey with "RADFORD" on it, giving a thumbs up. The background of the entire graphic is light blue with red and white brushstroke accents.

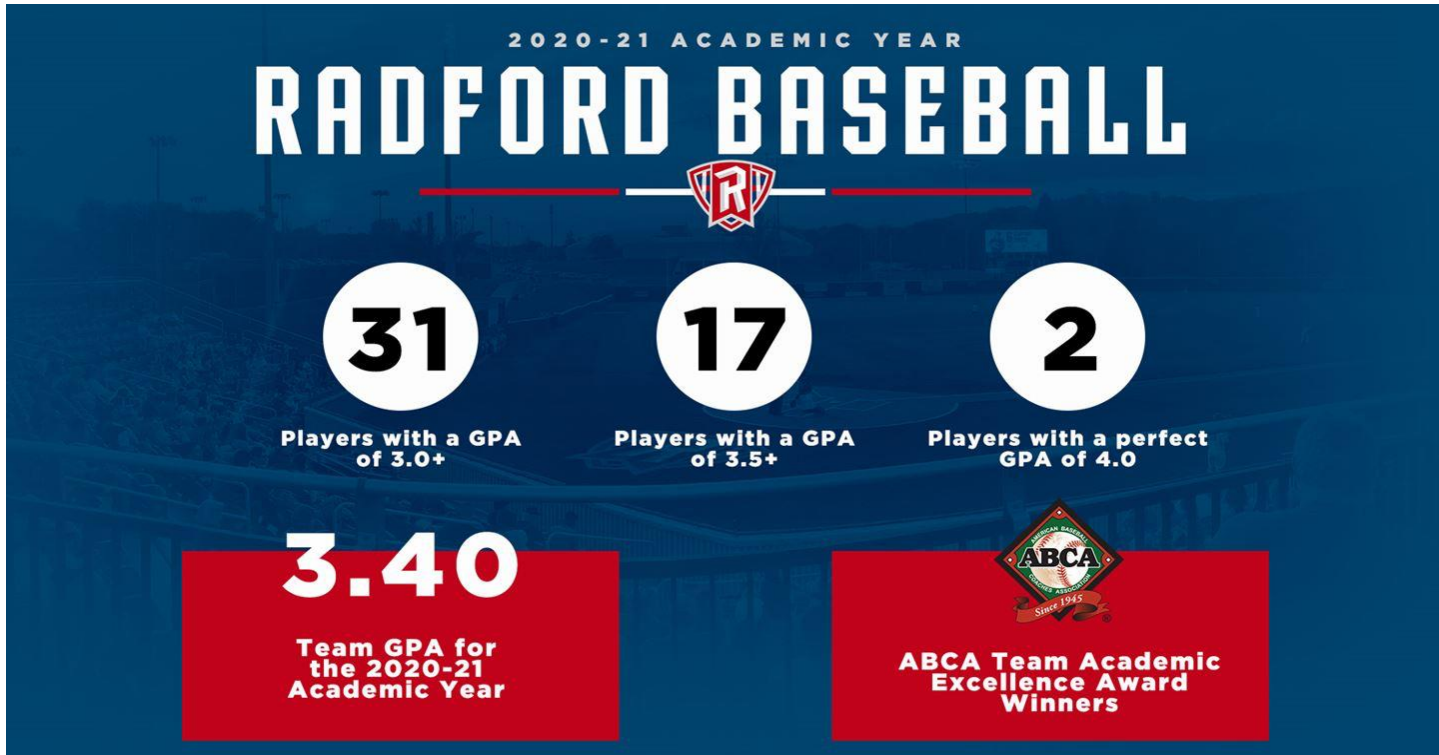
Homecoming 2020



Athletics - New Baseball Field



Athletics Academic Excellence



Athletics Academic Excellence



2020-21 BIG SOUTH

**WOMAN
OF
THE YEAR**

SYDNEY FISHER



Athletics Talent Acquisition



Together Campaign



FISCAL YEAR 21 ACCOMPLISHMENTS BY VOLUME

Raised \$16.9 million – \$75.6 million
towards our campaign goal
**MOST DOLLARS RAISED IN
UNIVERSITY HISTORY**



Commencement 2020 and 2021



Hemphill Hall



Artis Center for Adaptive Innovation and Creativity



SACSCOC Reaffirmation



Highlander Hotel



A Look Forward



A Look Forward

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



A Year in Review and A Look Forward

Carolyn R. Lepre, Ph.D.
Interim President

Protocol and Communication

RADFORD
UNIVERSITY

Roles and Responsibilities

- **Board Bylaws**
- **Board Officers (Rector Bob Archer and Vice Rector Jay Brown)**
- **Board Committees (Committee Chairs and Vice Chairs)**
 - Executive Committee
 - Academic Excellence and Research Committee
 - Business Affairs and Audit Committee
 - Governance, Administration, and Athletics Committee
 - Student Success Committee
 - Advancement, University Relations and Enrollment Management Committee
- **Lines of Communication**
 - Board Members - Protocol and Expectations
 - Rector, Vice Rector or Committee Chair - first point of contact

Requests for Information

- **For Meeting Logistics**
 - Contact Board Secretary
- **For Data/Information Requests**
 - Contact Board Secretary ----- *if an email, copy Rector, President and Chief of Staff*. The information will be shared with full Board of Visitors or Committee, as appropriate.
- **For Sensitive Information**
 - Contact the Rector or President directly
- **Lines of Communication**
 - University Members - Protocol and Expectations

Types of Communication

- **Regular Communication**
 - Surrounding Meetings
- **Additional Communication to Board Members**
 - Advance Notice
 - Regular Campus Updates

Discussion

RESOURCE MANUAL

for The Principles of Accreditation:
Foundations for Quality Enhancement



Southern Association of Colleges and Schools
Commission on Colleges

2020 Edition

4.2.g

The governing board defines and regularly evaluates its responsibilities and expectations. (*Board self-evaluation*)

Rationale and Notes

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

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

NOTE

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

Questions to Consider

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

Sample Documentation

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

Reference to SACSCOC Documents, If Applicable

None noted.

Annual Self-Evaluation

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

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

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

Radford University



FREEDOM OF INFORMATION ACT

“THE PUBLIC’S BUSINESS DONE IN PUBLIC”

Why does FOIA matter?



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

WHAT IS A PUBLIC RECORD?



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

EXAMPLES



- Handwritten notes
- Typewritten documents
- Electronic files
- E-mail
- Audio and video recordings
- Photographs
- Any other written or recorded media

Requesting A Record



Who may request a record?

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

Requesting a Record



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

Responding To A Request



- Must be in writing
- Must be made within 5 days of receipt of request
- Failure to timely respond is considered a denial and violation of FOIA

FOIA Exclusions



- Exclusions of General Application – Va. Code § 2.2-3705.1
 - Personnel records
 - Legal Advice
 - Legal memoranda and work product related to litigation

FOIA Exclusions



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

Meetings



- “Meeting” is defined as a meeting as a body or entity of 3 or more members of a public body. – Va. Code § 2.2-3701
- Meetings include work sessions and telephonic communication.

Meetings



- All meetings of public bodies shall be open, except when the requirements for holding a closed meeting are met. – Va. Code § 2.2-3707
- Notice of the date, time and location of the meeting is required.
- Notice must be posted at least 3 days prior to meeting.

Electronic Meetings



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

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

Closed Meetings



- Can only be held for limited purposes. – Va. Code § 2.2-3711.
- More than 40 exceptions, including:
 - **Personnel** – Discussion of specific employees
 - **Scholastic records** – Discussion of specific students
 - **Contracts** – Discussion of award of a contract using public funds where an open meeting would adversely affect the Institution's bargaining position
 - **Legal advice** – Consultation with legal counsel for advice on specific legal matters

Closed Meeting-Procedures



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

Closed Meeting-Procedures



- Notice provisions do not apply.
- Discussion restricted to only those matters identified in the closed meeting motion.
- No action can be taken in closed meeting.
- Minutes are not required.
- Must immediately reconvene in open meeting and vote.

Enforcement



- Any person denied FOIA rights and privileges may file petition in court
- Agency has burden of proving that an exemption applies
- Court may award payment of attorneys' fees and cost
- A court finding of willful and knowing violation may result in civil penalty of \$500-\$2,000

Other Statutes of Note



- The Virginia Public Records Act – Va. Code § 42.1-76, *et seq.*
- Government Data Collection and Dissemination Practices Act – Va. Code § 2.2-3800, *et seq.*

Questions?

Thank you.





Re-Imagining Experiential Learning Taskforce Board of Visitors Retreat

August 2021

Taskforce Members - Thank You!

President Hemphill, Ph.D.

Angela Joyner, Ph.D.

Jeanne Mekolichick, Ph.D.

Ellen Taylor

Joy Bhadury, Ph.D.

Heather Keith, Ph.D.

Taylor Hawkins

Johnnie Sue Wijewardane, Ph.D.

Theresa Burriss, Ph.D.

Erin Burcham

Jonathan Sweet

Joe Wirgau, Ph.D.

James Cabler

Bruce Parsons, Ph.D.

Destiny Goodwin

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Chris Davis

Ethan Sweeney

Agenda

1. Overview
2. Recommendations
3. Next Steps



Presidential Taskforce Deliverables

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



Vision Statement



Mission Statement



Common Language



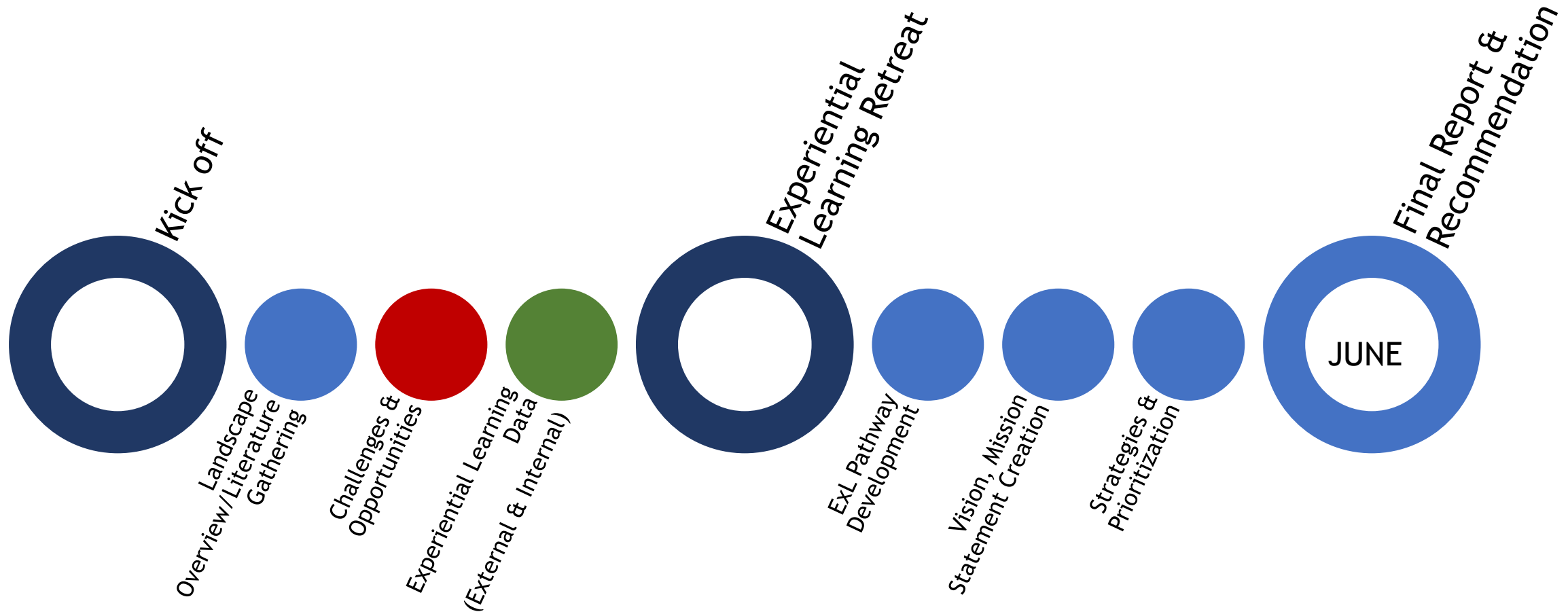
Experiential Learning Plan



Budget Summary

Progress to Date

The taskforce and advance team met over the course of nine months to understand the current landscape, identify opportunities and obstacles and develop recommendations for a comprehensive experiential learning plan.

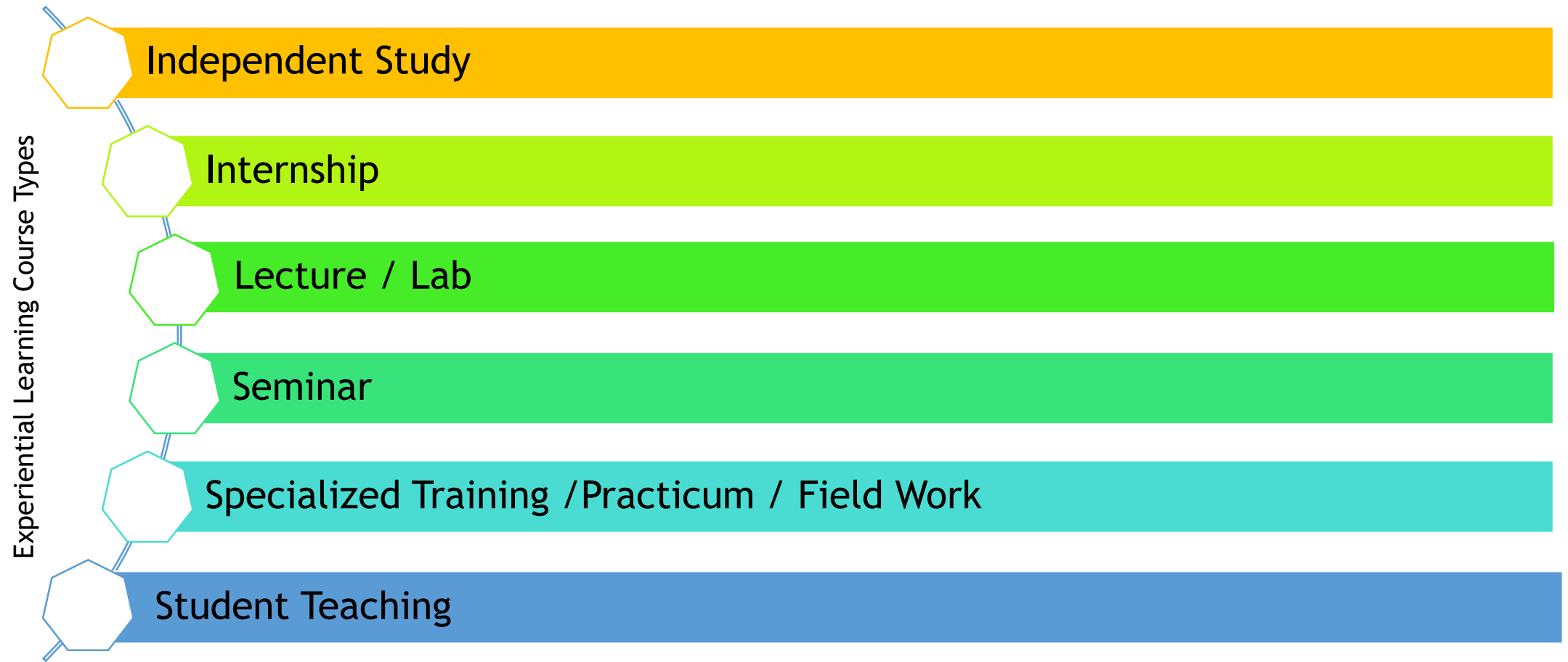


Report Overview



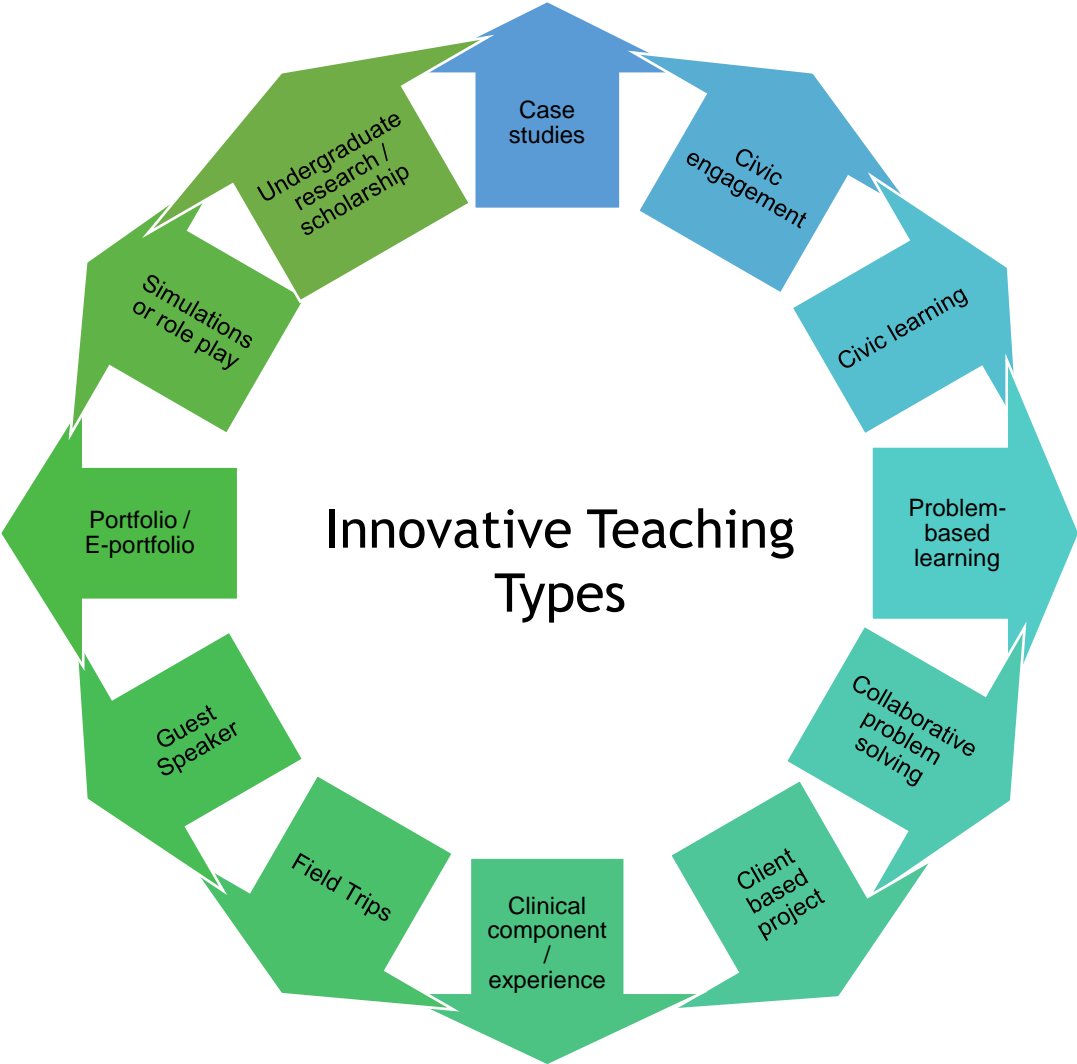
The taskforce is proposing several recommendations that will increase student engagement, address current opportunities and provide strategies that make experiential learning more accessible and equitable to Radford University students and stakeholders alike.

Types of Experiential Learning at Radford University



Source: Institutional Research Data 2021

Types of Experiential Learning at Radford University



Source: Partial list generated from Activity Insight Data 2020

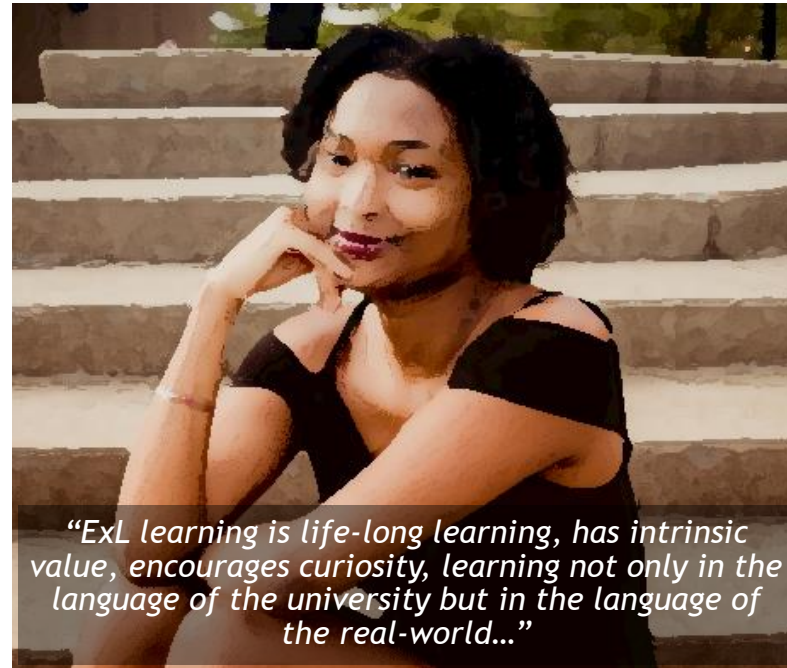
Current Landscape - Student Perspective



Current Landscape - Employer Perspective



Current Landscape - Taskforce Perspective



Current Landscape - Opportunities



Awareness



Employer | Alumni Engagement



Student Engagement



Funding Sources



Data Collection



Common Approach



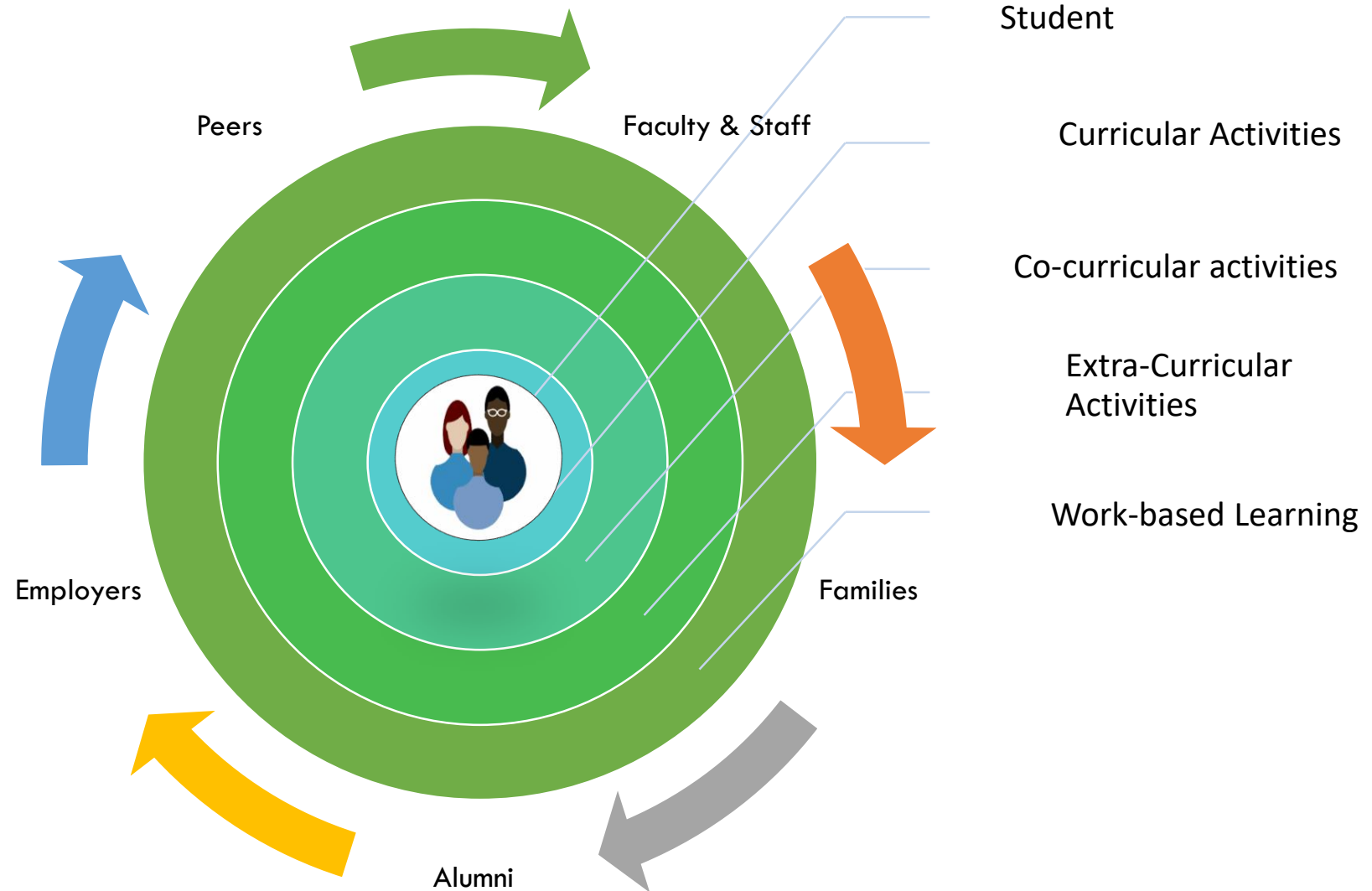
Access | Equity



Common Language

There is a significant amount of experiential learning at Radford University. There is also recognition that our current can be strengthened by a bold vision, campus-wide approach, common language, learning outcomes, and consistent tracking and reporting mechanisms.

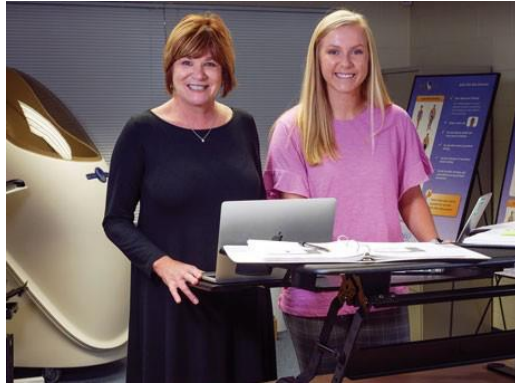
Experiential Learning Eco-System



Recommendation Summary



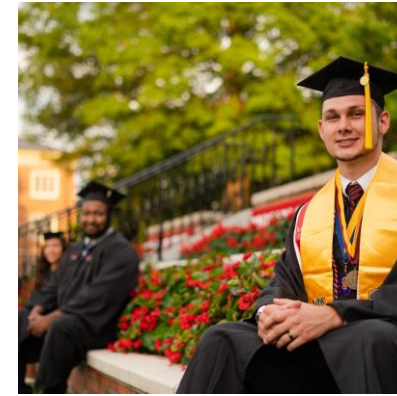
1. Establish a Presidential Promise



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



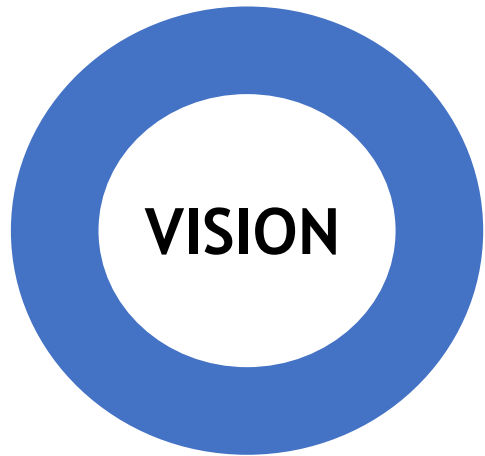
Every student will have the opportunity to complete 2 experiential learning opportunities including at least one work-based learning opportunity.



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

Target timing: 2026.

2. Adopt an ExL mission and vision statement and common language



To provide an **immersive** and **innovative** experiential learning **ecosystem** that is **inclusive** and **accessible** to all students, and **responsive** to the comprehensive needs of our region and the world.

2. Adopt an ExL mission and vision statement and common language



Experiential learning at Radford University cultivates a sense of purpose and opportunity for students to think creatively and critically about the unique challenges and the equally unique opportunities of our times. **Every student—no matter their background or circumstance—will engage in experiential learning through transformative and innovative course-based, community-based, and work-based experiences.** Our graduates will enter local and global communities prepared to leverage their talents to address the social, economic, and environmental issues confronting our region, nation, and world.

3. Convene an Experiential Learning Steering Committee

Roles & Responsibilities

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

Committee Composition

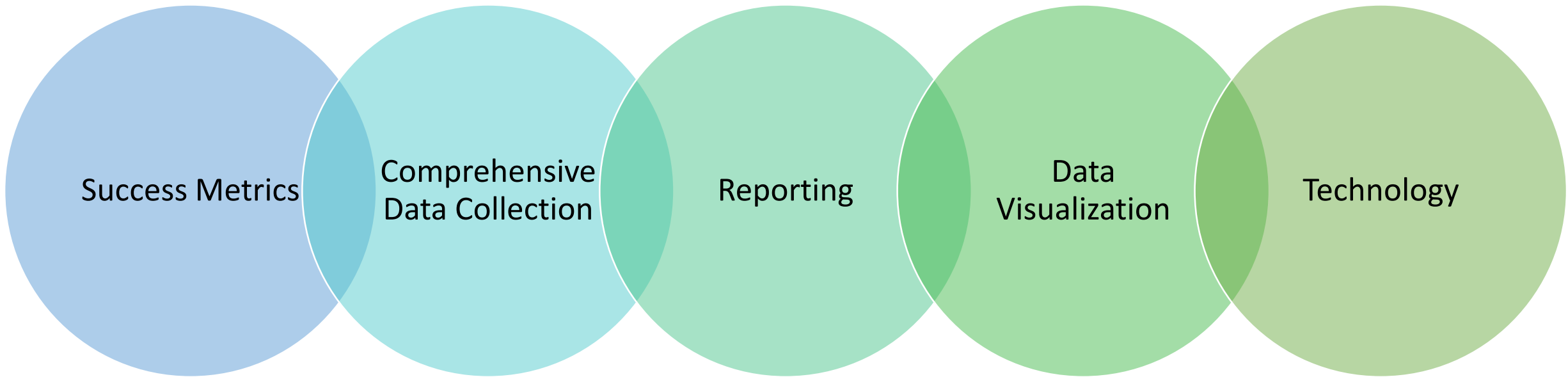
- Employer Partners
- Faculty
- Academic Success Center
- Students
- Faculty Development
- Student Affairs
- Career and Talent Development
- Academic Affairs
- Institutional Research
- Alumni Relations

Commitment

- 18 month appointment to provide continuity.

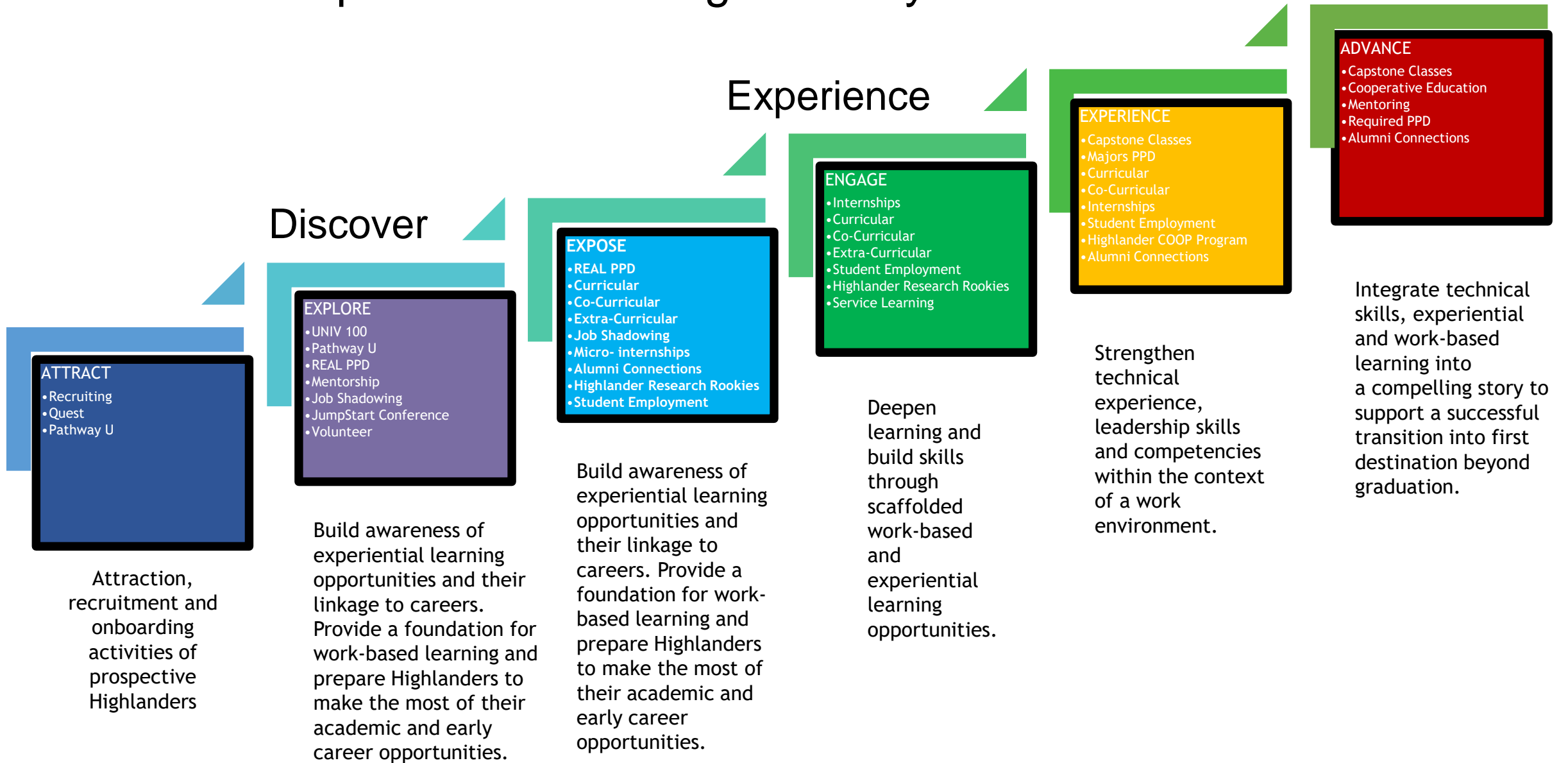


4. Develop a comprehensive plan to identify, track and report experiential learning engagement and outcomes.



5. Create an Experiential Learning Pathway

Thrive



ATTRACT

Introduce the experiential learning eco-system and our mission/vision as part of recruiting and attracting future Highlanders:

Initiative	Recommended Strategies	Resources Needed	Metrics	Implementation Timing (Immediate, Short-term, Long Term)
Recruiting	<ul style="list-style-type: none"> • Presidential Promise - All students will have the opportunity to complete an experiential learning activity to satisfy graduation requirement. • Highlighted in the campus visit process—engage with students involved in ExL • Education and marketing to parents • Training student tour guides to discuss experiential learning specifically; have prospective student visit field-based courses • Highlander Days - Engage prospective students in campus ExL such as participate in Radford Gives back as part of Highlander days. 	<ul style="list-style-type: none"> • Academic Affairs, Student Affairs, Faculty, Alumni Relations, Employer partners, \$\$\$ • Academic Affairs, Student Affairs, \$\$\$ • University Relations and Enrollment Management \$\$ • Infrastructure development; University Relations; Enrollment Management \$\$\$ 	<ul style="list-style-type: none"> • Retention of students participating in the program • Yield rates from students participating in program • Conversion related to ExL mentions (number of students) 	<ul style="list-style-type: none"> • Long Term • Immediate to Short term • Immediate short term • Short term

Notes:

- Immediate: <1 year
- Short Term: 1<3 years
- Long Term: > 3 years

EXPLORE

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

Initiative	Strategies	Resources Needed	Metrics	Implementation Timing (Immediate, Short-term, Long Term)
<ul style="list-style-type: none"> ExL requirement for each Living Learning Community; curricular infusion; Student Employment 	<ul style="list-style-type: none"> Restructure each residence hall by theme and incorporate ExL courses; expanded to include all students (could be college or discipline based; each responsible for their Living Learning Community Recruitment for LLC by faculty and staff for ExL opportunities Department-based intro classes that infuse ExL Every first year and transfer student gets the opportunity to work on campus (with faculty, departments, etc.) Identify 1% budget savings by to fund student workers; Partner with industry partners to fund campus positions; Integrate work experiences with scholarship for P3 Partners (i.e.) Chartwells, Barnes & Noble, local non-profits, tech talent etc. Go Virginia and workforce development grants to fund on campus and near campus internships 	<ul style="list-style-type: none"> Academic Affairs, Center for Career and Talent Development, Alumni Affairs, Employer Partners, Budget Finance and Planning \$\$\$ 	<ul style="list-style-type: none"> Increase in student employment opportunities, retention, progression, graduation rates; post-graduation outcomes 	<ul style="list-style-type: none"> Long Term

Notes:

- Immediate: <1 year
- Short Term: 1-3 years
- Long Term: > 3 years

EXPOSE

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

Initiative	Strategies	Resources Needed	Metrics	Implementation Timing (Immediate, Short-term, Long Term)
<ul style="list-style-type: none"> Department webpage Communication; infuse examples of students ExL stories; Faculty ExL Fair 	<ul style="list-style-type: none"> Invite faculty to share their research and opportunities to engage Create an event that invites conversations about experiential learning and connections to partners 	Faculty, Student Engagement Student Affairs, Academic Affairs	<ul style="list-style-type: none"> Increase in engagement in activities Increase in on campus internships, research projects and work-based learning opportunities 	Short Term
<ul style="list-style-type: none"> Faculty experiential learning 	<ul style="list-style-type: none"> Expose faculty to companies and industries in the region New Faculty orientation can include a tour of the industries. 	Community Engagement Partnerships, Center for Career and Talent Development, Alumni Relations; Employer partners CITL \$\$	<ul style="list-style-type: none"> Engagement 	Short Term

Notes:

- Immediate: <1 year
- Short Term: 1<3 years
- Long Term: > 3 years

ENGAGE

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

Initiative	Recommended Strategies	Resources Needed	Metrics	Implementation Timing (Immediate, Short-term, Long Term)
Database for student-faculty connection Cross Disciplinary Faculty Liaison	Survey faculty- experiences that would benefit students (worked in fed gov, peace corps, research focus...)	-expert system to scan resume/CV/linkedin (build radford network) -survey of interest	-engagement data	Short Term (expert system)
Learning Circles	-create pods in which students who have engaged in ExL activities share knowledge and provide guidance for students wishing to engage	-define/identify the structure and where it would be administered	-survey -Engagement data	-Short Term (Pilot) -Long Term
“Highlander Huddle” Mentorship (formal/informal) Next phase of Learning Circles	-Young alumni for better student connection and lasting alumni relationships -Culture of giving back -Recruiting Tool	-Alumni Office -Career Center -Shared Language- family group experience for new students “Network language”	-Participation -Annual Survey Reporting -Recruiting Language- Marketing	-Short Term (Pilot) -Long Term

Notes:

- Immediate: <1 year
- Short Term: 1<3 years
- Long Term: > 3 years

EXPERIENCE

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



Initiative	Strategies	Resources Needed	Metrics	Implementation Timing (Immediate, Short-term, Long Term)
Integrate Career Competencies into on-campus work experiences and internships	<ul style="list-style-type: none"> Leverage federal work study and student wage to broaden scope of experiences to focus on building career competencies Seek other sources of funding to create more jobs Increase SURF grants / fellowships 	<ul style="list-style-type: none"> Training for on-campus supervisors in career competency development SkillSurvey type 360 evaluation instrument \$\$ for additional student positions, grants, fellowships 	<ul style="list-style-type: none"> # of positions created Career competency national benchmark data via SkillSurvey or similar assessment 	<ul style="list-style-type: none"> Short-Term Short-Term Long Term
Incorporate project-based learning and ExL Throughout the Curriculum (Beyond required Clinical Practicum Experience Student teaching)	<ul style="list-style-type: none"> Require and embed across majors Pair classes with local university nonprofits and businesses (IE: social media campaign) Develop mechanism to facilitate and build connections between faculty and local business and non-profits Connect faculty with alumni and employers and invite them into the classroom as partners 	<ul style="list-style-type: none"> Program coordination Faculty buy-in and training (CITL) Employer / Non-profit buy-in and training 	<ul style="list-style-type: none"> Track number of collaborative course-based projects Use rubrics, reflection, and e-portfolios to evaluate learning. Surveys to community / employer partners 	<ul style="list-style-type: none"> Long Term

Notes:

- Immediate: <1 year
- Short Term: 1<3 years
- Long Term: > 3 years

ADVANCE

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



Initiative	Strategies	Resources Needed	Metrics	Implementation Timing (Immediate, Short-term, Long Term)
Create Your Story: Using reflection to translate your story into your Resume, CV, LinkedIn , e-portfolio and the interview	<ul style="list-style-type: none"> Center for Career and Talent Development skill-building for students Training for faculty on how to integrate reflection on transferable skills into courses Leveraging alumni and advisory boards to provide practice in skill building 	<ul style="list-style-type: none"> Many elements are in place. Create structure within Career Center. Coordination with Alumni Relations 	<ul style="list-style-type: none"> Assessment of documents (i.e. Resume, LinkedIn) Engagement metrics of faculty, students. Surveys / feedback by alumni and employers engaged in programs. 	<ul style="list-style-type: none"> Short-term
Showcase your Story: Building opportunities for creating and sharing your artifacts	<ul style="list-style-type: none"> Increase opportunities for students to showcase their “outputs” to encourage completion of ExL projects. More diverse options - some informal and some formal displays Framing as a capstone project. 	<ul style="list-style-type: none"> Many elements are in place. Create a structure building on best practices such as the Student Engagement Forum, CVPA performances, etc. 	<ul style="list-style-type: none"> Count of involvement in events Rubrics and reflection to assess students’ confidence and ability to articulate accomplishments 	<ul style="list-style-type: none"> Short term
Validate Accomplishments: Certifications and endorsements to show evidence of competencies	<ul style="list-style-type: none"> Provide opportunity for students to acquire certifications Create mechanism for students to acquire endorsements or validation of skills from faculty and employers 	<ul style="list-style-type: none"> Explore opportunities to provide credentialing (IMPACT Lab AWS, etc.) SkillSurvey or similar assessment validating Career Competencies 	<ul style="list-style-type: none"> SkillSurvey or similar assessment to validate career competencies Scores on certifications Qualitative assessments from employers 	<ul style="list-style-type: none"> Short-term (Pilot) Long term
Acceleration Programs to Practice: Apprenticeships	<ul style="list-style-type: none"> Explore apprenticeship programs that would allow students to work as apprentices while also learning. Assess interest from academic programs 	<ul style="list-style-type: none"> Coordination within the university Regional partnerships Explore grant funding opportunities 	<ul style="list-style-type: none"> Involvement count - # students; # partners participating 	<ul style="list-style-type: none"> Short-term

Reimagining How to Measure Career Readiness

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

Radford SkillSurvey Career Readiness Pilot – Fall 2021

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



[Watch the video](#)

Next Steps

1. Submission to SCHEV
2. Career Readiness Pilot - Skill Survey - Fall 2021
3. Next Steps



College Belonging

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

By Lisa M. Nunn

Nunn, pg 2

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

The Three Realms of Belonging

- Campus Community Belonging
- Academic Belonging
- Social Belonging

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

Case Studies

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

Nunn, pg 41

Recommendations Poll

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

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

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

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

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

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

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

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

Design ways to "reach in" to students' lives to ask how they are doing and to offer mentorship and help.

Concluding Thoughts

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