

Board of Visitors

Quarterly Meeting

February 11, 2022

RADFORD UNIVERSITY

Board of Visitors

RADFORD UNIVERSITY

Board of Visitors

QUARTERLY MEETING
9 A.M. **
FEBRUARY 11, 2022
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*
 - December 3, 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 Resolution Certifying Compliance with the Radford University University Debt Management Policy
 - Recommendation to Approve Resolution of Third Quarter 2021-2022 University Operating Budget Adjustment
- **GOVERNANCE, ADMINISTRATION AND ATHLETICS COMMITTEE** Mr. David A. Smith, *Chair*
 - Report to the Board of Visitors

- **STUDENT SUCCESS COMMITTEE**
 - Report to the Board of Visitors
- **REPORT TO THE BOARD OF VISITORS FROM THE FACULTY REPRESENTATIVE TO THE BOARD**
 - AGB Statement on Shared Governance
 - Faculty Senate Resolutions
- **REPORT TO THE BOARD OF VISITORS FROM THE STUDENT REPRESENTATIVE TO THE BOARD**
- **REPORT ON THE RADFORD UNIVERSITY FOUNDATION**
- **GOVERNMENT RELATIONS UPDATE**
- **PRESENTATION**
 - Sense of Belonging Through Research
- **OTHER BUSINESS**
 - Upcoming Budget Presentation and Public Comment Session
 - Upcoming Call for Nominations for Rector and Vice Rector
- **ANNOUNCEMENTS**
 - **Meeting Dates**
April 28-29, 2022
July 24-26, 2022 Retreat
September 8-9, 2022
December 1-2, 2022
- **ADJOURNMENT**

Ms. Krisha Chachra, *Chair*

Dr. Katie Hilden, *Faculty Representative to the Board of Visitors*

Ms. Grace Hurst, *Student Representative to the Board of Visitors*

Dr. Rachel Fowlkes, *BOV Liaison to RU Foundation*

Ms. Lisa Ghidotti, *Executive Director of Government Relations*

Dr. Joe Wirgau, *Director, Office of Undergraduate Research and Scholarship with Students*

Mr. Robert A. Archer, *Rector*

Mr. Robert A. Archer, *Rector*

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

February 2022 Meeting Materials

RADFORD UNIVERSITY

Board of Visitors

**Radford University Board of Visitors
Business Affairs & Audit Committee
February 10, 2022**

**Action Item
Compliance with Debt Management Policy**

Item:

Adoption of a Resolution certifying that Radford University is in compliance with its Debt Management Policy. In addition, this certification is required annually by the Secretary of Finance for the Commonwealth of Virginia as part of Institutional Performance reporting.

Background:

The 2005 Session of the General Assembly adopted, and the Governor signed, legislation that provides Radford University and all other public colleges and universities in the Commonwealth the opportunity to attain certain authority and autonomy to manage its academic and administrative affairs more efficiently and effectively through implementation of the Restructured Higher Education Financial and Administrative Operations Act. At its meeting on June 30, 2005, the Radford University Board of Visitors approved a Resolution of Commitment allowing the University to exercise restructured financial and operational authority as identified in the Restructuring Act.

The 2015 Virginia Acts of Assembly, Chapter 665 includes a requirement in the General Provisions related to Higher Education Restructuring. §4-9.01 requires, in part, that: *“Consistent with §23-9.6:1.01 [recodified as §23.1-206], Code of Virginia, the following education-related and financial and administrative management measures shall be the basis on which the State Council of Higher Education shall annually assess and certify institutional performance. Such certification shall be completed and forwarded in writing to the Governor and the General Assembly no later than October 1 of each even-numbered year. Institutional performance on measures set forth in paragraph D of this section shall be evaluated year-to-date by the Secretaries of Finance, Administration, and Technology as appropriate, and communicated to the State Council of Higher Education before October 1 of each even-numbered year. Financial benefits provided to each institution in accordance with § 2.2-5005 will be evaluated in light of that institution’s performance.”*

The Secretary of Finance collects information to fulfill the reporting requirements as they relate to paragraph D-Financial and Administrative Standards, specifically §4-9.01 d.2. which states: *“Institution complies with a debt management policy approved by its governing board that defines the maximum percent of institutional resources that can be used to pay debt service in a fiscal year, and the maximum amount of debt that can be prudently issued within a specified period.”* To assess this measure, the Secretary of Finance is seeking a statement from the Board of Visitors certifying Radford University’s compliance with said policy and the effective date of that policy.

Schedule A below provides the required ratio calculation and demonstrates the University is in compliance with its Debt Management Policy. Currently, as disclosed in the 2021 unaudited annual financial statements, the University’s debt obligations including affiliated foundation total \$120,170,779 which is mainly attributable to the Student Recreation and Wellness Center, Renovations of four Residence Hall projects, and the affiliated foundation property acquisition.

Schedule A				
RADFORD UNIVERSITY				
DEBT MANAGEMENT POLICY RATIO				
The calculation reflects June 30, 2021 unaudited Financial Statements for Total Operating Expenses (as defined in the University’s Debt Management Policy); however, Annual Debt Service reflects expected payments as of June 30, 2022.				
Board Approved Ratios	Range	Formula	Unaudited Financial Statements as of 6/30/2021	
<u>Debt Burden Ratio</u>				
Max Annual Debt Service as % of Operating Expenses	< 7%	$\frac{\text{Annual Debt Service}^*}{\text{Total Operating Expenses}^*}$	\$6,681,819	2.37%
			\$281,668,081	

* Ratio includes Radford University Foundation

The Debt Management Policy also identifies that an annual report shall be prepared for review by the Board of Visitors. The notes to the annual financial statements provide the required elements to comply with the Debt Management Policy. Below are the Financial Statement Notes related to outstanding obligations that were prepared for the year ending June 30, 2021 (unaudited):

NOTE 6: Long-Term Debt

Notes Payable—Pooled Bonds

The University issued 9(d) bonds by participating in the Public Higher Education Financing Program (Pooled Bond Program) created by the Virginia General Assembly in 1996. Through the Pooled Bond Program, the Virginia College Building Authority (VCBA) issues 9(d) bonds and uses the proceeds to purchase debt obligations (notes) of the University and various other institutions of higher education. The University's general revenue secures these notes.

The composition of notes payable at June 30, 2021, is summarized as follows:

<u>Notes Payable - Pooled Bonds:</u>	<u>Interest Rates at Issuance</u>	<u>Maturity</u>
Student Fitness Center		
Series 2016A, \$2.285 million par amount - partial refunding of Series 2009B	3.00% - 5.00%	2029
Series 2011A, \$4.235 million par amount	3.00% - 5.00%	2031
Series 2012B, \$11.155 million par amount	3.00% - 5.00%	2032
Series 2013A, \$4.865 million par amount	2.00% - 5.00%	2033
Series 2021B, \$13.46 million par amount - partial refunding of Series 2011A, 2012B, 2013A	3.00% - 5.00%	2033

Bonds Payable—9c

The University has issued bonds pursuant to section 9(c) of Article X of the Constitution of Virginia. Section 9(c) bonds are general obligation bonds issued by the Commonwealth of Virginia on behalf of the University. They are secured by the net revenues of the completed project and the full faith, credit and taxing power of the Commonwealth of Virginia.

The composition of bonds payable at June 30, 2021, is summarized as follows:

<u>Bonds Payable - 9c:</u>	<u>Interest Rates at Issuance</u>	<u>Maturity</u>
Renovation of Washington Hall (residence hall)		
Series 2013A, \$5.040 million par amount	2.00% - 5.00%	2033
Renovation of Pocahontas, Bolling, Draper (residence halls)		
Series 2014A, \$11.080 million par amount	2.00% - 5.00%	2034
Series 2015A, \$8.820 million par amount	2.00% - 5.00%	2035
Series 2016A, \$7.160 million par amount	3.00% - 5.00%	2036
Acquire Property for Campus Expansion (off-campus apartments)		
Series 2020A, \$16.030 million par amount	1.62% - 4.00%	2040

Capital Lease Obligation

In March 2018, the University entered into a 25-year capital lease with the Radford University Foundation, LLC to meet student housing demand. Due to existing housing commitments, a management agreement was entered between the Radford University Foundation and a third party to manage the properties. Therefore, the University's obligation regarding the capital lease was not effective until fiscal year 2020. The University accounted for the acquisition of the various residential properties as a capital lease in 2020, and recorded the building as a depreciable capital asset, and recorded a corresponding lease liability in long-term debt, both on its Statement of Net Position. During fiscal year 2021, a portion of the properties were purchased by the University which decreased the capital lease and therefore also decreased the depreciable asset and lease liability.

A summary of changes in long-term debt for the year ending June 30, 2021, is presented as follows:

Future principal payments and interest payments on long-term debt are as follows:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion	Noncurrent Portion
Governmental activities:						
Notes payable - pooled bonds	\$18,836,614	\$13,467,343	\$14,535,991	\$17,767,966	\$815,000	\$16,952,966
Bonds payable - 9c	28,446,248	17,555,726	1,866,624	44,135,350	1,990,000	42,145,350
Capital Lease	31,912,229	-	16,456,858	16,320,793	925,284	15,395,509
*Total long-term debt	\$79,195,091	\$31,023,069	\$32,859,473	\$78,224,109	\$3,730,284	\$74,493,825

*No amounts considered direct borrowings or direct payments.

Fiscal Year Ending	Governmental Activities			
	Notes Payable Pooled Bonds		Bonds Payable - 9c	
	Principal	Interest	Principal	Interest
June 30, 2022	815,000	310,590	1,990,000	1,378,156
June 30, 2023	1,290,000	255,116	2,085,000	1,284,606
June 30, 2024	1,410,000	215,516	2,170,000	1,186,556
June 30, 2025	1,520,000	195,383	2,270,000	1,092,406
June 30, 2026	1,545,000	181,380	2,365,000	999,556
2027-2031	7,745,000	575,757	13,280,000	3,535,694
2032-2036	2,855,000	58,476	12,270,000	1,230,150
2037	-	-	3,980,000	186,944
Unamortized Premium	587,966	-	3,725,350	-
Total	\$17,767,966	\$1,792,218	\$44,135,350	\$10,894,069

Payments of principal, interest, and executory costs on the capital lease for fiscal years subsequent to June 30, 2021 are as follows:

<u>Fiscal Year</u>	<u>Total Payment</u>
2022	\$ 925,284
2023	925,284
2024	925,284
2025	972,711
2026	1,119,252
2027-2031	5,596,259
2032-2036	5,596,259
2037-2041	5,596,259
2042-2046	2,145,233
Total Minimum Lease Payments	\$ 23,801,825
Less Executory Costs	0
Net Minimum Lease Payments	\$ 23,801,825
Less Interest	7,481,032
Present Value of Lease Payments	\$ 16,320,793

Long-Term Debt Defeasance

During fiscal year 2021, the Commonwealth of Virginia, on behalf of the University, issued pooled bonds Series 2021B for \$13,460,000 with interest rates of 1.62 to 4.0 percent to advance refund \$2,900,000 of Series 2011A, \$7,220,000 of Series 2012B and \$3,340,000 of Series 2013A pooled bonds. The bonds, issued at a premium of \$7,343, are used to provide funds for debt service savings for the Commonwealth. The net proceeds were deposited in an irrevocable trust with an escrow agent to provide for future debt service payments on the refunded bonds.

The advanced refunding resulted in a deferred accounting loss of \$206,722 for the University, which is being amortized to interest expense over the life of the next debt. At June 30, 2021, \$184,171 of the deferred accounting loss is reported on the Statement of Net Position as a deferred outflow of resources. The defeasance will reduce the University's total debt service obligation by \$1,202,463 over the next 13 years. The debt service savings discounted at a rate of 1.144 percent for 2011A, 1.276 percent for 2012B and 1.391 percent for 2013A results in a total economic gain of \$1,178,451.

For financial reporting purposes, these notes payables are considered an in-substance defeasance and have therefore been removed from the long-term debt payable line item of the Statement of Net Position. The assets in escrow have similarly been excluded.

NOTE 19E: Component Unit Financial Information

The following is a summary of the outstanding notes payable at June 30, 2021:

Note payable in monthly installments of \$5,182.12 through May 2025, interest payable at LIBOR plus 1.48 percent (1.57% and 1.65%% at June 30, 2021 and 2020, respectively). Unsecured.	\$222,840
Notes payable in monthly installments calculated on a 22-year amortization with a balloon payment of remaining amount in May 2028, with interest payable at LIBOR plus 0.82% with a floor of 1.57% beginning May 2021 (1.57% and 3.2% and 1.01% at June 30, 2021 and 2020, respectively). Secured by real estate and deposit accounts maintained by and investment property held with the institution. Additionally, secured by an assignment of leases and rents.	355,899
Notes payable in monthly installments calculated on a 17-year amortization with a balloon payment of remaining amount in June 2028, with interest payable at LIBOR plus 0.82% (1.57% at June 30, 2021). Secured by real estate and deposit accounts maintained by and investment property held with the institution. Additionally, secured by an assignment of leases and rents.	411,194
Notes payable in monthly Interest only payments through April 2020, then monthly installments calculated on a 23-year amortization with a balloon payment of the remaining amount In April 2025. Interest payable at LIBOR plus 0.82 (0.92% and 0.99% at June 30, 2021 and 2020, respectively). Secured by real estate and deposit accounts maintained by and investment property held with the institution. Additionally, secured by an assignment of leases and rents.	4,782,901
Notes payable in monthly interest only payments through April 2020, then monthly installments calculated on a 23-year amortization with a balloon payment of remaining amount In April 2025. Interest payable at 4.20%. Secured by real estate and deposit accounts maintained by and investment property held with the institution. Additionally, secured by an assignment of leases and rents.	9,693,396

Notes payable in monthly installments on a 15-year amortization with a balloon payment of remaining amount in June 2024, with interest payable at 3.72%. Secured by real estate and deposit accounts maintained by and investment property held with the institution. Additionally, secured by an assignment of leases and rents. Secured by real estate and assignment of leases and rent.

188,284

Notes payable in monthly interest only payments through November 2021 then monthly installments calculated on a 25-year amortization with a balloon payment of remaining amount in May 2026. Interest payable at 2.39%. Secured by real estate, an assignment of rents and a pledge on securities.

4,000,000

Total long-term debt

\$19,654,514

Future principal payments on notes payable for years ending June 30 are as follows:

2022	\$647,290
2023	714,019
2024	884,505
2025	13,218,172
2026 and thereafter	<u>4,190,528</u>
Total long-term debt	<u>\$19,654,514</u>

Notes payables are subject to certain affirmative and negative covenants. Management believes the Foundation has complied with all covenants as of June 30, 2021.

Action:

Board of Visitors adoption of a Resolution of Compliance with the Radford University Debt Management Policy.

**Radford University Board of Visitors
Resolution
Compliance with Debt Management Policy**

WHEREAS, the 2005 Session of the General Assembly adopted, and the Governor signed, legislation that provides Radford University and all other public colleges and universities in the Commonwealth the opportunity to attain certain authority and autonomy to manage its academic and administrative affairs more efficiently and effectively through implementation of the Restructured Higher Education Financial and Administrative Operations Act, and

WHEREAS, on June 30, 2005, the Radford University Board of Visitors approved a Resolution of Commitment allowing the University to exercise restructured financial and operational authority as identified in the Restructuring Act, and

WHEREAS, the Governor has established financial and management measures on which annual assessment and certification of institutional performance will be evaluated, and

WHEREAS, the financial and management measures require the Radford University Board of Visitors to approve a Debt Management Policy, and

WHEREAS, the Radford University Board of Visitors approved such Debt Management Policy at its March 30, 2007, meeting; revisions to this policy were approved by the Board of Visitors at its August 23, 2007, November 12, 2010, and February 8, 2012 meetings, and

WHEREAS, Schedule A demonstrates that the University meets the requirements outlined in the Debt Management Policy; and

WHEREAS, the Board of Visitors must annually certify Radford University's compliance with the approved Debt Management Policy to the Secretary of Finance for the Commonwealth of Virginia;

NOW, THEREFORE, BE IT RESOLVED, this resolution approved by the Radford University Board of Visitors certifies that the University is in compliance with its Debt Management Policy.

RADFORD UNIVERSITY BOARD OF VISITORS
Business Affairs & Audit Committee
February 10, 2022

Action Item

Approval of the Radford University 2021-22 Third Quarter Operating Budget Adjustment

Item:

Board of Visitors approval of the Radford University's 2021-22 third quarter operating budget adjustment and review of the actual activity as of December 31, 2022.

Summary:

Due to the ongoing COVID-19 pandemic, the University has examined the fiscal impact on all available funding sources. Therefore, a third quarter budget adjustment is necessary to align revised revenue forecasts with authorized expenditure levels.

The far-reaching effects of the global pandemic have touched all facets of University operations including the Educational & General (E&G) operation, Sponsored Programs, Student Financial Aid Programs, and Auxiliary Enterprises. Fall 2021 revenue shortfalls associated with reduced service levels have been offset by Federal and State relief programs initiated to support Institutions of Higher Education during this unprecedented time. The impact of these factors is outlined by major program below.

An accompanying outline of adjustments is also provided in the 2021-22 Financial Performance Report (Schedule A) which summarizes the adjusted operating budget and related activity through December 31, 2022 and the Detailed University Operating Budget (Schedule B) which breakdowns the recommended adjustments.

Education and General (E&G):

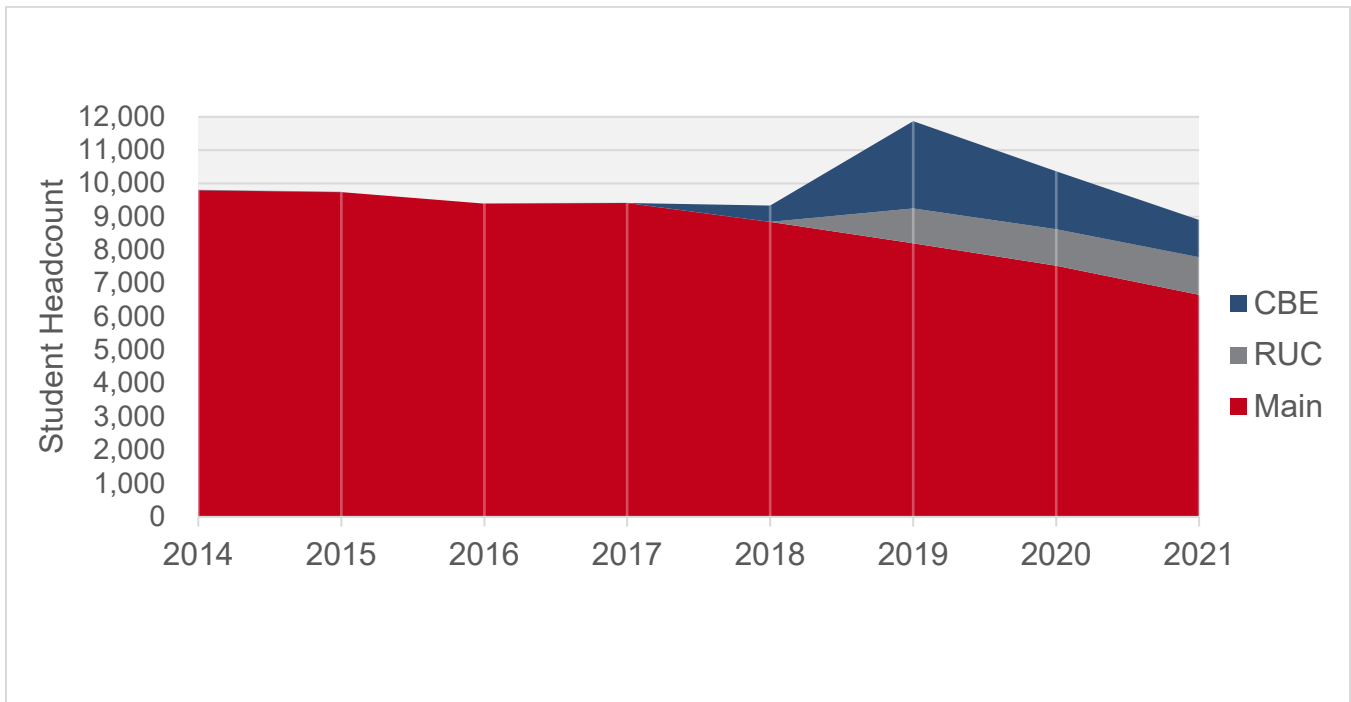
The original 2021-22 revenue budget for E&G was forecasted at \$145.5 million. The revised budget recommendation is \$153.8 million, an increase of \$8.3 million. The revised revenue forecast is reflective of the following adjustments.

General Fund

No general fund changes.

Non-General Fund

The University is estimating a \$2.0 million decline in E&G revenue related to non-general fund business level factors. This estimate is based on actual summer and fall 2021 headcount and preliminary spring 2022 enrollment levels. Based on final census data, fall traditional enrollment on main campus was lower than forecast. Specifically, Fall 2021 enrollment for main campus was budgeted on a projected student headcount of 7,010, while actual headcount enrollment came in at 6,660, a decrease of 350 students or 5.0 percent. The University also experienced a decrease in Summer 2021 enrollment as compared to budget. The Radford University main campus revenue decrease of -\$4.3 million is partially offset by a revenue increase for Radford University Carilion of \$2.3 million.



Relief Funding

Higher Education Emergency Relief Funds (HEERF II and HEERF III) provided higher educational institutions COVID-19 relief funding, of which the University received \$21.6 million for institutional relief and \$16.9 million for student relief. The institutional relief funds will be utilized primarily to replace lost revenue in Educational and General (E&G) of \$10.3 million and \$11.3 million in Auxiliary Enterprises.

Miscellaneous

Higher education institutions will have the option to use available fund balances from other fund sources, including E&G, to support operations, increased costs or revenue reductions for auxiliary enterprise programs for the 2020-2022 biennium. Within these parameters the University will again defer the required indirect contribution from Auxiliaries for 2021-22, resulting in an E&G budget change of \$5.4 million with a respective fund availability for Auxiliary budgets. This is consistent with the flexibility that was granted during the previous two fiscal years.

Refer to the Financial Performance Report (Schedule A) for a summary and the Detailed Operating Budget (Schedule B) for details on the proposed budget adjustments.

Student Financial Assistance (SFA):

The original revenue budget for SFA was \$16.1 million. The revised budget is \$39.8 million, an increase of \$23.7 million. The revised revenue forecast is reflective of the following adjustments.

General Fund

General Fund appropriations for Virginia Military Survivors and Dependent Education Program, the College Transfer Grant program, and carryforward of graduate fellowship allocations increased by \$79,200 over the originally budget amount. These are routine supplemental allocations that vary by year.

Relief Funding

The Coronavirus Aid, Relief, and Economic Security Act or, CARES Act, was passed by Congress and the bill allotted \$2.2 trillion to provide fast and direct economic aid to the American people negatively impacted by the COVID-19 pandemic. Of that money, approximately \$14 billion was given to the Office of Postsecondary Education as the Higher Education Emergency Relief Fund, or HEERF. The University portion of the HEERF II and HEERF III funding for 2021-22 is \$16.9 for student financial aid.

Congress set aside approximately \$3 billion of the \$30.75 billion allotted to the Education Stabilization Fund through the CARES Act for the Governor's Emergency Education Relief Fund (GEERF). The Department has awarded these grants to States (governor's offices) based on a formula stipulated in the legislation. The University received \$1.3 million in GEERF funding in 2020-21, and carried-forward \$0.2 million into 2021-22. The University also received \$0.9 million in GEERF II funding in 2021-22. The funding will be awarded as need based financial assistance.

The American Rescue Plan Act of 2021 (ARPA) State and Local Recovery Funds for Higher Education allotted \$100,000,000 to the State Council of Higher Education for Virginia (SCHEV) for need-based financial aid for in-state undergraduate students from low- and moderate-income households at public institutions of higher education. The University's portion of the 2021-22 funding is \$5.6 million for student financial aid.

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a \$22 million seven-year grant funded by the U.S. Department of Education and administered by the State Council of Higher Education for Virginia (SCHEV). The program is designed to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The University received \$78,000 in GEAR UP funding in 2020-21, and carried-forward \$60,000 into 2021-22.

Refer to the Financial Performance Report (Schedule A) for a summary and the Detailed Operating Budget (Schedule B) for details on the proposed budget adjustments.

Sponsored Programs:

The University's portion of the Higher Education Emergency Relief Fund (HEERF II and HEERF III) for institutional need is \$21.6 million in 2021-22. The University is recognizing that revenue and expense in sponsored programs.

Auxiliary Enterprises:

The original revenue budget for Auxiliary Enterprises was \$70.0 million in revenue and \$64.1 million in expense. The revised revenue budget is \$78.0 million, an increase of \$8.0 million. The revised expense budget is \$61.1 million, a decrease of \$3.0 million. These adjustments result in a \$17.0 million increase in planned reserve contribution. The revised budgets are reflective of the following adjustments.

Non-General Fund

The University is estimating a decrease in auxiliary comprehensive fee revenue of \$3.0 million related to the decrease in enrollment detailed in the E&G section above.

Relief Funding

As noted in E&G above, Higher Education Emergency Relief Funds (HEERF II and HEERF III) provided higher educational institutions COVID-19 relief funding, of which the University received \$21.6 million for institutional relief and \$16.9 million for student relief. The institutional relief funds will be utilized primarily to replace lost revenue in Educational and General (E&G) of \$10.3 million and \$11.3 million in Auxiliary Enterprises.

Coronavirus Relief Funds (CRF) provided higher education institutions COVID-19 relief funding. The University carried-forward \$187,042 from 2020-21 into 2021-22.

Miscellaneous

Auxiliary Enterprise budget adjustments for decreases in Auxiliary Indirect contributions of \$5.4 million as noted in the E&G section above. The budget is also being adjusted to reflect allocations for strategic investments.

Refer to the Financial Performance Report (Schedule A) for a summary and the Detailed Operating Budget (Schedule B) for details on the proposed budget adjustments.

Preliminary Financial Performance Report:

The Financial Performance Report (FPR) is more commonly presented at the September Board of Visitors meeting reflecting the prior fiscal year's budget and actual financial activity. The FPR is generated from annual budget projections and actual accounting data recorded in Banner Finance. The actual accounting data is recorded using a modified accrual basis of accounting which recognizes revenue when received rather than when earned and expenditures when posted rather than when payment is issued.

As shown on the Financial Performance Report (Schedule A), the Original Budget of \$240.5 million was approved by the Board of Visitors at the September 2021 meeting. The Revised Budget reflects 2021-22 recommended mid-year revenue adjustments totaling \$61.8 million. While there are a number of factors that influenced the recommended mid-year adjustments they are primarily attributed to the following: COVID-19 relief funding and actual 2021-22 enrollment levels.

The revised budget of \$302.2 million is sufficient to sustain University operations for the remainder of 2021-22. Actual expenditure activity through December 31, 2021 totals \$127.6 million and is in line with expectations. The vast majority of the outstanding expense budget balance relates to anticipated third and fourth quarter compensation. At this time all programs are expected to come in within expected activity.

Action:

Radford University Board of Visitors approval of the 2021-22 third quarter operating budget adjustment as presented in Schedule B for the Total University Operating Budget.

RADFORD UNIVERSITY BOARD OF VISITORS

Resolution

February 11, 2022

Approval of the Radford University 2021-22 Operating Budget Adjustment

BE IT RESOLVED, the Radford University Board of Visitor approves the third quarter adjustments to the 2021-22 operating budget as presented in Schedule B for the Total University Operating Budget.

Radford University
Financial Performance Report
For the Period Ending December 31, 2021

Dollars in Thousands

	Annual Budget for 2021-22			July 1, 2021 to December 31, 2021		
	Original (a)	Adjustments (b)	Revised (c)	YTD Actuals (d)		Remaining
Educational and General Programs						
<u>Revenues</u>						
General Fund	\$76,526	\$0	\$76,526	\$27,673	36%	48,853
Tuition and Fees	67,184	8,318	75,502	43,162	57%	32,340
All Other Income	1,757	0	1,758	5,993	341%	(4,236)
Total Revenues	\$145,468	\$8,318	\$153,786	\$76,828	50%	\$76,958
<u>Expenditures</u>						
Instructional & Academic Support	(\$93,771)	\$1,352	(\$92,419)	(\$48,288)	52%	(\$44,131)
Public Service Programs	(750)	0	(750)	(160)	21%	(\$590)
All Other Support Programs	(50,946)	(9,671)	(60,617)	(22,251)	37%	(\$38,367)
Total Expenses	(\$145,468)	(\$8,318)	(\$153,786)	(\$70,698)	46%	(\$83,088)
Reserve Draw (Deposit)	0	0	0	(6,130)		\$6,131
NET	\$0	\$0	\$0	\$0		\$0
Student Financial Assistance						
Revenue	\$16,080	\$23,750	\$39,830	\$19,203	48%	\$20,627
Expenditures	(16,080)	(23,750)	(39,830)	(11,524)	29%	(28,306)
Reserve Draw (Deposit)	0	0	0	(7,679)		7,679
NET	\$0	\$0	\$0	\$0		\$0
Sponsored Programs						
Revenue	\$8,962	\$21,621	\$30,583	\$12,279	40%	\$18,304
Expenditures	(8,962)	(21,621)	(30,583)	(12,733)	42%	(17,850)
Reserve Draw (Deposit)	0	0	0	454		(454)
NET	\$0	\$0	\$0	\$0		\$0
Auxiliary Enterprises						
Revenues	\$69,973	\$8,073	\$78,046	\$39,588	51%	\$38,458
Expenditures	(64,097)	3,013	(61,084)	(32,604)	53%	(28,480)
Reserve Draw (Deposit)	(5,876)	(11,086)	(16,962)	(6,984)		(9,979)
NET	\$0	\$0	\$0	\$0		\$0
Total University						
Revenues	\$240,482	\$61,762	\$302,245	\$147,898	49%	\$154,347
Expenses	(234,606)	(50,676)	(285,282)	(127,559)	45%	(157,723)
Reserve Draw (Deposit)	(5,876)	(11,086)	(16,962)	(20,339)		3,377
NET	\$0	\$0	\$0	\$0		\$0

Notes:

(a) Original Budget - Reflects the projected 2021-22 Operating Budget as of July 1, 2021 which was approved by the Board at the September 2021 meeting. Both recurring and one-time operating budgets are included.

(b) Adjustments - Reflects changes that have been made to the 2021-22 Operating Budget between July 1, 2021 and December 31, 2021. Both recurring and one-time

(c) Revised Budget - Reflects the current 2021-22 Operating Budget as of June 30, 2022. Both recurring and one-time operating budgets are included.

(d) Activity Through December 31, 2021 - Reflects the prorated activity as of December 31, 2021.

**Radford University
University Operating Budget
2021-22**

Dollars in Thousands

	Original Total Budget (a)	Technical Adj.	General Fund Other Allocations	Business Level Factors		Proposed Adjustments (b)						Miscellaneous Adjustments			Adjusted Total Budget (c)	
						COVID-19 Relief						One-Time Funding	FY22 Aux Indirect	Strategic Investments		One-Time Adjustments
						Student Levels	Sales & Service	ARPA	HEERFII	HEERFIII	CRF					
Educational and General Programs																
<u>Revenues</u>																
General Fund	\$76,526	\$0	\$0											\$0	\$76,526	
Tuition and Fees	67,184	0		(1,990)			4,858	5,450						\$8,318	75,502	
All Other Income	1,757	0												\$0	1,758	
Revenue	\$145,468	\$0	\$0	(\$1,990)	\$0	\$0	\$4,858	\$5,450	\$0	\$0	\$0	\$0	\$0	\$8,318	\$153,786	
<u>Expenditures</u>																
Instructional & Academic Support	(94,521)	1,352												\$0	(93,169)	
All Other Support Programs	(50,946)	(1,353)												(\$8,318)	(60,617)	
Expenditures	(\$145,468)	(\$0)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	(\$2,856)	(\$5,462)	\$0	(\$153,786)	
Reserve Draw (Deposit)	0	0	(0)	1,990	0	0	(4,858)	(5,450)	0	0	0	2,856	5,462	0	0	
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Student Financial Assistance																
Revenue	\$16,080	\$0	\$79			\$5,598	\$4,716	\$12,180		\$1,117 ^(d)	\$60			\$23,750	\$39,830	
Expenditures	(16,080)	0	(79)			(5,598)	(4,716)	(12,180)		(1,117) ^(d)	(60)			(\$23,750)	(39,830)	
Reserve Draw (Deposit)	0	0	0	0	0	0	0	0	0	0	0	0	0	\$0	0	
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Sponsored Programs																
Revenue	\$8,962	\$0					\$9,509	\$12,112						\$21,621	\$30,583	
Expenditures	(8,962)	0					(9,509)	(12,112)						(\$21,621)	(30,583)	
Reserve Draw (Deposit)	0	0	0	0	0	0	0	0	0	0	0	0	0	\$0	0	
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Auxiliary Enterprises																
Revenues	\$69,973	(\$225)		(\$3,015)			\$4,652	\$6,661						\$8,298	\$78,046	
Expenditures	(64,097)	(504)							(187)				5,462	(1,758)	(61,084)	
Reserve Draw (Deposit)	(5,876)	729	0	3,015	0		(4,652)	(6,661)	187	0	0	0	(5,462)	1,758	(\$11,815)	
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total University																
Revenues	\$240,482	(\$225)	\$79	(\$5,005)	\$0	\$5,598	\$23,735	\$36,403	\$0	\$1,117	\$60	\$0	\$0	\$0	\$61,987	
Expenses	(234,606)	(504)	(79)	0	0	(5,598)	(14,226)	(24,291)	(187)	(1,117)	(60)	(2,856)	0	(1,758)	(285,282)	
Reserve Draw (Deposit)	(5,876)	729	(0)	5,005	0	0	(9,509)	(12,112)	187	0	0	2,856	0	1,758	(16,962)	
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

Notes:
(a) Original Total Budget - Reflects the 2021-22 Operating Budget as of July 1, 2021 which was approved by the Board at the September 2021 meeting. Both recurring and one-time operating budgets are included.
(b) Adjustments - Reflects the recommended adjustments to the Original Total Budget. All recommended adjustments are one-time.
(c) Adjusted Total Budget - Reflects the revised 2021-22 Operating Budget inclusive of all recommended adjustments.

AGB BOARD OF DIRECTORS' STATEMENT ON

SHARED GOVERNANCE

one of higher education's most *distinctive values* is its commitment to shared governance. Simply put, shared governance is a fundamental principle of *inclusion* in key areas of *institutional responsibility* and decision making. Governing boards hold ultimate authority for an institution, as defined bylaws and other *foundational documents* as well as state fiduciary principles. There is very little debate on this point. However, through longstanding academic practice, this authority is delegated to—or “shared with”—institutional leaders and faculty. Typically, presidents are charged with institutional *leadership, vision, strategic planning*, and daily management, while faculty are charged with educational design and deliv

ABOUT AGB

Since 1921, the Association of Governing Boards of Universities and Colleges (AGB) has had one mission: to strengthen and protect this country's unique form of institutional governance through its research, services, and advocacy. Serving more than 1,300 member boards, 1,900 institutions, and 40,000 individuals, AGB is the only national organization providing university and college presidents, board chairs, trustees, and board professionals of both public and private institutions and institutionally related foundations with resources that enhance their effectiveness.

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Shared Governance

Introduction

One of higher education's most distinctive values is its commitment to shared governance. Simply put, shared governance is a fundamental principle of inclusion in key areas of institutional responsibility and decision making. Governing boards hold ultimate authority for an institution, as defined in bylaws and other foundational documents as well as state fiduciary principles. There is very little debate on this point. However, through longstanding academic practice, this authority is delegated to—or “shared with”—institutional leaders and faculty. Typically, presidents are charged with institutional leadership, strategic planning, and daily management, while faculty are charged with educational design and delivery. As the Association of Governing Boards of Universities and Colleges (AGB) said in its *Statement on Board Responsibility for Institutional Governance* (2010), shared governance “has historically resulted in continuous innovation and the concomitant effect that American college curricula and pedagogy define the leading edge of knowledge, its production, and its transmission.” Despite the remarkable value of shared governance, the stakeholders who are fundamental to its impact often lack understanding of, appreciation for, and even commitment to it. Boards, faculty, and presidents—the key players in the relationship that defines shared governance—continue to struggle with its value and its effectiveness.¹

¹ This statement focuses on the long-established participants in shared governance—boards, faculty, and presidents. While this group retains its traditional responsibilities in shared governance, for important decisions many leaders today regularly seek consultation with other stakeholders such as staff, students, part-time faculty, alumni, and others. The majority of governing boards do not include reserved board seats for faculty, staff, and students, but some have voting representatives from one or more of these groups. Others allow representatives to attend board meetings but not to vote. AGB does not advocate the inclusion of faculty, staff, and students on governing boards because of the fiduciary responsibilities involved in governance. However, broad consultation that values insights and wisdom from an array of constituencies is often appropriate and helpful.

In higher education's volatile environment, shared governance is essential. It adds substantial value to institutional progress and innovation. In fact, responsibility and accountability for addressing colleges' and universities' thorniest challenges often rest with multiple parties. Effective shared governance is about more than who is responsible for what. At its best, shared governance is about how key constituents in institutional communities—traditionally faculty, administrators, and board members—engage in achieving a commonly supported mission. For example, these groups customarily participate in strategic planning, institutional budgeting, and discussion of critical issues such as campus climate and student-learning outcomes.

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The practice of shared governance has developed differently according to the circumstances of individual colleges and universities. For instance, a small, religiously affiliated college with mainly full-time faculty will likely have different shared governance traditions from those of a large public university with faculty unions and substantial numbers of part-time faculty. However, despite institutional size or mission, effective shared governance provides the context for meaningful engagement and decision making in virtually every private and public college or university. It strengthens institutions by providing the means of aligning priorities and including key constituents in mission-related decision making.

Even when there is recognition of the importance of shared governance to institutional operations and innovation in principle, it can present considerable challenges in practice. As AGB explained in the 2010 statement, "Many presidents, governing boards, and faculty members believe that institutional governance is so cumbersome that timely and effective decision making is imperiled; factionalism, distrust and miscommunication, and lack of engagement among the parties can impede the decision-making process." Newer board members may be surprised to learn that—despite their fiduciary authority—some responsibilities, especially those related to academic programs, are primarily the province of the faculty.

Many faculty (and even some experienced board members) may be surprised to learn that the board holds significant responsibilities in these same areas, occasionally even overruling faculty recommendations. Even the most senior faculty members may never have met board members or engaged in meaningful conversations with them about the institution's mission, priorities, and challenges. AGB research shows:

- Nearly two-thirds of board members believe shared governance is very important in institutional decision making.
- One-third of presidents believe board members understand the work and responsibilities of faculty.
- Less than one-quarter of presidents believe faculty understand the responsibilities and authority of governing boards.

Presidents and chancellors often find themselves uncomfortably in the middle of misunderstandings about what shared governance means, why it is needed, and how to do it well. As Steven Bahls, president of Augustana College, observed in his book *Shared Governance in Times of Change: A Practical Guide for Universities and Colleges*, "I have found that although the principle is endorsed by most in higher education, only rarely is it successfully and consistently implemented." And, as a participant in an AGB focus group on shared governance stated, "The current practice of shared governance works just fine when there aren't any problems. It breaks down as soon as the institution faces a significant challenge." Such breakdowns can grab headlines, derail progress, and even shorten the terms of institutional leaders. In today's challenging environment, shared governance needs to work, not as an afterthought but rather as a fundamental driver of institutional change and success.

As institutions grapple with the need for innovation in such areas as improving student learning outcomes, strengthening the business model, and meeting the needs of a new student population, time-honored processes for widespread consultation and deliberation are sometimes seen as impediments. A lack of cultural awareness between boards and faculty can complicate and delay decision making. Likewise, demanding voices from both outside the academy and within it—state and federal policymakers, contingent and unionized faculty, students with new social and academic needs, philanthropists, foundations—can complicate and heighten tensions, even while underscoring the importance of stakeholder engagement. In these circumstances, shared governance can become a zero-sum game, with participants focusing primarily on who has the power to decide what, rather than what the institution, its students, and its mission need to advance.

Most campuses rely on the American Association of University Professors (AAUP) 1966 *Statement on Government of Colleges and Universities* to describe the “shared responsibility among the different components of institutional government and the specific areas of primary responsibility for governing boards, administrations, and faculties.”² Now, more than 50 years later—with vastly different circumstances on our campuses in terms of who attends, what they pay, what they expect in return, and how our institutions’ business models function—effective implementation of shared governance is more important than ever.

Governing boards have not typically been involved in either assessing or improving the effectiveness of shared governance at their institutions. If anything, they may have looked to presidents or chancellors and the faculty to ensure that shared governance works, assuming it is more the concern of those groups than of the board. It’s time for that to change. Given the challenges facing colleges and universities, governing boards need to become better educated about the state of shared governance on their campuses, understand its potential value in executing needed institutional change, and help ensure its effectiveness in strengthening the institutions for which they are responsible.

Effective shared governance, focused on open communication, shared responsibility, a commitment to accountability, and alignment of institutional priorities, is broadly seen as advantageous but is less commonly achieved. In its recent report *Shared Governance: Is OK Good Enough?*, AGB describes the results of a survey of board members and presidents on the state of shared governance at their institutions. A larger proportion of both groups said shared governance should help align institutional priorities rather than simply define rules of engagement. To move to this preferred level of performance, the three traditional participants in shared governance need sufficient motivation to change how they work together. For board members, that motivation is rooted in their ultimate fiduciary duty to ensure decisions are made wisely and in the best interest of the institution.

Key strategic decisions typically benefit from input from a wide range of constituents, including the administration and faculty, whose members have professional and personal interests in the institution’s success and fiscal health. The alignment of priorities for all three groups in shared governance can result from an effective, engaging planning process as well as regular opportunities for inclusive conversations about strategic goals and challenges, new markets and academic programs, and other critical topics.

² AGB provided advice to the AAUP in the development of this statement and subsequently commended it to AGB members.

The AGB Board of Directors, consisting predominantly of members of college and university boards, acknowledges the challenges inherent in establishing and maintaining a healthy system of shared governance. But it also recognizes the value added to institutions, their decision making, and their culture when shared governance is broadly understood, affirmed, and nurtured. This *Statement on Shared Governance*, approved by the AGB Board of Directors in August 2017, provides principles to help guide boards and those who work with them to achieve and support healthy and high-functioning shared governance.

Principles

1. **Boards should commit to ensuring a broad understanding of shared governance and the value it offers an institution or system.**

Shared governance is not easy. Too often it is situated in an environment of competing interests, tension, reduced resources, and even professional pride. For shared governance to work, board members, faculty, and presidents need a solid understanding of what shared governance is and what its history is at the institution. New board members, faculty members, and senior administrators should receive a grounding in the fiduciary responsibility of the board and the manner in which their particular board operates. Each person should also be informed about the nature of faculty work specific to the institution, including governance roles and responsibilities.

The board's governance committee should develop board member orientation that emphasizes the traditions and the policies of shared governance within the institution or across the system.

Governing boards need to understand that their participation in and commitment to shared governance will result in more than specific decisions; they can stimulate institutional progress by ensuring the inclusion of a range of voices and ideas in the formulation of goals, priorities, and strategies.

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governance
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Effective shared governance strengthens an institution by serving as a vehicle for necessary change. Strong shared governance does not diminish governing board accountability, but rather informs important decisions. A board's commitment to the value and practice of shared governance bears fruit for the institution in the form of mutual trust in challenging times, support for innovation, and shared commitment to goals for building a stronger future. It facilitates a culture that welcomes input, broadens commitment, and fosters creative ideas.³

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2. For shared governance to work, it must be based on a culture of meaningful engagement.

A system of shared governance that focuses on rights may politicize the process instead of taking advantage of its potential value. A culture of meaningful engagement among board members, administration, and faculty can elevate the outcome—as well as the experience—of shared governance. This kind of culture requires a strong board commitment, which can be expressed in a variety of ways, both formal and symbolic. Boards should consider adding a formal commitment to shared governance within their statements of board member expectations. Additionally, while AGB does not recommend adding faculty seats to the governing board itself, the board should seek ways to benefit from faculty engagement, experience, and expertise by including faculty members in the work of board committees and task forces. A governing board's academic affairs committee should address issues related to shared governance, and it should benefit from engagement with faculty on such critical topics as educational quality, student success, and completion.

Governing boards often choose to invite formal faculty consideration of academic budgets and strategic priorities that might affect faculty responsibilities. In doing so, governing boards should expect good intent, even fiduciary-like performance: faculty input that serves the interests of the institution as a whole, welcomes diverse opinions within the faculty itself, and responds to the need for timely input and decision deadlines that enable action.

³ As part of its project on shared governance, AGB developed case studies of institutions and systems where shared governance has been pursued with marked intentionality. See agb.org/revitalizing-shared-governance-for-the-21st-century.

An investment in a culture of engagement is distinct from investments in other strategic priorities. The most important resources boards, presidents, and faculty can provide to shared governance are time, attention, and commitment. Just as time constraints can sometimes limit board and administration attention to shared governance, faculty often struggle with time commitments, especially where increases in the number of full-time faculty have not kept pace with the growth of the institution, leaving fewer faculty to fulfill the responsibilities of governance. In addition, loyalty to academic discipline and individual scholarship can outweigh faculty commitment to institutional priorities. The result is a strain on shared governance. Boards can be helpful in these situations by taking an interest in the faculty's capacity to engage in governance.

Boards and faculty can also help one another understand issues confronting higher education and how those issues could affect the institution's strategic direction. Accepting and acknowledging the value of such engagement are important elements of building a culture of shared governance.

3. Shared governance requires a consistent commitment by institutional and board leaders.

The president or chancellor, along with the chief academic officer, must play a central role in building, encouraging, and maintaining effective shared governance. A governing board should be intentional in assigning appropriate accountability for shared governance to the president or chancellor. While recognizing the president's essential role in facilitating shared governance, the board should also respect the complexity of that task and partner with the president rather than delegate away that responsibility.

*The most important resources boards, presidents, and
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The board chair has a similarly special role in demonstrating a governing board's commitment to shared governance. Establishing meaningful opportunities to include faculty in substantive discussions with the board on cross-cutting issues is one way the board chair can facilitate engagement. With the president's support, board leaders can also be ambassadors to faculty governing bodies, and a periodic meeting of the chair, board officers, or a group of board members with members of the faculty governance body can be rewarding in multiple ways. In all such engagements, the board chair and president need to be aligned on the purpose of the discussion. While inviting faculty to dinner or other social events can encourage collegiality and respect between the groups, social engagement is not the same as shared governance. Those who conflate the two risk greater disengagement—shared governance is not about sharing space but rather about sharing ideas.

The true test of any system of engagement is how well it works during a period of urgency or even crisis. Fiscal exigency, campus climate incidents, and other current realities might, in the heat of the pressure to act, cause even the most transparent and collaborative leaders to lose sight of the need for inclusion. Leaders must be deliberate and intentional about how best to engage others based on the situation. Even then, there will be times when swift action is required and there is little or no time for consultation and deliberation. Good faith efforts to share information in real time—while acknowledging circumstantial challenges—build trust, a necessary feature of shared governance.

While it is appropriate and necessary for a governing board to keep some discussions confidential, important board decisions should be delivered promptly, with evidence of the board's thoughtfulness. Increasingly, constituencies beyond the full-time faculty and senior administration (such as staff, students, part-time faculty, and alumni) have an understandable expectation of being both informed and consulted on important board decisions.

One special note for governing boards of public institutions and systems: These governing boards bear another responsibility in their commitment to shared governance. This country's higher education system is unique, due in part to the ability of each institution to establish its own mission and academic programs, with accreditor approval. Shared governance is only effective when internal discussion and debate lead to outcomes—about academic programs, budgets, and tenure policies, for example. However, policy leaders in some states are now making decisions about the same matters for public institutions

of higher education. These efforts undermine shared governance and run the risk of diminishing the quality of what is taught and who teaches. They pose a broader threat to institutional autonomy and integrity. Public institution leaders, including board members, should help inform state policymakers about the risks of overreach.

4. Institutional policies that define shared governance should be reviewed periodically to ensure their currency and applicability.

The AGB white paper *Shared Governance: Changing with the Times* states, “Colleges and universities—their boards, presidents, and faculty—need to be attentive to the effectiveness of their governance practices on an ongoing basis. Neither an unexpected emergency nor a brief window of opportunity is the time to discover that an institution’s governance structure and culture of decision making are not up to the task. Reliable shared governance requires continuous, intentional effort.” The board must be confident that the institution’s foundational documents and policies, such as the board’s bylaws, faculty handbook, and the institution’s charter, agree with one another and codify decision-making responsibility in a clear and practical way.

AGB research shows periodic reviews of shared governance policies are not common practice, and contradictory mandates or unclear expectations among key groups risk undermining effective governance. The institution’s legal counsel should monitor the timing of policy reviews and bear responsibility for recommending necessary updates for consistency across all related policies. The goal is to establish clarity of roles and processes in a way that facilitates the engagement of the president or chancellor, board members, and the faculty on mission-related and strategic matters.

*The board must be confident
that the institution’s*

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in a clear and practical way.*

Ultimately, the board is responsible for policy currency and effectiveness. Generally, a governing board's governance committee should work with the president or chancellor and legal counsel on policy currency and needed changes. Pertaining to shared governance, the board's academic affairs committee might collaborate with the governance committee on a policy review process that includes the engagement of the chief academic officer and the faculty governance body. Policies that guide strong shared governance align the expectations of faculty, board, and administration on essential issues and set the stage for strong shared governance.

To further safeguard effective shared governance, the board, president, and faculty should commit to a regular assessment of the process. This assessment provides an opportunity for inclusive conversation about the full range of activities that ensure a common understanding of shared governance and its value at the institution, a culture of engagement, and an ongoing commitment to keeping the process strong.

*To further safeguard effective shared governance,
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Conclusion

The historic debate about what shared governance is and the tension among governing boards, presidents, and faculty will likely continue, especially as resources grow scarce and stakes remain high. Each group must recognize that ensuring the value proposition for higher education will require working together on behalf of students and society. Perhaps the best indicator of how well shared governance is working on any campus is whether it enables, rather than constrains, thoughtful decisions to enhance student success, institutional health, and innovation. Boards, working with key administrators and faculty leaders, hold responsibility for ensuring that the practice of shared governance embodies and advances institutional values.

Questions for Boards to Ask

- How are new board members, faculty, and senior staff oriented to shared governance?
- How does the board learn about faculty work? How does the faculty learn about the board's role and responsibilities?
- How can the board contribute to an institutional culture of appropriate engagement and inclusion in decision making?
- What are the roles of students and staff in shared governance at our institution? Is the board satisfied with their engagement?
- What can the board chair do to demonstrate the board's commitment to shared governance? What does the president do?
- When did the institution last assess the state of its shared governance? What was the result? What has changed based on that assessment?
- How does the board engage with the faculty on matters of consequence?
- Are the priorities of the board, president, and faculty currently aligned on critical mission-related matters? Is there agreement on the strategic priorities of the institution? Which are important topics or questions for collaboration?
- How well would shared governance work at this institution in a crisis?

Appendix

The following passage, selected from the AGB white paper [Shared Governance: Changing with the Times](#), presents insights gained as a result of focus group conversations with more than 200 governing board members, senior administrators, and faculty leaders. AGB is grateful to the Teagle Foundation for supporting that project.

THRESHOLD CONDITIONS FOR HIGH-FUNCTIONING SHARED GOVERNANCE

- A shared commitment on the part of faculty, administration, and board members to the principles of shared governance,⁴ and a current, shared understanding among faculty, board, and president of what shared governance actually is and how it operates/functions/works in their institution.
- A shared and clearly articulated commitment to *trust, collaboration, communication, transparency, inclusiveness, honesty, and integrity*.
- An institutional culture of good will, good intentions, and commitment to common values that is reinforced through the practice of shared governance. Clear policies concerning authority and standard operating protocol are important to develop, but without good will and commitment to shared values, they can't lead to effective decision making on meaningful issues.
- A shared commitment among all parties to focus the practice of shared governance on the institution's strategic goals, aspirations, and challenges.
- Constitutional documents (such as bylaws, faculty handbooks, policy statements) that clearly codify decision-making authority as well as a thorough, nuanced understanding on the part of board members, faculty, and presidents of their own respective roles in shared governance, as well as those of their colleagues.
- A shared appreciation by board members and faculty of the complexity of the president's role in facilitating a constructive relationship between the board and the faculty.

⁴ Specific reference to the AAUP [Statement on Government of Colleges and Universities](#) in the institution's governing documents is an important foundation for this shared commitment.

- A recognition that while students, staff, and contingent faculty often do not have a formal role in shared governance, boards, presidents, and faculty should create regular opportunities to include their voices in the discussion of important issues and major decisions.
- A shared recognition that institutional change is necessary, constant, and inevitable; the dynamically changing external environment and continued institutional relevance demand it. All stakeholders must be open to doing things differently when circumstances require.
- A recognition that the most important decisions are often the most difficult and contentious, but the preservation of relationships is vital to sustained effectiveness in governance.
- A recognition by the president, board chair, and faculty leadership that they have collective responsibility to ensure that the above conditions exist.

One of higher education's most *distinctive values* is its commitment to shared governance. Simply put, shared governance is a fundamental principle of *inclusion* in key areas of *institutional responsibility* and decision making. Governing boards hold ultimate authority for an institution, as defined in bylaws and other *foundational documents* as well as state fiduciary principles. There is very little debate on this point. However, through longstanding academic practice, this authority is delegated to—or “shared with” institutional leaders and faculty. Typically, presidents are charged with institutional *leadership, vision* and *strategic planning*, and daily management, while faculty are charged with educational design and de-

AGB BOARD OF DIRECTORS' STATEMENT ON

SHARED GOVERNANCE



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21-22.14: Motion to Recommend Board of Visitors Commitment to Tenure and Shared Governance

Referred by: Faculty Issues and Resource Allocation Committees

MOTION:

The Faculty Senate asks the Board of Visitors to reinstate the sections of the Teaching and Research Faculty Handbook that were vacated on June 12, 2020, at the ~~December 2-3, 2021~~ **February 10-11, 2022** Board of Visitors meeting, and to commit to shared governance, honoring tenure and other employment conditions that bind the faculty and Radford University together, and to honor the Teaching and Research Faculty Handbook as the document that specifies the details of the bond between the faculty and Radford University.

RATIONALE:

The Board of Visitors suspended sections of the Teaching and Research Faculty Handbook relating to tenure protections, program review, faculty appeals, and fiscal exigency on June 12, 2020. The Faculty and Faculty Senate recognize the changing landscape of higher education and that the changing environment requires Radford University and its individual members be flexible but also mutually supportive and unified. Reinstating the vacated sections of the Teaching and Research Faculty Handbook will improve faculty morale, ensure potential faculty understand our University has strong shared governance and guidelines, and move the University in the direction of shared commitment to its mission.

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21-22.15: Motion to Recommend Board of Visitors/Faculty Senate Connecting Structures

Referred by: Faculty Issues and Resource Allocation Committees

MOTION:

The Faculty Senate invites the Board of Visitors to collaborate with it to create structures that open a path forward for sharing expertise, knowledge, and observations with each other on a regular basis. These structures may include, but not be limited to, the following:

1. Meet with Rector periodically: The Rector of the Board of Visitors would be invited to meet with the Faculty Senate on a periodic basis.
2. Include meeting with Faculty Senate Executive Council at Board of Visitors meetings: The Board of Visitors would reserve a set time to meet with the Faculty Senate Executive Council to discuss faculty issues.
3. Invite individual Board of Visitors members to a Highlander experience: Board members would be invited to campus to spend a day with students, faculty, clubs, and attend events to provide members with a broad perspective of the day-to-day function of the University.
4. Meet informally with faculty: During a Board meeting, members would have the opportunity for an informal meet and greet event open to faculty.

Further, The Faculty Senate invites the Board of Visitors to codify these new structures so that future Boards of Visitors and Faculty Senates will establish and maintain a strong working relationship for the betterment of the students attending Radford University.

RATIONALE:

The Faculty and the Board of Visitors have unique perspectives and areas of expertise that could benefit Radford University should they be shared openly. Members of the Board of Visitors represent a tremendous asset to the students of Radford University; building relationships between faculty, students, and members of the Board of Visitors is likely to benefit student outcomes.

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BOV Student Representative

RADFORD
UNIVERSITY

Mental Health

- Trauma-informed training
- SGA Mental Health Bill

RADFORD
UNIVERSITY
Student Government
Association

S.B. 21-2
Mental Wellness Resource Promotion Bill

Submitted: 11/18/2021

Ameaded:

Status: Approved

Sponsors: Vice-President Justin McLaughlin, Senator Kim Bythewood, College of Visual and Performing Arts Senator, Former Senator Anne O'Hara (Class of 2021), Waldron College of Health and Human Services Senator

Co-Sponsor(s): Senator Meghan Simmette, Waldron College of Health and Human Services Senator, Senator Lena Ellen Robinson, Sophomore Senator, Senator Michelle Accetta, At-Large Senator, Senator Sammy Ranjber, At-Large Senator, Former Deputy to the Vice-President (2019-2020), Joi Stanley

A BILL

Whereas, the governing body of the students of Radford University and Radford University Council recognize the importance of prioritizing the mental health and wellbeing of students on campus, **and;**

Whereas, we as representatives of the student body will strive to connect students with already established resources available for the student population, because students should become aware of resources available on campus that **prioritize mental health and wellness, and;**

Whereas, The Student Government Association will ask for feedback on how to better promote services in the form of face-to-face feedback, that will be available in the SGA office during office hours and through surveys distributed to the student body, **and;**

Title IX and Sexual Assault Awareness

- **Student Government Association**
 - Sexual assault awareness campaign

Student Philanthropy Association

- Organization Update
- Events
- Communication



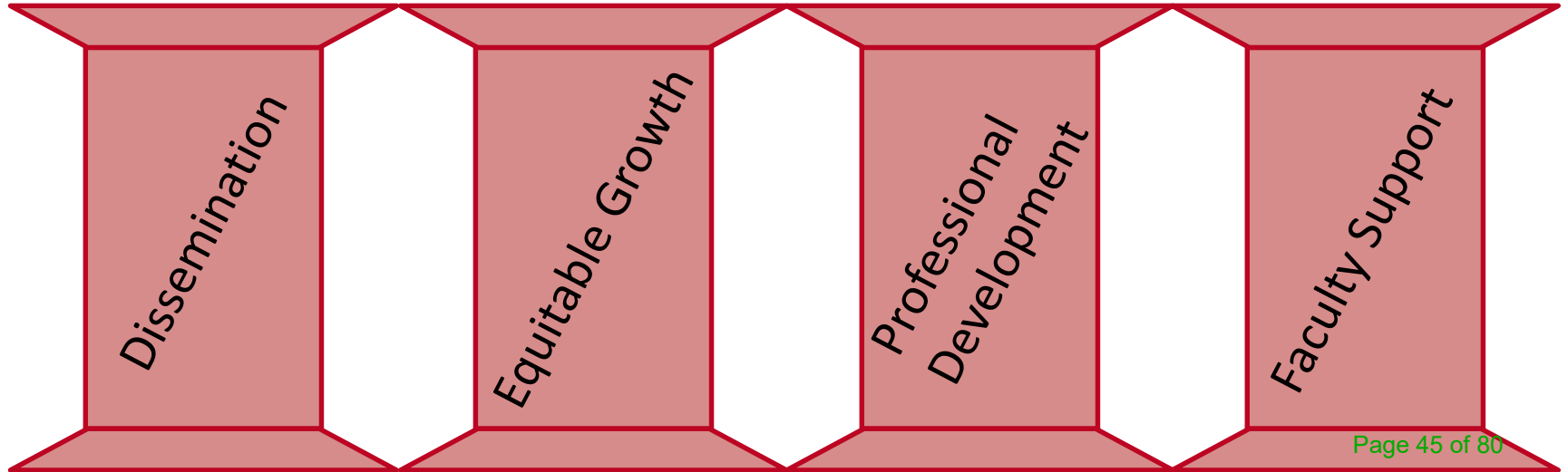
Questions?

Sense of Belonging Through Research

RADFORD
UNIVERSITY

Sense of Belonging through URSCI

The Office of Undergraduate Research & Scholarship (OURS) advances a sustainable culture of undergraduate research, scholarship, and creative inquiry.

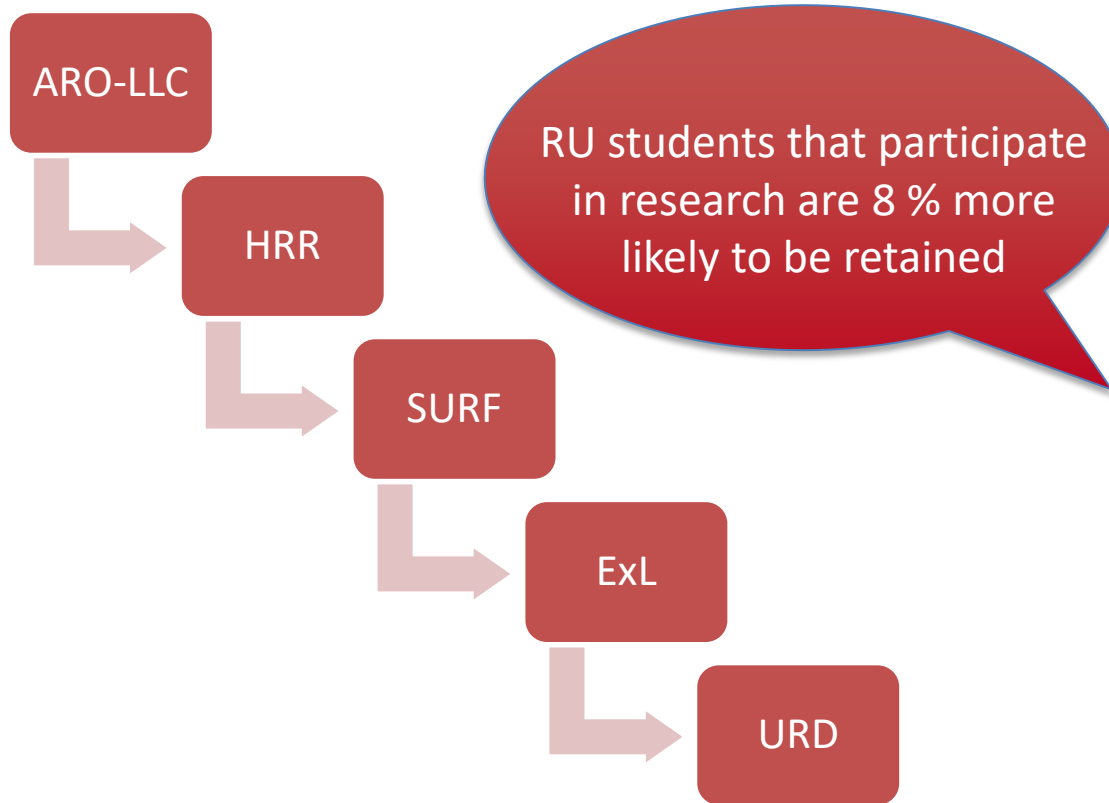


Sense of Belonging through URSCI

Research Defined: **mentored** investigation or creative inquiry that seeks to make a scholarly or artistic **contribution to knowledge.**



Sense of Belonging through URSCI



Sense of Belonging through URSCI

NACE Career Readiness Competencies



Professionalism
& Work Ethic



Communication



Critical Thinking
& Problem Solving



Team Work &
Collaboration



Digital
Technology



Leadership



Global &
Intercultural Fluency



Career
Management



93 % of research rookies
said the program improved
or greatly improved their
ability to communicate
effectively

Page 48 of 80

Sense of Belonging through Research

Infusing research into the curriculum

JESSIE BALL
DU PONT
FUND

THIRD ANNUAL
WINTER
CREATIVE ACTIVITIES
& RESEARCH DAYS
December 1-2, 2021



RU students that participate in research are over twice as likely to have leadership roles on campus

In the 2020AY, 196 more courses offered research experiences at RU vs. the 2019AY

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Sense of Belonging through URSCI

Skylar Roberson, Class of 2022

- From deep Southwest Virginia
- Sister is an alumni
- Drawn by the community
- Accepted to RU-DPT program
- Multiple foundation awards



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Sense of Belonging through URSCI

ARO-LLC

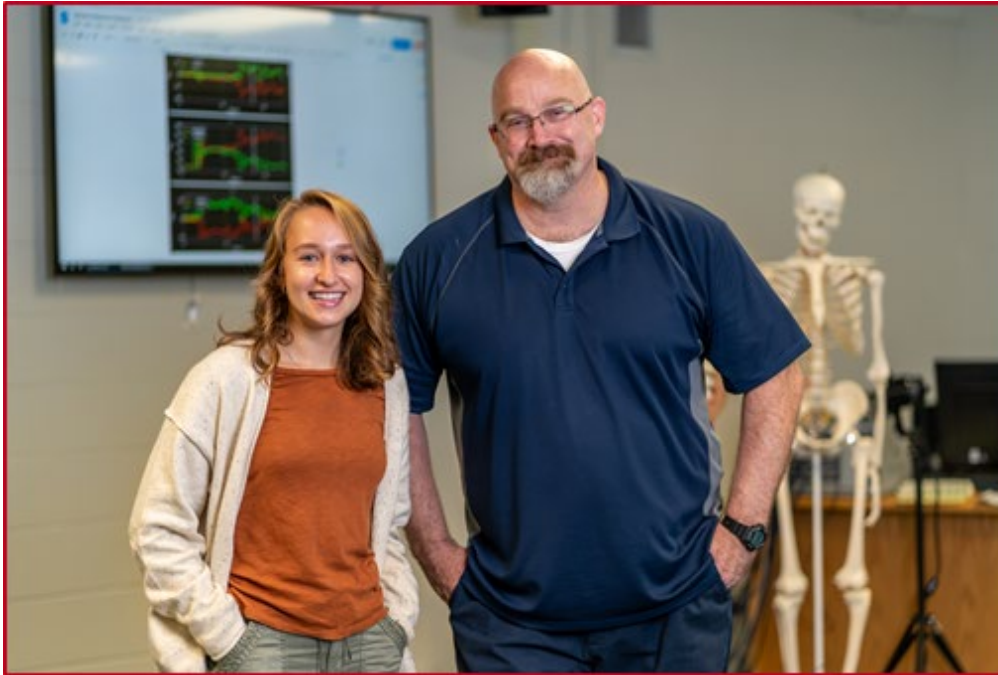


No Barre

5th position without the barre displays a side lean.

Sense of Belonging through URSCI

Ames Scholar, Highlander Research Rookie



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Sense of Belonging through URSCI

OURS Executive Student Assistant
ARO-LLC Peer Mentor



Sense of Belonging through URSCI

Sam Williams, Class of 2024

- From South Carolina
- Started hacking at age 12
- Drawn by the curriculum & research
- Access to faculty in recruiting



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Sense of Belonging through URSCI

Engaging in Academics

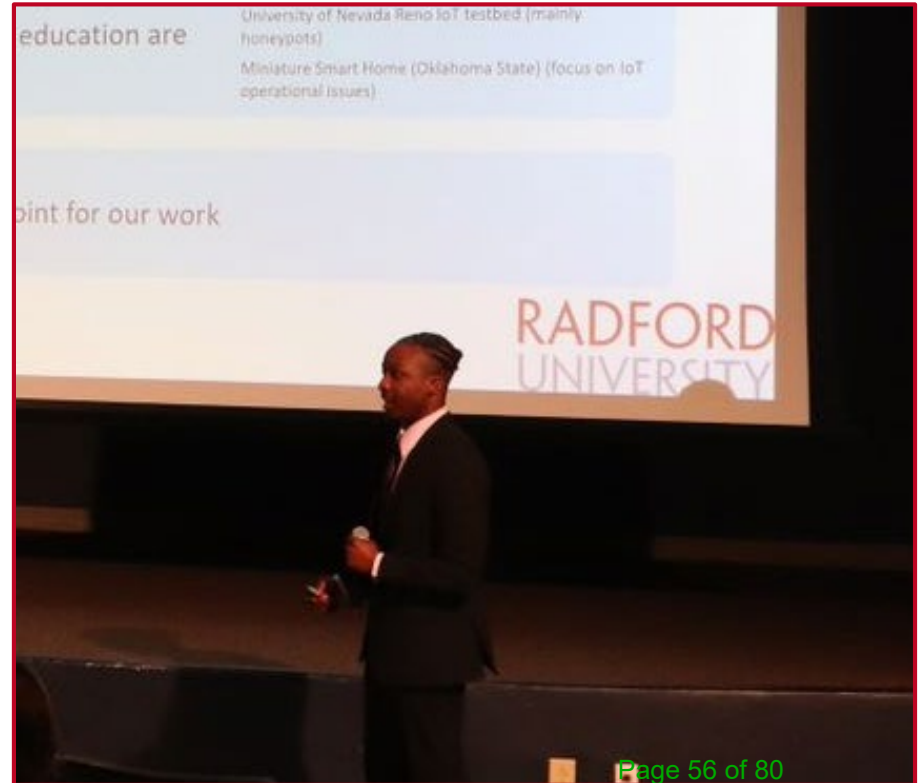


Sense of Belonging through URSCI

Internships



RADFORD
UNIVERSITY



Sense of Belonging through URSCI

Presenting & Networking



Sense of Belonging through URSCI

Luc White, Class of 2022

- From deep Southwest Virginia
- First generation
- Non-binary
- Requires university support
- Foundation Scholarships



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Sense of Belonging through URSCI

Research in Chemistry, Freshmen year



Sense of Belonging through URSCI

Highlander Research Rookies



The Macksey Journal

Volume 1

Article 129

2020

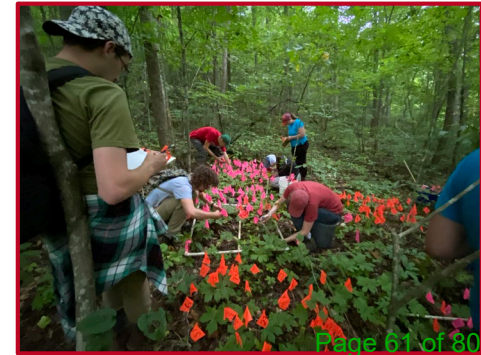
Wearable Life: Translating Medicinal Plant Properties in Jewelry

Lucas White
Radford University, lwhite91@radford.edu

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Sense of Belonging through URSCI

Breaking Down Boundaries



Sense of Belonging through URSCI

Social Belonging

Campus Belonging

Academic Belonging



Minutes

RADFORD UNIVERSITY

Board of Visitors

RADFORD UNIVERSITY

Board of Visitors

QUARTERLY MEETING

9:00 A.M.

DECEMBER 3, 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. Krisha Chachra

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

Dr. Katie Hilden, Faculty Representative (Non-voting Advisory Member)

Ms. Grace Hurst, Student Representative (Non-voting Advisory Member)

Ms. Charlene A. Curtis contacted the Board of Visitors Rector Robert A. Archer prior to the meeting to inform him that a personal matter would prevent her from attending the meeting in person. Ms. Curtis participated by electronic communication from her home.

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 9:04 a.m. in Kyle Hall, Room 340.

Rector Archer began the meeting by welcoming everyone and expressed his appreciation to each person for their willingness to meet when called upon regardless of other commitments and responsibilities. Rector Archer shared that the Board continues to work with Interim President Lepre, her staff, our valued faculty and students, and all others who are involved in moving our great University forward. Rector Archer added that in addition to the routine work required to manage an institution of higher education, we have the added responsibility of conducting a national search for the eighth president of Radford University.

Rector Archer stated on behalf of the Board of Visitors, he believes it is important to recognize those who continue to step up when called upon as we continue through this transition together. With too many people to name them all, the Rector stated he would like to single out a few. Interim President Lepre and her team for their continued leadership; Susan Johnston, Jay Brown, the Search Committee and Greenwood/Asher in providing a great pool of presidential candidates; Lisa Throckmorton for leading the Transition Planning Committee and members of the Committee for their commitment to a smooth transition for the new president and their family; Katie Hilden for her tireless work representing our faculty's perspective; and Deb Love for her professional guidance and legal advice during this transition period.

In closing, Rector Archer thanked the Board members for their continued support and willingness to work diligently on behalf of our students and the University.

APPROVAL OF AGENDA

Rector Archer asked for a motion to approve the Board of Visitors meeting agenda for December 3, 2021, as published. Dr. Susan Wheeler Johnston so moved, Dr. Jay A. Brown seconded, and the motion carried unanimously.

APPROVAL OF MINUTES

Rector Archer asked for a motion to approve the September 10, 2021 minutes of the Board of Visitors meeting. Mr. Mark S. Lawrence so moved, Ms. Nancy Angland Rice seconded, and the motion carried unanimously.

RECOGNITION

Rector Archer invited Vice President for Finance and Administration Chad A. Reed to the podium who in turn introduced members of the President's Task Force on Sustainability. Vice President Reed acknowledged the group for their commitment to sustainability and dedication throughout the process. He added that their research, recommendations and analysis led to the development of the comprehensive and impactful plan - The Path to 2040: The Radford University Sustainability and Climate Action Plan. The Board members also acknowledged the outstanding work in developing the plan and expressed appreciation for the positive impact that it will make on the students, faculty, staff and campus.

Rector Archer asked Dr. Thomas Brewster to read a resolution recognizing Allen T. Wilson, J.D., who served as legal counsel to Radford University from September 2015 until August 2021. Mr. Wilson was acknowledged for his valuable insight and thoughtful guidance as well as his conscientious and congenial manner in which he shared his professional knowledge. Rector Archer asked for a motion to approve the resolution. Dr. Brewster made the motion, Mr. Lawrence seconded, and the motion carried unanimously.

PRESIDENT'S REPORT

Interim President Carolyn R. Lepre began her report by acknowledging the dedication and hard work of the faculty and staff who put our students first and continue to devote time and attention to keeping our University strong, healthy and safe and then highlighted a number of activities, events and initiatives during the Fall 2021 semester.

Interim President Lepre shared that the annual State of the University Address was held on October 1, 2021, which highlighted significant accomplishments and future plans, as well as kicking off Homecoming activities. In addition to recognizing a number of individuals and programs for their extraordinary work last year, a special acknowledgement was given to our many Radford community members who have worked tirelessly during the COVID-19 global health pandemic, including our COVID-19 working group, led by Dr. Susan Trageser, and our grounds, facilities, trades, security, dining workers and every employee. During the Address, the launch of REAL, the innovative general education curriculum, was highlighted. After years of planning, our students can now take advantage of this exciting program.

Interim President Lepre also shared that Radford University's 2020-21 Annual Report was released in October and outlined the numerous rankings and accolades recently garnered. Also announced by Interim President Lepre was a recent partnership between the Radford University Master of Business Administration program and the Paris School of Business Doctorate in Business Administration program. The Radford MBA students will have the option to complete their DBA either here in the United States or in Paris. Interim President Lepre added that the Paris School of Business is also accredited by AACSB and is ranked among the top 25 business schools in France.

Interim President Lepre stated that the University will celebrate the academic achievements of the Fall 2021 graduating class at the 2021 Winter Commencement ceremonies on Friday, December 10 and Saturday, December 11, adding that graduating will be 587 students with 452 from main campus and 135 from RUC.

Interim President Lepre provided a COVID-19 Fall 2021 and Spring 2022 Operational Plan update, including the high vaccination rates of our students and employees and the low positivity rates shown through our COVID-19 dashboards. The vaccination rates remain strong with 88.9% of the students being fully or partially vaccinated. Students who are not vaccinated are at 11.1%. Employees who are fully or partially vaccinated are at 93%. Weekly onsite testing continues to be made available to all students and employees. The Spring 2022 Semester Operational Plan was shared on October 16, 2021 with students, faculty, staff and the broader Highlander community and reflects the tremendous work and consideration of the group and the dynamic nature of the pandemic. Interim President Lepre added that we will continue to seek guidance from our local and state officials to determine what protocols are necessary in the future.

In closing, Interim President Lepre acknowledged the many people who have helped move the University forward and in particular the Vice Presidents for their extraordinary work during the fall semester and added that our incredible forward progress is a testament to their work ethic and commitment to our Highlander family. She added that we owe them an enormous debt of gratitude, and I am incredibly proud to serve alongside them and lead this incredible team of talented people.

REPORT FROM THE ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE

Dr. Thomas Brewster, Chair, stated that the Academic Excellence and Research Committee met on

December 2, 2021 and shared the following information.

Dr. Brewster reported that Interim Provost J. Orion Rogers, Ph.D. provided an Academic Affairs update including the implementation of the REAL curriculum, planning for the development of the Quality Enhancement Plan and submission of the Compliance Certification Report, the first seven faculty appointments as Academic Leadership Fellows, and a re-envisioned event, the REAL Experience, formally the Majors and Minors Fair. Dr. Brewster stated the Committee heard an update on the faculty receiving emeritus status, updates on staffing in the Office of the Provost and the appointment of Mr. Paul Orkiszewski as Dean of the Libraries.

Dr. Brewster shared that the Committee heard a presentation on Sense of Belonging Through Research presentation by Director of the Office of Undergraduate Research and Scholarship Joe Wirgau, Ph.D. Followed by three exceptional presentations by students who shared their experiences and the positive impact the program and mentorship have made in their lives.

Dr. Brewster reported that Faculty Senate President Katie Hilden, Ph.D. provided information on three initiatives that showcase how faculty are proactively engaging in efforts to maintain the academic health at Radford University.

REPORT FROM THE ADVANCEMENT, UNIVERSITY RELATIONS AND ENROLLMENT MANAGEMENT COMMITTEE

Ms. Lisa Throckmorton stated that the Committee met December 2, 2021 and shared the following information.

Ms. Throckmorton reported that the Committee first heard from Vice President for Enrollment Management Craig Cornell who provided fall 2022 application information, recruitment initiatives, an overview of the ways in which Radford's Highlander Distinction Program and value proposition are being shared with new recruits and an overview of the 2021 student and family Quest orientation program. Ms. Throckmorton shared that overall new undergraduate student applications are currently up 5.2%. New student transfer applications are also following a strong pattern being up 32.3%, 11.2% in completed applications, and up 25.9% in admitted students, and the Fast Track Programs, in its inaugural spring term, currently have 104 students.

Ms. Throckmorton shared that the new Radford on the Road program was initiated with three events held in the month of October at Newport News, Leesburg and Richmond with nearly 400 students attending and leading to a 61% application rate and currently a 24% student commitment rate. Ms. Throckmorton added that Radford University is seeing an increase in FAFSA submission rates outpacing both national and Virginia rates. Many initiatives are underway, including early awarding and sharing Highlander Distinction Program (HDP) four-year award values on the student admit letter to maximize our value proposition. Ms. Throckmorton stated that the Committee heard about the modifications to the Quest program that were made to accommodate COVID restrictions and significant efforts across the campus to create many new initiatives, including 33 faculty-led teaching sessions per term.

REPORT FROM BUSINESS AFFAIRS AND AUDIT COMMITTEE

Dr. Debra K. McMahan, Chair, stated that the Committee met December 2, 2021 and shared the following information.

Dr. McMahan reported that the Committee first heard from University Auditor Margaret McManus

who presented an oral report on the review of University Discretionary Fund expenditures for the quarter ended September 30, 2021, adding 100% of the fund's expenditures were reviewed and all were found in compliance with the Board of Visitors' guidelines. She also presented audit reports on Financial Aid-Enrollment Reporting and CARES Act – Reporting, as well as a Follow-Up Audit Status Report.

Dr. McMahon shared that Vice President for Finance and Administration Chad A. Reed provided an update on capital projects currently in progress, including the status of the Artis Center for Adaptive Innovation and Creativity including bid overruns resulting in the submission of a budget appeal package to request additional relief. Vice President Reed also provided an update of the University's succession plan submitted to the Department of Human Resource Management as well as internal succession planning efforts performed within the University.

ACTION ITEMS

Recommendation to Approve the Span of Control Policy

Dr. McMahon presented the recommendation to adopt the University's Span of Control Policy, which creates guidelines for establishing and reviewing the spans of control within the University's organizational structure to improve efficiency and effectiveness. 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 and policy are attached hereto as *Attachment A* and is made a part hereof.

Recommendation to Approve the Sustainability and Climate Action Plan

Dr. McMahon presented the recommendation to adopt the University's Sustainability and Climate Action Plan, which provides the history and guidelines to successfully complete "The Path to 2040: The Radford University Sustainability and Climate Action Plan." 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 B* and is made a part hereof.

REPORT FROM THE GOVERNANCE, ADMINISTRATION AND ATHLETICS COMMITTEE

Mr. David A. Smith, Chair, stated that the Committee met December 2, 2021 and shared the following information.

Mr. Smith reported that the Committee first heard from Interim Chief of Staff Angela Joyner, Ph.D. who presented an overview of the evolution of career events and opportunities for students, employers and partners. A focus was on companies within 90 miles of Radford University, and included telework, talent acquisition, interviews, workforce development opportunities, site visits and internships. Mr. Smith shared information about the National Association of Colleges and Employers Career Readiness Competencies and SkillSurvey pilot survey results, including the comparison of Radford students to students nationally. Competencies measured were: career and self-development; communication; critical thinking; equity and inclusion; leadership; professionalism; teamwork; and technology. Mr. Smith shared that ACCESS Radford's Partnerships function continues to represent the University at local and regional economic and workforce development meetings with a focus on projects and grants that affect Radford University's near- and long-term interests.

Mr. Smith stated that the Committee then heard from Director of Athletics Robert Lineburg who provided an update on Radford's competitive excellence, including: Kayla Thomas who was selected as

the Big South Defensive Player of the Year and becoming the first Big South women's soccer athlete to win the honor three years in a row; Yoshiya Okawa, who led Men's Soccer and earned Second-Team All-Conference honors, as well as, being named to the All-Freshman Team; and Women's Cross Country Hannah Moran being the first individual winner since 1990 for the Highlanders. Hannah was also named First-Team All-Conference. Head Coach Sam Bradley was named Big South Women's Cross-Country Coach of the Year for the second consecutive season

Mr. Smith shared details of the retiring of Javonte Green's jersey at halftime on November 28. Green became the first player in program history to sign a contract with an NBA organization when he signed with the Boston Celtics. Mr. Smith also shared information regarding Big South Conference financial comparisons and basketball facility comparisons. Mr. Smith reported that Mr. Lineburg provided a resource development update which included a five-year partnership with Carilion Clinic and the launch of the Shield Club.

REPORT FROM THE STUDENT SUCCESS COMMITTEE

Ms. Krisha Chachra, Chair, stated that the Committee met December 2, 2021 and shared the following information.

Ms. Chachra reported that the Committee first heard from Student Government Association President Grace Hurst who presented an update on SGA's initiatives for the academic year. Ms. Chachra added that the SGA has passed a bill to make the promotion of mental health awareness a priority and SGA has an increased focus on sustainability events than in the past several years.

Ms. Chachra shared that the Committee heard from Associate Vice President for Student Life Tricia Smith and Associate Dean of Students Bruce Hayden who gave a presentation showcasing how Student Affairs staff collaborate with and support families. They provided an overview on the expectations of the current generation of students and how relationships between students and families have evolved over the years.

Ms. Chachra reported that the Committee then heard from Vice President for Student Affairs Susan Trageser, Ed.D. who presented an update on Student Affairs. Ms. Chachra said the Committee heard an overview of the Tartan Residential Education Kit (TREK), which is the residential curriculum used by Housing and Residential Life to guide programming and community building. The residential curriculum has achievement measures to determine effectiveness and outcomes. Student Recreation and Wellness and the Center for Diversity and Inclusion (CDI) partnered to host Feel Good Fridays, which are self-care awareness events such as yoga, hiking and meditation. The Center for Accessibility Services (CAS) has seen an increase in requests for transcription services due to COVID-19 health and safety measures such as the indoor masking requirement. Ms. Chachra added that Fraternity and Sorority Life has recommitted to focus on philanthropy and service across all chapters and councils and Substance Abuse and Violence Education Support (SAVES) has secured the renewal of the Collegiate Recovery Grant.

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 additional information from the 2020-2021 Faculty Morale Survey. There were 265 responses to the survey with 206 on main campus and 34 at RUC and 42% have worked at Radford for at least 11 years. In the qualitative analysis, campus environment was evaluated with four open-ended questions around leadership. Dr. Hilden shared the general themes for each leadership role. Additionally, Dr.

Hilden shared current steps being taken to increase engagement between faculty and Board of Visitors members, including diversifying faculty voices at Board meetings, social engagements and faculty voices in the presidential search.

REPORT FROM THE STUDENT REPRESENTATIVE TO THE BOARD

Student Representative to the Board Grace Hurst provided an update on the areas of focus for her this year as the Student Representative. Her first priority is mental health and she has worked on trauma-informed training and student outreach. Another priority is Title IX and sexual assault awareness and Ms. Hurst stated she has been working on prevention programs and also with the SAVES office to assist with communication about resources and support groups. Ms. Hurst also shared additional information about her third priority, which is student philanthropy.

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 stated that RU Corporate Park is still available for sale and there are two prospects. Dr. Fowlkes stated that he investment returns for the year ended June 30 were approximately 24% and the gain will have a positive impact on scholarships for the 2022-23 academic year. Progress on the hotel project continues and model rooms are still available for viewing in the RU Corporate Park. Dr. Fowlkes shared that she has appreciated the opportunity to learn more about the Foundation and see first-hand the many ways they support the University and the students. She added that the next Foundation Board meeting is scheduled for December 9.

GOVERNMENT RELATIONS UPDATE

Executive Director of State Government Relations Lisa Ghidotti began her report by summarizing the recent statewide races, current status of Governor-elect Youngkin's Transition Steering Committee and insight in the anticipated announcements yet to be made. Ms. Ghidotti also shared House leadership and committee changes as well as a briefing of the upcoming General Assembly session.

CATALIZING CHANGE THROUGH INCLUSIVE SCIENCE EXCELLENCE

Associate Professor of Chemistry and REALISE Program Director Sarah Kennedy, Ph.D. shared the work of the REALising Inclusive Science Excellence (REALISE) program in the Artis College of Science and Technology, which is a \$1 million multi-year Inclusive Excellence grant from the Howard Hughes Medical Institute awarded to Radford University in 2017. Dr. Kennedy sharing that aiming to increase students' self-efficacy, sense of belonging, and science identity, REALISE focuses on faculty development, curricular change, and student support in STEM. Within the departments of biology, chemistry, and physics, 33 faculty have been trained in inclusive teaching practices, such as backward course design, project-based learning, disrupting microaggressions and recognizing implicit biases. Dr. Kennedy added that both entry-level and advanced courses within these programs have been transformed and students have responded to the positive changes.

Dr. Kennedy shared that in addition to the focus on faculty and curriculum development, undergraduate REALISE students are employed as peer role models to create an inclusive environment within the Artis College. Hosting events such as Vision Board night, Diversity in STEM panels, stress-busters, and Finding your Why, the REALISE students connect with and support their peers. Additionally, Dr. Kennedy added, the REALISE students create informational flyers about student

services, visit STEM classrooms to encourage student success, promote inclusivity through social media posts, and complete diversity training. Based on the REALISE model, Radford’s next Quality Enhancement Plan (QEP) will focus on “Diversity, Equity, and Inclusion” to enhance student success.

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), (3), (8) and (29) under the Virginia Freedom of Information Act for the discussion, consideration, or interviews of prospective candidates for employment as a high-level University employee; assignments and salaries of personnel; consultation with legal counsel regarding the matters being discussed in closed session; 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. Rice seconded the motion. The Board of Visitors went into closed session at 11:53 a.m.

RECONVENED SESSION

Following closed session, public access to the meeting was reconnected. Rector Archer called the meeting to order at 2:05 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. Krisha Chachra	Yes
Ms. Charlene Curtis	Yes
Dr. Rachel D. Fowlkes	Yes
Dr. Susan Whealler Johnston	Yes
Mr. Mark S. Lawrence	Yes
Dr. Debra K. McMahon	Yes
Ms. Lisa Pompa	Yes
Ms. Nancy Angland Rice	Yes
Mr. David A Smith	Yes
Mr. Marquett Smith	Yes
Ms. Lisa Throckmorton	Yes
Ms. Georgia Ann Snyder-Falkinham	
Mr. Robert A. Archer, Rector	Yes

The resolution of certification was unanimously adopted.

OTHER BUSINESS

Rector Archer asked for a motion to approve the resolution for the Modification of the Radford University Faculty Early Retirement Program. Mr. Lawrence so moved, Ms. Rice seconded, and the motion carried unanimously. A copy of the resolution is attached hereto as *Attachment C* and is made a part hereof.

ANNOUNCEMENTS

Rector Archer announced that the Radford University Board of Visitors will convene at an undisclosed location within the next 15 days in order to interview candidates for the position of president.

Rector Archer also announced the upcoming meeting dates.

February 10-11, 2022

April 28-29, 2022

July 24-26, 2022 Retreat

September 8-9, 2022

December 1-2, 2022

The Board members were reminded of the Association of Governing Board Annual Conference on Trusteeship to be held in April 2022 and that a call for nominations for Rector and Vice Rector will take place following the February meeting.

ADJOURNMENT

With no further business to come before the Board, Rector Archer adjourned the meeting at 2:09 p.m.

Respectfully submitted,

Karen Castele

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

RADFORD UNIVERSITY

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



DATE: 12/14/21
Carolyn Ringer Lepre, Ph.D., Interim President (*signature*)

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
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.

Approved: December 3, 2021



Robert A. Archer
Rector
Board of Visitors



Karen Castele
Secretary to the Board of Visitors
Radford University

**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.

Approved December 3, 2021



Robert A. Archer
Rector
Board of Visitors



Karen Castele
Secretary to the Board of Visitors
Radford University

Radford University Board of Visitors
RESOLUTION
Approval of the Modification of the Radford University Faculty Early Retirement Program
December 3, 2021

Approval of the Radford University Faculty Early Retirement Program;

WHEREAS, retirement incentives are recognized as a pivotal component to an overall strategy for achieving operational and organizational efficiencies; and

WHEREAS, the *Code of Virginia § 23.1-1302* states that the governing board of each public institution of higher education may establish a compensation plan designed to provide incentives for voluntary early retirement of teaching and research staff employed in nonclassified, faculty positions; and

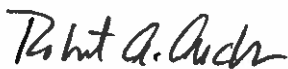
WHEREAS, participation in the plan is voluntary for both the faculty member and the university; and

WHEREAS, such a plan has been previously approved in compliance with the Code of Virginia to provide reasonable incentives to retire that consider the needs of those individuals who may be interested in voluntarily retiring as well as the needs of the university.

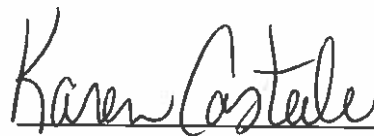
WHEREAS, the plan is being modified to reflect the establishment of a supplemental retirement plan under section 401(a) of the Internal Revenue Code pursuant to which the plan's incentive payments will be paid.

NOW THEREFORE, BE IT RESOLVED that the Radford University Board of Visitors does hereby officially approve the modification of the Radford University Faculty Early Retirement Program and the establishment of the supplemental retirement plan under section 401(a) of the Internal Revenue Code.

Approved: December 3, 2021



Robert A. Archer
Rector
Radford University Board of Visitors



Karen Castele
Secretary to the Board of Visitors
Radford University

End of Board of Visitors Materials

