Radford University  
2018-2023 Strategic Plan  
Embracing the Tradition and Envisioning the Future

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FOR CAMPUS COMMENT

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Letter from the President

On behalf of the Radford family, I am pleased to present Radford University’s 2018-2023 strategic plan: *Embracing the Tradition and Envisioning the Future*. The goals identified within this five-year plan reflect the hopes and dreams of Radford University and those it proudly serves, including our students, faculty, staff, alumni, community and friends. The plan will drive each of us in our daily interactions and collaborative efforts to selflessly serve current and future generations of Highlanders.

Dedicated individuals from the campus community and beyond identified the focal areas within the plan as they worked diligently for more than a year to reflect on the past and prepare for the future. When this important work began, I asked individuals to be creative, innovative and responsive to future learners and societal needs. I charged them with engaging in the process, participating in robust discussions, stepping out of their comfort zones and thinking outside the box. I can proudly say that, through the work of a university-wide Task Force and various subgroups, these individuals embraced the tradition and, at the same time, envisioned our future.

Due to the work of so many, Radford University is poised for limitless opportunity and future success—success that is only possible due to the dedication and passion of individuals who devote themselves to the ideals and mission of our beloved university. Without question, Radford University has a storied history built upon strong tradition. With the implementation of *Embracing the Tradition and Envisioning the Future*, there is no limit to what the future holds and what we can achieve together as one Radford family.

With Highlander Pride,

Brian O. Hemphill, Ph.D.
President

Foreword from the Task Force Co-Chairs

As Co-Chairs of the Radford University Strategic Planning Task Force, we express our sincere appreciation and lasting gratitude to those who contributed to the in-depth and insightful research, the thoughtful and reflective analysis and the detailed and technical writing of the university’s five-year strategic plan. Through the work of the Task Force and various subgroups, *Embracing the Tradition and Envisioning the Future* was developed by a broad-based group of on- and off-campus constituents and subsequently approved by the Radford University Board of Visitors and the State Council of Higher Education for Virginia.

During this comprehensive effort and inclusive process, we witnessed firsthand the direct involvement and dynamic interaction of Task Force and subgroup members, the active engagement of the campus community, the open sharing of ideas through forums and surveys and the honest feedback from individuals who have fully invested themselves in our campus and the community. We were truly honored and humbled to be asked to lead this vital effort by Radford University’s seventh president Brian O. Hemphill, Ph.D., a visionary leader who created the necessary framework and guiding principles for this important process and related work to occur in a supportive community and accepting environment.
On behalf of the Task Force, we thank you for serving as dynamic partners in the development of Radford University’s 2018-2023 strategic plan. It is with much excitement and optimism that we look forward to working with each of you over the five-year planning cycle to make this plan a reality.

Sincerely,

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

Kenna M. Colley, Ed.D.
Dean of the College of Education and Human Development

Dr. Call, who has devoted his teaching career and scholarly research to constitutional rights, joined the Radford University faculty in 1985 and served as the first Chair of the Department of Criminal Justice.

Dr. Colley, who has devoted her career to the teaching profession and the promotion of public education in Southwest Virginia, joined the Radford University College of Education and Human Development in 1996 and became the Dean in 2015.

The History of Radford University

A Tradition of Change

The institution that became Radford University has leaned toward a future based on innovation, excellence and response to student and public needs since its charter in 1910. Founding president John Preston McConnell’s advocacy for women’s education set him apart from his scholarly peers. He dedicated more than two decades to building and growing a school charged initially with preparing women to teach in Virginia’s emerging public school system.

In 1913, the first students who entered the State Normal and Industrial School for Women at Radford enrolled in a two-year degree program. At a time when teacher certification required only six weeks of study and passing a state exam, the Radford school established the highest qualification for a Virginia teacher. One of McConnell’s first innovations was a partnership with Radford City allowing students to practice-teach in the schools, a way of lifting them even higher.

Within five years of opening, Radford began offering four-year programs. In 1921, the first bachelor’s degrees were awarded. The normal school became Radford State Teacher’s College in 1924. This status paved the way to offer four-year programs in any field.

At Radford, students were involved in debate, athletics, journalism, music and drama. The campus community worked to improve and preserve the grounds. Students grew hollyhocks and iris and planted trees to commemorate special occasions.
McConnell, his staff and students experienced the lean times of World War I and the high-spirited Roaring 20s when women gained the right to vote and sought new independence. They also experienced the Great Depression of the 1930s. Even in difficult times enrollment, programs and facilities grew. The John Preston McConnell Library opened in 1932, in the midst of the Depression, as students carried books from the old library in the Administration Building to the new, 200,000-volume-capacity facility.

McConnell took personal interest in each student’s success. When a student could not afford to pay for college, he worked with community members and businesses to help. This legacy was repeated by his successor, David Wilbur Peters, and Peters’ successor, Charles Knox Martin Jr. Peters, Radford’s president from 1938 until his death in 1951, guided the college through World War II air-raid drills, bandage preparation, rationing of food and shoes and writing letters to troops. These activities were a vital part of everyday life.

In 1944, in an efficiency move for the war, Radford consolidated with Virginia Tech and became known as Radford College, the Women’s Division of VPI. Both institutions maintained their own identities and governance, but the merger helped Peters obtain funds for a $3-million long-range expansion plan, including a new administration building, gym and residence halls. Construction moved outward from the original campus, where the central green space has been protected for more than 100 years.

The merger lasted until 1964, when, under the tenure of Charles Martin, the two schools quietly separated. Martin presided over a time of unprecedented growth between 1952 and 1972 when enrollment rose from 800 to 4,000. During the same time, nineteen new buildings went up, and faculty multiplied by a factor of five. Radford became the largest women’s school on the east coast. Admission standards were raised, and Martin lifted faculty credentials by encouraging his teachers to pursue doctoral degrees and granting them leave to do so.

By the end of Martin’s presidency, however, enrollment was declining. Those two decades witnessed national social upheaval that was echoed on campus. In loco parentis, a concept still cherished by administrators, lost ground with students during the 1960s. Although Radford’s protests of campus rules and the Vietnam War were tame compared to those of some schools, students were ready for change. President Donald Dedmon arrived in 1972 ready to embrace it.

In fall of that year, the college instantly doubled its recruitment pool by admitting male undergraduates. Dedmon instituted a groundbreaking university governance system that included student representation. The Foundation was established to steward funds raised for student scholarships and institutional initiatives. Over the next two decades, enrollment went from 3,600 to 9,500, and faculty doubled to 500.

Community members, students, faculty and staff supported the new intercollegiate athletics program established in 1974. The first athletic director recruited men’s basketball players out of course registration lines; but, within 10 years, Radford was an NCAA Division I school and a charter member of the Big South Conference in men’s and women’s varsity sports.

New construction flourished. Perhaps, the most significant project was the Donald N. Dedmon Center, a recreational, intramural and athletics convocation center with a distinctive design featuring an air-supported roof. Dedmon convinced Norfolk and Western Railway to donate the
62-acre site beside the New River and persuaded the state to construct a bridge over the train tracks for access.

In 1979, Radford College became Radford University, an achievement celebrated by all constituencies. This status marked a new chapter in Radford’s history—one that was marked by many achievements from across the campus and the community.

Radford’s faculty-led Writing Across the Curriculum program became a national model. The program encouraged a culture of cross-disciplinary collaboration and a tradition of peer-to-peer faculty development. A new Distinguished Visiting Professor program and Scholarly Lecture Series brought former Egyptian First Lady Jehan Sedat, legendary poet Maya Angelou, Supreme Court Justice Arthur Goldberg and other prestigious visitors to the campus and our classrooms.

Radford claimed a leading edge in technology, from its music technology program to its website, among the state’s first. In response to an increasingly interconnected world, the university developed new international education opportunities. Curricular offerings expanded in response to students’ interests, public need and the changing world. Before Dedmon stepped down in 1994, degree programs had increased from 83 to more than 100.

Douglas Covington became the fifth president and first African American leader of the institution in 1995. Students, faculty and staff soon became familiar with Covington’s soft-spoken manner as he greeted—and listened to—all he met.

Early in Covington’s presidency, the university undertook its first capital campaign, a three-year effort that exceeded its goal. It was followed by a second successful campaign, with a combined result of $71 million raised in just 10 years. In 1993, the Radford University Foundation had been capable of supporting 123 scholarships; by 2004, the number was 600.

The institution continued the tradition of innovative partnerships and outreach. The Regional Clinical Simulation Center’s electromechanical patient simulators began providing safe hands-on experience to students from Radford, Jefferson College of Health Sciences and community college partners. The Appalachian Studies Program’s Appalachian Arts and Studies in the Schools (AASIS) initiative provided mentors for high school students identified by their teachers as college able but not necessarily college bound. Selu Conservancy, with its retreat center, observatory, 1930s farmhouse replica and conference and event center, became a resource for the campus and the community.

Students and faculty collaborated on research in the laboratory, in the community and in far-flung sites including the North Pole. A new College of Information Science and Technology opened. Construction included Cook Hall, the Waldron College of Health and Human Services and the Bonnie Hurlburt Student Center, with plans for what would be one of the most technologically advanced arts venues in the southeast.

Ground was broken for the Douglas and Beatrice Covington Center for Visual and Performing Arts soon after the 2005 arrival of Penelope W. Kyle, Radford University’s first female president. The Covington Center was the first in an extensive list of new construction and renovation projects completed during her 11-year presidency. Kyle Hall, a 116,000-square-foot home for the College of Business and Economics, incorporates new educational technology, including a signature trading room; the 114,000-square-foot Center for the Sciences houses the Artis College of Science
and Technology’s Planetarium, Museum of Earth Sciences and Forensic Science Institute; a 110,000-square-foot Student Recreation and Wellness Center features an indoor graded track, multi-use court, racquetball courts and classrooms; and a 144,000-square-foot new home for the College of Humanities and Behavioral Sciences includes a courtroom for mock trials and a television studio.

The Gold and Silver LEED status for various renovated and new structures reflects the institution’s strides in environmental sustainability. In 2009, Kyle signed the American College and University Presidents’ Climate Commitment. Through a network of initiatives, Radford is becoming a model of sustainability practices and policies and has been included among Princeton Review’s “Top Green Colleges in the Nation” since 2010.

The institution’s academic status rose with the introduction of its first doctoral offering, the Doctor of Psychology program, which enrolled students in 2008. The Doctor of Nursing Practice program opened in 2010, and the next year students entered the new Doctor of Physical Therapy program.

A remarkable change in student diversity occurred during this period. Approximately 30 percent of full-time freshmen who enrolled in fall 2016 identify as part of an ethnic minority group—a leap from the 12 percent who did so in fall 2005. The fastest growing populations are Black/African American and Hispanic.

Radford University’s seventh president, Brian O. Hemphill, began his tenure in 2016 by inviting student, faculty, staff, alumni and community reflection on how to embrace the best of Radford’s past while contemplating the future of a great institution that has never stopped changing. This is where the new story of Radford University begins.

The Methodology for Strategic Planning

The Context

Higher education, particularly public higher education, faces opportunities and challenges unlike any other industry. In light of these realities, the Radford University Strategic Planning Task Force and working subgroups considered several significant points regarding the context of contemporary American higher education. First, students today are not the same as students during previous generations, so we must adapt to these new learners. The demographics of our student population are more diverse and represent a broader variety of backgrounds. Students learn using different techniques and personal preferences, especially via technology. Second, in light of the rapid changes in all aspects of our culture, we must adapt to the speed at which society is moving. Third, as a result of the greater financial burden on public agencies at the national, state and local levels, it is unrealistic to expect a return to greater levels of state financial support in the future. Therefore, we must adapt to the changing funding model for higher education.

Public institutions must not only survive in today’s environment but also must be able to adapt, be creative and be innovative. The immediate surrounding locale of the New River Valley, the statewide environment of the Commonwealth of Virginia and the national and global settings all require that Radford University pursue new opportunities and niche markets and respond to societal needs.
During his inaugural message, President Brian O. Hemphill, Ph.D. proclaimed that “We must engage the Radford family in its totality in planning and executing a bold and innovative agenda that positions us for the future.” Since the beginning of his presidency, President Hemphill has focused his efforts on key themes of academic excellence and research; brand identity; economic development and community partnerships; philanthropic giving and alumni engagement; student success; and strategic enrollment growth. The university’s new strategic plan directly supports these areas.

The Process

Radford University’s previous strategic plan covered the 10-year period from 2007 to 2017. In order to sustain existing institutional objectives and develop new priorities, a Strategic Planning Task Force was assembled during fall 2016 with the end goal of launching a new strategic plan in January 2018.

The Mission, Vision and Core Values subgroup and the Challenges and Opportunities subgroup immediately began their work, which would substantially inform the work of the other subgroups. The subgroups held campus-wide open forums on November 30, 2016, and December 1, 2016. The subgroups also solicited additional input online. The Task Force accepted the report from the Mission, Vision and Core Values subgroup on February 21, 2017, and the report from the Challenges and Opportunities subgroup on March 16, 2017. Both documents were widely distributed among all subgroups in order to better inform their work. The work of these two subgroups, even before final acceptance of their reports, substantially informed the work of the other subgroups and was an integral step in the overall strategic planning process.

Participants

The Task Force was led by two Co-Chairs and included 29 members serving as representatives from student, teaching and research faculty, administrative and professional faculty, classified staff, administrative, alumni/community and at-large constituents. Dr. Jack Call, Professor of Criminal Justice, and Dr. Kenna Colley, Dean of the College of Education and Human Development, served as the Co-Chairs. Nine subgroups were created to align with the six key themes in addition to related development on the institutional mission, vision and core values, identifying unique challenges and opportunities and preparing a supporting budget for the approved strategic initiatives.

Each subgroup was co-chaired by a member of the Task Force and two outside members representing administration and faculty. The subgroups were comprised of 10 to 20 students, faculty, staff, alumni and community members who possessed a strong interest or expertise in the subgroup’s area of emphasis. In total, approximately 180 students, faculty, staff, alumni and community members were directly engaged in the strategic planning process. Ashley Schumaker, Chief of Staff for President Hemphill, played an integral role by working alongside the Task Force Co-Chairs for much-needed input, guidance and assistance throughout the entire process.

Timeline

The work of the Task Force and subgroups extended through the 2016-17 academic/fiscal year and into the fall 2017. The Task Force met monthly to continue its progress until implementation of the final strategic plan in January 2018. Subgroups met weekly or bi-weekly during late fall
2016 and throughout spring 2017. As each subgroup prepared its recommendations, they presented them to the Task Force to open communication and obtain broader feedback. President Hemphill met individually with the subgroups to monitor progress and provide guidance. In mid-spring, the Board of Visitors received an update on the work of the strategic planning process. By late spring 2017, the subgroups submitted their final recommendations.

At the beginning of the summer, the Task Force reviewed and accepted the entire collection of recommendations in order for a writing team to begin work on a preliminary draft of the strategic plan. Writing continued over the summer until a draft plan was presented to the Board of Visitors for review in early fall 2017. Based on feedback from the Board of Visitors, the final draft was approved and submitted to the State Council of Higher Education for Virginia (SCHEV). Following its approval, the plan was launched in January 2018.

Identification of Goals and Strategies

Development of the institutional goals and strategies took several stages: data collection, analysis, selection and consensus. Each subgroup collected data from a variety of internal and external sources and benchmarked them against peer institutions both in and out of state. Prior work on major planning efforts was also considered based on the university’s previous 7-17 Strategic Plan, the Budget Planning Summit and the Futures Group.

The subgroups analyzed relevant snapshot and trend data by inventorying current processes, resources and performances in comparison to external measures. Standard planning activities, such as gap analysis, environmental scan, market factors and SWOT analysis, were conducted to identify what the university is doing now, where the institution should go and what is needed to accomplish its desired new goals.

New goals and strategies were selected in light of the data analysis to not only address the subgroup themes but also to boost enrollment, reach new markets and increase revenues. To ensure consistency in the process and allow for objective review of proposed goals and strategies, each subgroup entered specific information into a common planning template. The template includes accountability measures of key performance indicators, targets, timelines for completion of strategies and responsible personnel. A recommended budget/business plan was also submitted to identify what additional resources would be necessary to carry out the recommended goals and strategies.

Upon submission of all subgroup templates, the entire Task Force divided into smaller review teams. These review teams were comprised of Task Force members from subgroups other than the templates they were reviewing. Review teams decided whether to accept goals and strategies without revision, to accept them with revisions or clarification or to capture them in a narrative. The review teams summarized their decisions and discussed them with the full Task Force to generate group consensus.

Based on the Task Force’s collective agreement on which goals and strategies should be adopted, a writing team of five faculty and staff converted the approved planning templates into the summarized plan that is presented within the pages of this document. The writing team did not substantively change any recommendations; however, it worked closely with the subgroup chairs as necessary to fully understand and clarify language contained within the recommended goals and strategies. The writing process occurred within the framework of the Task Force.
Transparency and Accountability

The planning process has been transparent in order for all members of the campus community and the general public to remain informed of the Task Force’s progress. A publicly accessible website was created early in the process, providing general information about the membership of the Task Force, scheduled meetings, rosters and reports of each subgroup, relevant planning resources and contact information. Several subgroups collaborated to sponsor multiple public meetings. Five campus forums and one community forum off campus were held to gather input from the broader local constituency. Several of the subgroups collaborated to develop a single university-wide survey and an email questionnaire. Students, faculty, staff, administrators and board members were provided updates on the status of the strategic planning activities through information provided in various settings, including scheduled meetings and open forums.

Challenges and Opportunities

Introduction

It is no secret that today’s higher education institutions face challenging times, and Radford University is not immune. Like others, it is experiencing change at an unprecedented rate, and, while change itself is challenging, keeping up with change is even more challenging. The good news is that Radford University understands what is happening on campus and beyond and is ready to meet the challenges it faces. Its view is a positive one that these challenges are amazing opportunities to elevate Radford University to a new normal where creativity and innovation lead to the way to limitless possibilities.

For Radford University, challenges and opportunities fall into three overarching themes: technology innovation, funding and campus environment. What follows are brief overviews of the challenges and opportunities in these themes, in addition to an overview of the challenges and opportunities in the six focal areas identified as strategic priorities for Radford University.

The full report of the Challenges and Opportunities subgroup is available on Radford University’s website under the Strategic Planning subpage.

CHALLENGES AND OPPORTUNITIES: OVERARCHING THEMES

Technology Innovation

Radford University is known for its technology-driven teaching methods and approaches to learning. Technology graces all nooks and crannies of the campus. Even so, the university has an opportunity to elevate the utilization of innovative technology in order to enhance teaching, learning and administrative functions. Such activities will result in increased access to education for all, including students with disabilities and those living in rural areas, while also decreasing learning and working disruptions and increasing communication with stakeholders.
**Funding**

Higher education costs are increasing while state funds are decreasing, resulting in Radford University, like other public institutions, becoming even more dependent on tuition to cover expenses. Known for its entrepreneurial spirit, Radford University has an opportunity to identify alternative funding streams, improve internal financial management tools and enhance instructional delivery models to increase revenue and reduce costs.

**Campus Environment**

Radford University’s campus is one of the most beautiful in the Commonwealth of Virginia. The campus has always been an enjoyable place to live, work, study and visit, and the university continues to improve in many areas, including those related to space utilization and energy efficiency. Even so, the university has an opportunity to do much more, such as streamlining business processes that will result in greater efficiencies, thereby reducing costs and providing a more sustainable campus environment.

**CHALLENGES AND OPPORTUNITIES: FOCAL AREAS**

**Academic Excellence and Research**

With a proud tradition of teaching and a recent expansion in research, Radford University has the opportunity to accelerate in the areas of teaching excellence and intellectual discovery. Such activities include balancing enrollment, retention and reputation; creating more synergies through interdisciplinary approaches and scholarly activities; expanding the university’s research expertise; encouraging and enabling students to perform at higher levels of learning and engagement; adopting more innovative pedagogies and encouraging more high-impact practices; and offering more in-demand degrees, certificates and programs.

**Brand Identity**

As an opportunity to improve its brand reputation and recognition, Radford University can establish a message and identity that underscores the following: faculty involvement; small class sizes; personal faculty-student interactions; small, tightknit, friendly and active campus; and rigorous academic standards and programs.

**Economic Development and Community Partnerships**

Radford University has the opportunity to contribute to economic development and strengthen community partnerships by identifying ways in which the campus can use its physical and intellectual resources to enrich its mission, define its brand, enhance the region and support job creation and growth. Such activities include gaining a greater understanding of its current outreach efforts, fostering better use of its campus facilities and services and supporting entrepreneurial growth.
Philanthropic Giving and Alumni Engagement

Vital to current success and future growth, Radford University has the opportunity to invigorate philanthropic giving and alumni engagement by reengaging the Radford family. Such activities include identifying major areas of giving and diversifying revenue sources, educating alumni on how donations can be prioritized and used, focusing on endowments and scholarships and identifying individuals who want to contribute by sharing their time and talent in addition to their treasure.

Strategic Enrollment Growth

Radford University has the opportunity to continue growing by identifying, reaching and maintaining a targeted size and student profile. Such activities include focusing recruitment efforts on target student populations; attracting more transfer students, veterans, homeschoolers and adult learners; offering new or enhanced programs in emerging fields; and identifying innovative ways for students to earn a degree or certificate.

Student Success

While student success at Radford University is at an all-time high, the campus has an opportunity to reach even greater heights. Such activities include further addressing diverse learning needs, keeping class sizes small, diversifying instructional methods, engaging students academically and socially, connecting students to resources and reducing costs.

Conclusion

Radford University’s commitment to embrace its traditions and envision its future stands tall and shines bright despite the challenges ahead. With this strategic plan in place, Radford University is well positioned to overcome challenges and seize opportunities that will make an even greater difference for all within its reach.

Mission, Vision and Core Values

Mission

As a mid-sized, comprehensive public institution dedicated to the creation and dissemination of knowledge, Radford University empowers students from diverse backgrounds by providing transformative educational experiences, from the baccalaureate to the doctoral level, within and beyond the classroom. As an inclusive university community, we specialize in cultivating relationships among students, faculty, staff, alumni and other partners, and in providing a culture of service, support and engagement. We embrace innovation and tradition and instill students with purpose and the ability to think creatively and critically. We provide an educational environment and the tools to address the social, economic and environmental issues confronting our region, nation and the world.
Vision

Radford University aspires to be the premier, innovative, student-centered university in the Commonwealth of Virginia and beyond with a keen focus on teaching, research and service.

Core Values

*Student Empowerment and Success* – We engage and support our students in the discovery and pursuit of their own unique paths.

*Excellence* – We expect our community to strive for the highest standards.

*Inclusiveness* – We are committed to a spirit of cooperation and collaboration, embracing and honoring the diversity of our community.

*Community* – We foster relationships and a culture of service within and beyond our university community.

*Intellectual Freedom* – We encourage and defend a fearless exploration of knowledge in all its forms.

*Innovation* – We inspire and support creativity in research, scholarship, pedagogy and service.

*Sustainability* – We are committed to integrating sustainable practices into all aspects of our operations and engage students across the curriculum to learn, discover and contribute to positive current and future environmental solutions.
ACADEMIC EXCELLENCE AND RESEARCH
Goals and Strategies

The Academic Excellence and Research Subgroup recognizes that Radford University’s stature is not based on rigor and recognition alone. It is based on increasing access to rigorous, relevant programs by meeting students where they are and providing the support they need. Students – traditional, non-traditional and from all backgrounds – are Radford University’s reason for existence.

“My historical perspective is that RU has always strived for excellence. Today, just about every academic program is able to prepare students to compete on virtually any level in the professional arena and/or graduate pursuits. That is the outcome of fostering a culture of continuing improvement. There is no intent to rest on the successes we enjoy. With our eye always on the lookout for continuous improvement in everything we do, the potential will always be unlimited and our precious students will always benefit from exceptional professional dedication on the part of the stewards of the university!”

Joseph P. Scartelli, Ph.D., Provost Emeritus

GOAL 1
Radford University will be a leading institution of higher education in the Commonwealth of Virginia to produce students with a high level of applied learning capabilities for productive professional and personal lives.

Strategies
A. Require students in each degree program to complete program components in which critical thinking and reasoning skills, written and oral communication skills, and characteristics of professionalism are taught and demonstrated so that students can synthesize and apply these skills to solve local and global problems.
   1. Create a central location where writing and oral communication experts (in specialty areas) are available for tutoring and other support throughout each student’s four-year degree program experience.
   2. Develop and implement best practices for the recruitment and retention of faculty who are from diverse backgrounds and have a demonstrated commitment to excellence in teaching in their respective fields.
   3. Consistently offer professional development opportunities to support faculty in developing and embedding high-impact pedagogies and alternative delivery modes in the curriculum in order to improve targeted academic skills.
B. Provide educational opportunities for students that help them learn creative problem solving and reasoning skills through collaboration across degree programs, experiential/high-impact practice and interprofessional experiences.
   1. Increase value-added interprofessional education and collaborative opportunities to enhance creative critical thinking, reasoning and problem solving skills.
   2. Consistently offer professional development opportunities to support faculty in developing and embedding high-impact pedagogies and alternative delivery modes in the curriculum to best address targeted academic skills.
ACADEMIC EXCELLENCE AND RESEARCH
Goals and Strategies

3. Increase student engagement in high-impact practice experiences within and beyond majors/programs and map faculty development to student outcomes; e.g., first-year experience, undergraduate research, community engagement, international education, e-portfolio, internship/practicum/field placements, capstone projects, learning communities.

4. Through the Center for Career and Talent Development and in conjunction with advisers, track the majority of students’ career development plans throughout their academic careers and employment outcomes after graduation, using software to help students direct their own pathways.

C. To meet the needs of a diverse population of students, expand delivery modes and methods of instruction and develop a flexible academic calendar; e.g., face-to-face, online and hybrid models, competency-based education, augmented/virtual reality.

GOAL 2
Radford University will garner recognition for signature academic programs in health sciences, healthcare and human services across the lifespan.

Strategies

A. Promote lifelong learning and an appreciation of what it means to be a service provider and leader in tomorrow’s world of health sciences, healthcare, and human services through engagement by and student participation with faculty in original and innovative research; high-quality mentorship by faculty; experiential learning opportunities that are diverse and inclusive; and support of faculty and student scholarship via interprofessional opportunities both on campus and in the community.
   1. Maintain rigorous academic demands of students.
   2. Enhance and invest in value-added interprofessional education and collaborative opportunities by creating a Center for Interprofessional Education and Practice.

B. Create public and private partnerships in which faculty and students will engage in health sciences, healthcare and human services throughout the Roanoke and New River valleys and across the region.
   1. Maintain rigorous academic demands of students.
   2. Enhance and invest in value-added interprofessional education and collaborative opportunities by creating a Center for Interprofessional Education and Practice.

C. Implement cooperative agreements with entities such as other higher education institutions and healthcare agencies throughout the Roanoke and New River valleys and across the region to offer a wider range of bachelor’s, master’s and doctoral degree programs relating to the health sciences, healthcare and human services.
   1. Maintain rigorous academic demands of students.
   2. Enhance and invest in value-added interprofessional education and collaborative opportunities by creating a Center for Interprofessional Education and Practice.

D. Provide opportunities through which students in health sciences, healthcare, and human services programs will be consistently engaged in high-impact practices and interprofessional experiential opportunities.
ACADEMIC EXCELLENCE AND RESEARCH
Goals and Strategies

1. Maintain rigorous academic demands of students.
2. Enhance and invest in value-added interprofessional education and collaborative opportunities by creating a Center for Interprofessional Education and Practice.

GOAL 3
Radford University will garner recognition for signature academic programs that provide expertise for enhancing information safety and security for Virginians and the global community.

Strategies
A. Promote an awareness and working knowledge of cybersecurity through engagement by and student participation with faculty in original and innovative research, including scholarship that addresses cyber safety in the workforce; high-quality mentorship by faculty; experiential learning opportunities that are diverse and inclusive; and support of faculty and student scholarship via collaborative opportunities both on campus and in the community.
   1. Rearticulate targeted degree/certificate programs for a competency-based system that permits “competency mapping” to be used in assessing whether candidates meet criteria for courses and degree programs by:
      o Designing a system of assessing experiences and life achievements that apply to respective course credit.
      o Designing a competency-based structure based on identification of the highest-demand majors for target populations.
      o Developing a marketing strategy to inform target populations of this alternative option for degree or certificate completion.
      o Increasing education efforts to clarify the concept of competency-based education (CBE) for prospective students and employers.
   2. Target and market CBE programs to non-traditional student populations who would best benefit from a competency-based option for pursuit and ultimate completion of a desired degree or certificate.
   3. Establish centers of excellence to support the Radford University Security Studies Initiative and Summer Institute and the Geohazards and Unmanned Systems Research Center.
   4. Enhance and invest in value-added interprofessional education and collaborative opportunities, including a new course (Introduction to Security Information), available to all students.
B. Create public and private partnerships in which faculty and students will engage in information and physical security arenas across the region.
   1. Identify potential public and private partnerships that reinforce the objectives of Radford University’s Information Safety and Security Initiative.
   2. Increase the number of public and private partnerships.
C. Implement cooperative agreements with community colleges and public schools to offer pathways for students to pursue information safety and security certificate and degree programs.
ACADEMIC EXCELLENCE AND RESEARCH
Goals and Strategies

1. Identify potential cooperative agreements that reinforce the objectives of Radford University’s Information Safety and Security Initiatives.
2. Increase the number of cooperative agreements.

D. Provide opportunities through which students in information safety and security programs will be consistently engaged in high-impact practices and co-curricular experiential opportunities.
   1. Establish centers of excellence to support the implementation of the Radford University Security Studies Initiative and Summer Institute and the Geohazards and Unmanned Systems Research Center.
   2. Enhance and invest in value-added interprofessional education and collaborative opportunities, including a new course (Introduction to Security Information) available to all students.

GOAL 4
Radford University will increase faculty and student-faculty collaborative research, scholarship and creative activities that are externally validated through peer review and supported by grants.

Strategies
A. Define a new or existing position for advancing all research, scholarship and creative activities on campus; the position will serve on the Academic Affairs Leadership Team with the responsibility for advancing research on campus.
B. Create public and private partnerships through which faculty and students will engage in research, scholarship and creative activities.
C. Create systematic rewards and incentives, such as recognition of independent studies and research credit hours in teaching assignments, for faculty to mentor students, produce scholarship and seek funding.
D. Increase scholarly participation and productivity by creating a robust summer research, scholarship and creative activities program.
E. Provide incentives and support for embedding research, scholarship and creative activities in required classes within majors and for all students, particularly those from underrepresented groups.
F. Create systematic faculty development, such as learning communities, for mentoring research students, grant writing and publishing.
The Brand Identity Subgroup proposes that enhancing the Radford University brand starts from within. If we understand the Highlander identity and reinforce a culture of Highlander pride among our students, faculty, staff and alumni, they will carry their love of the university wherever they go. Powerful Radford pride and culture are deeply rooted in the Highlander identity and values:

- **Responsive** = Empathy and accountability (understanding other perspectives and accepting responsibility)
- **Resilient** = Grit and rest (striving to succeed, while balancing time in the performance zone)
- **Real** = Success and failure (being authentic, building character, and becoming well-rounded individuals, while learning from our failures)

Through these values, Radford Highlanders navigate frustration, fear and fun to achieve success. They have shameless confidence in their right to “be at the table” and in their ability to contribute to their chosen fields and communities.

“To enjoy lifelong loyalty, successful brands delight today’s customers. Similarly, to secure passionate, loyal alumni, we must first delight our current students. Grounded in our historical strengths and contemporary talents, the Radford Highlander identity unites faculty, students and staff around an unique, authentic, and inspiring brand experience. Promoting and practicing the core Highlander values across campus promises today’s students become the fiercely proud Radford advocates of the future.”

*Jane E. Machin, Ph.D., Assistant Professor of Marketing*

**GOAL 1**
Radford University will cultivate a fierce pride in Radford University among internal constituents (i.e., current students, faculty and staff) through a shared understanding and experience of the Highlander identity and values (*Responsive, Resilient, Real*).

**Strategies**
A. Establish the Center for Highlander Engagement.
B. Establish a Highlander Advisory Board.
C. Provide training and guidance to current faculty and staff to help them understand, practice and incorporate Highlander identity and values (*Responsive, Resilient, Real*) into their daily activities.
D. Provide training and guidance to current students to help them understand, practice and incorporate Highlander identity and values (*Responsive, Resilient, Real*) into their daily activities.
E. Increase visibility of the Highlander brand identity and values around campus.

**GOAL 2**
Radford University will integrate the Highlander brand identity and values (*Responsive, Resilient, Real*) into communications with external constituents (e.g., alumni, employers, prospective students, family members).

**Strategy**
A. Identify opportunities for brand communication.
ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Goals and Strategies

The Economic Development and Community Partnerships Subgroup understands that building effective, lasting community partnerships for economic development is a long-term endeavor. Along with ideas, structures and processes, success requires relationships with and buy-in from local citizens, governments and community agencies. Keeping in mind the critical groundwork to be laid and the immediacy of the region’s needs, the subgroup has focused on what existing capacities Radford University can bring to bear on economic development in the short term while building relationships and identifying potential capacities for the long term.

“As a mid-sized university located in a relatively small community, it is mutually beneficial for us to be actively engaged in strengthening the local and regional economies. Doing so makes both of us more attractive to students, faculty, staff, and potential and current businesses and residents. Some of these benefits are more and better paying jobs, a robust economy less susceptible to changes in the business cycle, a more vibrant and attractive place to live, and improved quality of life.”

George S. Low, Ph.D., Dean, College of Business and Economics

GOAL 1
Radford University will contribute to overall economic growth and increased employment opportunities in the region through both indirect and direct economic development activities in health, education, arts and culture, natural resources and infrastructure sectors.

Strategies
A. Consolidate, build and promote a comprehensive economic development, outreach and continuing education office ACCESS Radford.
1. Offer competency-based education (CBE) programs to non-traditional adult learners in the Commonwealth of Virginia and beyond to prepare them for employment or advancement in current and future job markets.
2. Create and operate a university consortium that provides technical assistance and research expertise to local and regional governments and to economic development groups and alliances.
3. Partner with local and state agencies to harness state and federal funds for economic and workforce development.
4. Engage the university community in supporting downtown revitalization, business development, workforce development, community support programs, and recreation and tourism opportunities.
B. Establish an Appalachian Community Outreach Institute (centered in Abingdon) to improve the health, vitality and economic sustainability of Southwest Virginia communities while connecting Radford University with these communities.
1. In the area of education, foster literacy and adult education programs, competency-based and online program options, interdisciplinary team-teaching, and degree and certificate options in a variety of disciplines.
2. In the area of economic development and diversification, help build entrepreneurial and technology support; foster incubators, micro-lending and investment strategies and
ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS

Goals and Strategies

funds; partner with other institutions of higher education for initiatives when possible; develop partnerships, cooperatives and internships; and contribute to overall workforce development.

3. In the area of health and wellness, including physical, oral and behavioral health prevention and treatment, assist with issues related to drug abuse, homecare for the aging population, childcare, and diet and nutrition; and contribute to the efforts of community organizations.

4. Help develop a think tank/research hub/archive to support grant development and funding, GIS (geographic information system) work, health initiatives, community-based research and needs assessments, and development of an oral history archive.

GOAL 2

Radford University will facilitate and support the establishment of the City of Radford and the New River Valley as focal points for business, social, tourism and cultural activities.

Strategies

A. Establish and operate a business incubator, Student Venture Lab, to promote new startups.

1. Design the Student Venture Lab to integrate external stakeholders into the university’s innovation ecosystem; to serve as a vehicle for student, faculty and stakeholder interaction; and to provide a vehicle for economic growth in the region.

2. Create, fund and design systems to operate the Highlander Venture Fund (HVF). The HVF will take on the identity of an “Angel Investor” in student ventures. The fund is envisioned to be managed by the Student Managed Investment Portfolio Organization (SMIPO), an award-winning student finance organization. The HVF will serve to provide critical start-up funds to vetted student initiatives while providing SMIPO members experience in making real-life investment decisions.

B. Develop a Tourism and Special Events Resource Lab to engage students and faculty in collaborative community projects to promote tourism to Radford and the New River Valley.

1. Facilitate student involvement with Radford City tourism department by directly channeling students into areas of need for the design, promotion and implementation of special events in the community.

2. Apply for grants through the Virginia Tourism Corporation to seek funding for tourism promotion to Radford and the New River Valley.

3. Create a Tourism and Special Events academic program for adult and professional learners.
PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
Goals and Strategies

The Philanthropic Giving and Alumni Engagement Subgroup has focused its research and work on building a lasting, meaningful culture of philanthropy on campus, in the community and beyond. The subgroup recognizes that in order to expand support for students and programs, the university must develop and implement a comprehensive approach to outreach and engagement at all levels.

“I would not be here in college without the scholarship support that I have received. It is a confidence boost that says that I can do great things in my life.”
*Megan Ward, theatre major, recipient of the Nancy Necessary Pridemore and the Georgia Anne Snyder-Falkinham Scholarships*

**GOAL 1**
Radford University will broaden engagement for all constituents.

**Strategies**
- A. Increase staffing to strengthen and/or grow regional chapters, signature events, collaborative partnerships and personal outreach; create new volunteer program opportunities; and enhance data collection from across all campus partners.
- B. Develop parent and family outreach strategies to forge meaningful connections with the university community while providing opportunities to enhance the overall student experience.
- C. Educate, engage and excite students about the importance and impact of supporting the university while developing a culture of philanthropy.
- D. Raise awareness about the value and impact of alumni and donor engagement with faculty, staff, retirees and community to leverage expertise, provide a welcoming campus environment and showcase opportunities for support.

**GOAL 2**
Radford University will increase giving and engagement.

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

**GOAL 3**
Radford University will inform constituents about giving opportunities and highlight success and impact.

**Strategies**
- A. Develop and execute an education plan to inform constituents on the variety of ways to give and how giving and participation affect rankings, showcasing needs and impact and highlighting success stories.
- B. Plan and implement stewardship programs.
- C. Develop relevant materials and events.
STRATEGIC ENROLLMENT GROWTH
Goals and Strategies

The Strategic Enrollment Growth Subgroup has developed a multi-faceted, data-driven approach to growing Radford University’s enrollment. Traditional and digital marketing tools, face-to-face engagement, and new programs and partnerships will reach specific, targeted populations of students. Support for student retention will increase. Staff across campus will collaborate to support these efforts by maximizing available tools and resources and exploring new, external support for achieving enrollment goals.

“Now more than ever, enrollment leadership requires a coordinated campus team to respond to emerging internal challenges as well as shifting external forces.”
Leslie Crosley and Jim Scannell, “Meeting Today’s College Enrollment Goals While Preparing for the Future,” University Business April 2017

GOAL 1
Radford University will support enrollment growth through the development and utilization of actionable data and predictive analytics.

Strategy
A. Create a cross-functional Enrollment Data Council (EDC) to prioritize data needs associated with improved recruitment and retention to be represented by Academic Affairs, Institutional Research, Information Technology, Enrollment Management, and Student Affairs. Personnel in the Division of Enrollment Management will assist the Council in the use of predictive analytics and other techniques to meet data needs.

GOAL 2
Radford University will grow in-state freshmen headcount enrollment by 3% annually through the 2023-2024 academic year.

Strategies
A. Place greater emphasis on recruitment of students from Northern Virginia.
B. Increase the visibility of Radford University with in-state freshman students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.

GOAL 3
Radford University will grow out-of-state freshmen headcount enrollment by 3% annually through the 2023-2024 academic year.

Strategies
A. Focus out-of-state recruitment efforts in Maryland, Washington D.C., West Virginia and North Carolina.
B. Increase the visibility of Radford University with out-of-state freshman students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.
STRATEGIC ENROLLMENT GROWTH
Goals and Strategies

GOAL 4
Radford University will grow new transfer student headcount enrollment by 3% annually through the 2023-2024 academic year.

Strategies
A. Enhance recruitment efforts across the Virginia Community College System (VCCS).
B. Increase the visibility of Radford University with transfer students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.

GOAL 5
Radford University will grow veteran and active military student enrollment by 10% annually through the 2023-2024 academic year.

Strategies
A. Partner with Academic Affairs, specifically the Military Resource Center, and Finance and Administration, specifically Institutional Research, to identify and implement activities to recruit veterans and activity military students.
B. Increase the visibility of Radford University with veteran and active military students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.

GOAL 6
Radford University will grow international student headcount enrollment by 50 students annually through the 2023-2024 academic year.

Strategies
A. Establish dual/double degree programs with international universities.
B. Launch worldwide, commission-based network of agents.
C. Implement an English Language and Culture Program that will prepare students for RU degree programs.

GOAL 7
Radford University will grow graduate student headcount enrollment by 3% annually through the 2023-2024 academic year.

Strategies
A. Focus recruitment efforts on primary feeder institutions, including current Radford University undergraduates and other public and private colleges and universities in Virginia and surrounding states.
B. Increase the visibility of the Radford University College of Graduate Studies and Research with an enhanced portfolio of traditional, digital, mobile, web and social media marketing tools and resources.
STRATEGIC ENROLLMENT GROWTH

Goals and Strategies

C. Improve use of a customer relations management system and data analytics to help guide and inform the recruitment process.

D. Create and promote new academic program options such as 2 + 3, 4 + 1, graduate certificates, graduate degrees and competency-based education (CBE).

E. Use high-touch recruiting strategies that involve ongoing, face-to-face interactions with prospective students at all stages of the recruitment process, from early prospect through active enrollment.

GOAL 8
Radford University will increase academic success of the undergraduate student population.

Strategy

A. Align student recruitment, academic outreach and retention activities to enhance access, inclusiveness and student success.
STUDENT SUCCESS
Goals and Strategies

Because student success depends on intellectual as well as social and emotional growth, the Student Success Subgroup has focused on increasing students’ academic engagement, their engagement with the campus and community, and their access to advising and support where it is needed most. By providing rich opportunities and consistent support, the university becomes fertile ground in which students are able to thrive.

“We believe that each and every one of you is capable of successfully completing a degree right here on the campus of Radford University. At Radford, we embrace the sense of community, while also staying attuned to the individuality of each of our members.”
President Brian O. Hemphill, Ph.D., addressing Radford University students, January 2017

GOAL 1
Radford University will assist students in becoming more independent, self-confident and effective learners who disseminate knowledge, innovate and solve problems creatively.

Strategies
A. Increase the number of students engaged with research, scholarship and creative activities within and beyond the classroom.
   1. Embed research, scholarship and creative activities (e.g. Undergraduate Research and Scholarly Activities - URSCA) in the curriculum.
   2. Increase co-curricular opportunities such that all students have the opportunity to participate in at least one research, scholarship or creative activity experience.
   3. Institute a “Research Scholar” graduation distinction such that undergraduates who have been significantly active in research outside the classroom are recognized for their accomplishment.
B. Provide enhanced resources for student academic and emotional support, thereby recognizing the interdependence and importance of academic and emotional support services.
C. Examine the courses with high DFW (grade of D, failed or withdrawn) rates to determine the best strategy for improving course outcomes, achieving success and providing access to appropriate academic support.
D. Engage with nationally recognized experts in diversity, access and equity literacy to create a diversity policy and a training center for faculty development.
E. Institute an expectation of continuing pedagogy education for all teaching faculty.

GOAL 2
Radford University will increase student engagement in both the social and academic arenas to enrich the Radford experience and increase student retention and success.

Strategies
A. Promote cultural programming (arts, international, diversity, etc.) that encourages students, faculty and staff to actively engage with and understand different cultural viewpoints.
STUDENT SUCCESS
Goals and Strategies

B. In order to facilitate communication about campus events, all relevant social media sites will be updated with information about campus events and programming (see ACCESS Radford goal in Economic Development and Community Partnerships).
C. Recognizing that faculty play an important role in student engagement with campus life, faculty will be strongly encouraged to integrate campus events as part of their course curriculum expectations.
D. Encourage communication and regular dialogue among residential life, academic affairs and student affairs to enhance student retention.

GOAL 3
Radford University will intentionally lead students from their transition into Radford University through graduation toward their unique path in life.

Strategies
A. Create a consistent university-wide academic advising protocol and assessment plan for faculty and professional advisers with oversight from an assistant provost in collaboration with the Academic Affairs Leadership Team.
B. Support the Center for Career and Talent Development, an innovative physical space that will help create our brand identity and outreach plan that inspires collaboration among career coaches, faculty, employers and alumni to empower student career and talent development and life skills.
C. Develop the “Discover, Experience and Thrive” customized career development plan.
D. Actively cultivate employer relationships across multiple industries.
E. Expand current workshops offered by the Center for Career and Talent Development to include financial literacy.
**ACADEMIC EXCELLENCE AND RESEARCH**  
**Key Performance Indicators**

**GOAL 1**  
Radford University will be a leading institution of higher education in the Commonwealth of Virginia to produce students with a high level of applied learning capabilities for productive professional and personal lives.

<table>
<thead>
<tr>
<th>Goal and Strategy</th>
<th>Performance Indicator</th>
<th>Baseline</th>
<th>Target</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A.1. Create a central location where writing and oral communication experts (in specialty areas) are available for tutoring and other support throughout each student’s four-year degree program experience.</td>
<td>Creation of central location for student tutoring and support by experts in writing and oral communication</td>
<td>Each department/college to determine programmatic and learning outcomes</td>
<td>To be assessed through annual institutional academic assessment process</td>
<td>Office of Institutional Effectiveness, Center for Innovative Teaching and Learning, Provost’s Office and Office of Academic Programs</td>
</tr>
<tr>
<td>1.A.2. Develop and implement best practices for the recruitment and retention of faculty who are from diverse backgrounds and have a demonstrated commitment to excellence in teaching in their respective fields.</td>
<td>Number of faculty from diverse backgrounds</td>
<td>Baseline to be established Fall 2018</td>
<td>Comprehensive (2023): Meet national averages at peer institutions measured by aggregate average years of faculty service and percentage of faculty from diverse backgrounds</td>
<td>Human Resources and Provost’s Office</td>
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</table>
## ACADEMIC EXCELLENCE AND RESEARCH
### Key Performance Indicators

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<tbody>
<tr>
<td>1.A.3. Consistently offer professional development opportunities to support faculty in developing and embedding high-impact pedagogies and alternative delivery modes in the curriculum in order to improve targeted academic skills.</td>
<td>Faculty professional development opportunities to improve targeted student academic skills (see Student Success Goal 1, Strategy E)</td>
<td>Baseline to be established Fall 2018</td>
<td>Increased professional development opportunities for faculty to improve targeted student academic skills</td>
<td>Center for Career and Talent Development, Office of Academic Programs and Office of Institutional Effectiveness</td>
</tr>
<tr>
<td>1.B.2. Consistently offer professional development opportunities to support faculty in developing and embedding high-impact pedagogies and alternative delivery modes in the curriculum to best address targeted academic skills.</td>
<td>Number of student engagement collaborative activities</td>
<td>Baseline to be established Fall 2018</td>
<td>Increased number of student engagement collaborative activities</td>
<td>Center for Career and Talent Development, Office of Academic Programs and Office of Institutional Effectiveness</td>
</tr>
<tr>
<td>1.B.1. Increase value-added interprofessional education and collaborative opportunities to enhance creative critical thinking, reasoning and problem solving skills.</td>
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<tr>
<td>1.B.2. Consistently offer professional development opportunities to support faculty in developing and embedding high-impact pedagogies and alternative delivery modes in the curriculum to best address targeted academic skills.</td>
<td>Number of students engaged in collaborative activities</td>
<td>Baseline to be established Fall 2018</td>
<td>Increased number of students engaged in collaborative activities</td>
<td></td>
</tr>
<tr>
<td>1.B.3. Increase student engagement in high-impact practice experiences within and beyond majors/programs and map faculty development to student outcomes; e.g., first-year experience, undergraduate research, community engagement, international education, e-portfolio, internship/practicum/field placements, capstone projects, learning communities.</td>
<td>Number of students engaged in high-impact practice experiences</td>
<td>Baseline to be established Fall 2018</td>
<td>Minimum of 2 experiences per student measured by National Student Survey of Engagement and direct program/department/college assessment</td>
<td>Center for Career and Talent Development, Office of Academic Programs and Office of Institutional Effectiveness</td>
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<td>Goal and Strategy</td>
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<tr>
<td>1.B.4. Through the Center for Career and Talent Development and in conjunction with advisers, track the majority of students’ career development plans throughout their academic careers and employment outcomes after graduation, using software to help students direct their own pathways.</td>
<td>Students’ ability to direct their preparation for a career path by using career coaching and Handshake platform</td>
<td>No baseline established since platform is being implemented beginning in Fall 2017</td>
<td>Measured by Center for Career and Talent Development outcome surveys and by percentage of students using Handshake platform Year 5: 70% student utilization</td>
<td>Center for Career and Talent Development</td>
</tr>
<tr>
<td>1.C. To meet the needs of a diverse population of students, expand delivery modes and methods of instruction and develop a flexible academic calendar; e.g., face-to-face, online and hybrid models, competency-based education, augmented/virtual reality.</td>
<td>Percentage of online- and hybrid-model courses</td>
<td>10%</td>
<td>Comprehensive (2023): 20%</td>
<td>Office of Academic Operations, Office of Academic Programs, College Deans and IMPACT Program/Innovation Learning Lab</td>
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<td>Goal and Strategy</td>
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<tr>
<td>1.C. To meet the needs of a diverse population of students, expand delivery modes</td>
<td>Number of competency-based and/or accelerated programs</td>
<td>2</td>
<td>Comprehensive (2023): 10</td>
<td>Office of Academic Operations, Office of Academic Programs, College Deans and IMPACT Program/Innovation Learning Lab</td>
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<td>and methods of instruction and develop a flexible academic calendar; e.g., face-</td>
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<td>to-face, online and hybrid models, competency-based education, augmented/virtual</td>
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<td>reality.</td>
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<tr>
<td>1.C.</td>
<td>Increased enrollment through expanded intersession offerings</td>
<td>Augustmester 2017: 70</td>
<td>Comprehensive (2023): 30% increase in intersession enrollments</td>
<td>Office of Academic Operations, Office of Academic Programs, College Deans and IMPACT Program/Innovation Learning Lab</td>
</tr>
<tr>
<td>To meet the needs of a diverse population of students, expand delivery modes and</td>
<td></td>
<td>Wintermester 2016-17: 709</td>
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<tr>
<td>methods of instruction and develop a flexible academic calendar; e.g., face-to-</td>
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<td>face, online and hybrid models, competency-based education, augmented/virtual</td>
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<td>reality.</td>
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### Goal 2
Radford University will garner recognition for signature academic programs in health sciences, healthcare and human services across the lifespan.

<table>
<thead>
<tr>
<th>Goal and Strategy</th>
<th>Performance Indicator</th>
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<th>Target</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.A.1.</td>
<td>Maintain rigorous academic demands of students.</td>
<td>Board licensure/certification success rates of students in health sciences, healthcare and identified human services programs</td>
<td>Baseline to be established Fall 2018</td>
<td>Provost, Assistant Provosts and College Deans</td>
</tr>
<tr>
<td>2.B.2. and 2.C.2.</td>
<td>Enhance and invest in value-added interprofessional education and collaborative opportunities by creating a Center for Interprofessional Education and Practice.</td>
<td>Number of interprofessional courses, certification programs, new degree programs and international service experiences related to health sciences, healthcare and identified human services programs</td>
<td>Baseline to be established Fall 2018</td>
<td>Provost, Assistant Provosts and College Deans</td>
</tr>
<tr>
<td>2.B.1.</td>
<td>Maintain rigorous academic demands of students.</td>
<td>Number of local and regional public-private partnerships in health sciences, healthcare and identified human services programs; enhancement of existing partnerships</td>
<td>Baseline to be established Fall 2018</td>
<td>Provost, College Deans, Vice President for University Advancement and Vice President for Finance and Administration</td>
</tr>
<tr>
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<tr>
<td>2.C.1. Maintain rigorous academic demands of students.</td>
<td>Number of cooperative agreements with other regional entities to offer wider range of bachelor’s, master’s and doctoral degrees across health sciences, healthcare and identified human services programs</td>
<td>Baseline to be established Fall 2018</td>
<td>Comprehensive (2023): Increase or augment by 10%</td>
<td>Provost, College Deans, Vice President for University Enrollment Management and Vice President for Finance and Administration</td>
</tr>
<tr>
<td><strong>GOAL 3</strong></td>
<td>Radford University will garner recognition for signature academic programs that provide expertise for enhancing information safety and security for Virginians and the global community.</td>
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<tr>
<td>3.A.1. Rearticulate targeted degree/certificate programs for a competency-based system that permits “competency mapping” to be used in assessing whether candidates meet criteria for courses and degree programs.</td>
<td>Number of competency-based education degree/certificate programs related to information safety and security</td>
<td>Annual: 2</td>
<td>Comprehensive (2023): 10</td>
<td>Provost, Assistant Provosts and College Deans</td>
</tr>
<tr>
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<tr>
<td>3.A.1. Rearticulate targeted degree/certificate programs for a competency-based system that permits “competency mapping” to be used in assessing whether candidates meet criteria for courses and degree programs.</td>
<td>Revenue generation of competency-based education degree/certificate programs related to information safety and security</td>
<td></td>
<td>Comprehensive (2023): Self-sustaining</td>
<td>Provost, Assistant Provosts and College Deans</td>
</tr>
<tr>
<td>3.A.2. Target and market CBE programs to non-traditional student populations who would best benefit from a competency-based option for pursuit and ultimate completion of a desired degree or certificate.</td>
<td>Number of nontraditional students</td>
<td>Annual: 10% increase</td>
<td>Comprehensive (2023): 50% increase</td>
<td>Provost, Assistant Provosts and College Deans</td>
</tr>
<tr>
<td>Goal and Strategy</td>
<td>Performance Indicator</td>
<td>Baseline</td>
<td>Target</td>
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<tr>
<td>3.A.1. <strong>Rearticulate targeted degree/certificate programs for a competency-based system that permits “competency mapping” to be used in assessing whether candidates meet criteria for courses and degree programs.</strong></td>
<td>Academic rigor of information safety and security programs, indicated by disciplinary/industry standards</td>
<td></td>
<td>Recognitions, accreditations, certifications</td>
<td>Provost, Assistant Provosts and College Deans</td>
</tr>
<tr>
<td>3.A.2. <strong>Target and market CBE programs to non-traditional student populations who would best benefit from a competency-based option for pursuit and ultimate completion of a desired degree or certificate.</strong></td>
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</tr>
<tr>
<td>3.A.3. <strong>Establish centers of excellence to support the Radford University Security Studies Initiative and Summer Institute and the Geohazards and Unmanned Systems Research Center.</strong></td>
<td></td>
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<tr>
<td>3.A.4. <strong>Enhance and invest in value-added interprofessional education and collaborative opportunities, including a new course (Introduction to Security Information), available to all students.</strong></td>
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</tbody>
</table>
**3.D.1.** Establish centers of excellence to support the implementation of the Radford University Security Studies Initiative and Summer Institute and the Geohazards and Unmanned Systems Research Center.
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>3.A.3. and 3.D.1. Establish centers of excellence to support the implementation of the Radford University Security Studies Initiative and Summer Institute and the Geohazards and Unmanned Systems Research Center.</td>
<td>Enrollment in Geohazards and Unmanned Systems Research Center program</td>
<td></td>
<td>10% increase through 2023</td>
<td>Provost, Assistant Provosts and College Deans</td>
</tr>
</tbody>
</table>
### ACADEMIC EXCELLENCE AND RESEARCH

#### Key Performance Indicators

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<tr>
<td>3.A.4. and 3.D.2.</td>
<td>Enhance and invest in value-added interprofessional education and collaborative opportunities, including a new course (Introduction to Security Information), available to all students.</td>
<td>Number of interprofessional courses, certification programs, new degree programs and international service experiences related to information safety and security</td>
<td>Comprehensive (2023): 10% increase</td>
<td>Provost, Assistant Provosts and College Deans</td>
</tr>
<tr>
<td>3.B.1.</td>
<td>Identify potential public and private partnerships that reinforce the objectives of Radford University’s Information Safety and Security Initiative.</td>
<td>Number of regional public-private partnerships to reinforce objectives of information safety and security initiatives</td>
<td>Annual: Minimum of 2 partnerships identified and developed</td>
<td>Provost, Deans (College of Humanities and Behavioral Sciences and Artis College of Science and Technology), Information Technology Department Chair, Vice President for University Advancement, Vice President for Finance and Administration and Vice President for Information Technology</td>
</tr>
<tr>
<td>3.B.2.</td>
<td>Increase the number of public and private partnerships.</td>
<td></td>
<td>Annual: Minimum of 2 partnerships identified and developed</td>
<td>Provost, Assistant Provosts and College Deans</td>
</tr>
<tr>
<td>3.C.1.</td>
<td>Identify potential cooperative agreements that reinforce the objectives of Radford University’s Information Safety and Security Initiatives.</td>
<td>Number of cooperative agreements with community colleges and public schools providing student pathways to information safety and security certificate and degree programs</td>
<td>Annual: Minimum of 2 partnerships identified and developed</td>
<td>Provost, Assistant Provosts and College Deans</td>
</tr>
<tr>
<td>3.C.2.</td>
<td>Increase the number of cooperative agreements.</td>
<td></td>
<td>Annual: Minimum of 2 partnerships identified and developed</td>
<td>Provost, Assistant Provosts and College Deans</td>
</tr>
</tbody>
</table>
ACADEMIC EXCELLENCE AND RESEARCH  
Key Performance Indicators

**GOAL 4**  
Radford University will increase faculty and student-faculty collaborative research, scholarship and creative activities that are externally validated through peer review and supported by grants.

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<tbody>
<tr>
<td>4.A. Define a new or existing position for advancing all research, scholarship and creative activities on campus; the position will serve on the Academic Affairs Leadership Team with the responsibility for advancing research on campus.</td>
<td>Number of faculty and student-faculty producing peer-reviewed scholarly works</td>
<td>Number within the past three years as determined from Faculty Insight data</td>
<td>Annual: Increase reviewed faculty and student-faculty works by 10</td>
<td>Provost until the position on Academic Affairs Leadership Team is created and filled.</td>
</tr>
<tr>
<td>4.B. Create public and private partnerships through which faculty and students will engage in research, scholarship and creative activities.</td>
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<tr>
<td>4.C. Create systematic rewards and incentives, such as recognition of independent studies and research credit hours in teaching assignments, for faculty to mentor students, produce scholarship and seek funding.</td>
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<tr>
<td>4.D. Increase scholarly participation and productivity by creating a robust summer research, scholarship and creative activities program.</td>
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<td>4.E. Provide incentives and support for embedding research, scholarship and creative activities in required classes within majors and for all students, particularly those from underrepresented groups.</td>
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<td>4.F. Create systematic faculty development, such as learning communities, for mentoring research students, grant writing and publishing.</td>
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<tr>
<td>4.A. Define a new or existing position for advancing all research, scholarship and creative activities on campus; the position will serve on the Academic Affairs Leadership Team with the responsibility for advancing research on campus.</td>
<td>Total monetary value of grants submitted and awarded per year</td>
<td>Five-year average: $19.8 million submitted $5.7 million awarded</td>
<td>Annual average: $25 million submitted $7 million awarded</td>
<td>Provost until the position on Academic Affairs Leadership Team is created and filled.</td>
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<tr>
<td>4.B. Create public and private partnerships through which faculty and students will engage in research, scholarship and creative activities.</td>
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<tr>
<td>4.E. Provide incentives and support for embedding research, scholarship and creative activities in required classes within majors and for all students, particularly those from underrepresented groups.</td>
<td>Number of degree programs requiring undergraduate research as a graduation requirement</td>
<td>Annual: 1 additional degree Comprehensive (2023): 5 additional degrees</td>
<td>Provost until the position on Academic Affairs Leadership Team is created and filled.</td>
<td></td>
</tr>
<tr>
<td>4.A. Define a new or existing position for advancing all research, scholarship and creative activities on campus; the position will serve on the Academic Affairs Leadership Team with the responsibility for advancing research on campus.</td>
<td>Percentage of students participating in undergraduate research by demographics</td>
<td>Minority researchers 22.1%  First-generation researchers 33.5%  Male researchers 35.6%</td>
<td>Comprehensive (2023): Minority researchers 25%  First-generation researchers 35%  Male researchers 40%</td>
<td>Provost until the position on Academic Affairs Leadership Team is created and filled.</td>
</tr>
<tr>
<td>4.B. Create public and private partnerships through which faculty and students will engage in research, scholarship and creative activities.</td>
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<td>4.C. Create systematic rewards and incentives, such as recognition of independent studies and research credit hours in teaching assignments, for faculty to mentor students, produce scholarship and seek funding.</td>
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<tr>
<td>4.A. Define a new or existing position for advancing all research, scholarship and creative activities on campus; the position will serve on the Academic Affairs Leadership Team with the responsibility for advancing research on campus.</td>
<td>Number of students receiving financial support to conduct and present research</td>
<td></td>
<td>Annual: 5% increase</td>
<td>Provost until the position on Academic Affairs Leadership Team is created and filled.</td>
</tr>
<tr>
<td>4.B. Create public and private partnerships through which faculty and students will engage in research, scholarship and creative activities.</td>
<td></td>
<td></td>
<td>Comprehensive (2023): 25% increase</td>
<td></td>
</tr>
<tr>
<td>4.C. Create systematic rewards and incentives, such as recognition of independent studies and research credit hours in teaching assignments, for faculty to mentor students, produce scholarship and seek funding.</td>
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<td>4.D. Increase scholarly participation and productivity by creating a robust summer research, scholarship and creative activities program.</td>
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## BRAND IDENTITY

### Key Performance Indicators

**GOAL 1**
Radford University will cultivate a fierce pride in Radford University among internal constituents (current students, faculty and staff) through a shared understanding and experience of the Highlander identity and values (*Responsive, Resilient, Real*).

<table>
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<tr>
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<tbody>
<tr>
<td>1.A. Establish the Center for Highlander Engagement.</td>
<td>Recruitment of a director for the Center for Highlander Engagement</td>
<td>None</td>
<td>Spring 2018: Hire director</td>
<td>University Relations, Student Affairs and Search Committee</td>
</tr>
<tr>
<td>1.A. Establish the Center for Highlander Engagement.</td>
<td>Communications and activity plan</td>
<td>None</td>
<td>By Fall 2018: Create communications and activity plan</td>
<td>University Relations</td>
</tr>
<tr>
<td>1.A. Establish the Center for Highlander Engagement.</td>
<td>Identification of communication targets</td>
<td>Baseline to be established</td>
<td>Create 10 new social media posts per week or activities that reach 50% of student body per semester</td>
<td>Director of Center for Highlander Engagement (University Relations)</td>
</tr>
<tr>
<td>1.A. Establish the Center for Highlander Engagement.</td>
<td>Analysis to show Highlander brand consistency across campus</td>
<td>Baseline to be established by Fall 2018</td>
<td>Ongoing: Help departments identify opportunities to align communications with Highlander identity and provide implementation guidance and support</td>
<td>Director of Center for Highlander Engagement (University Relations)</td>
</tr>
<tr>
<td>1.A. Establish the Center for Highlander Engagement.</td>
<td>Analysis to show improvement in the awareness, comprehension and pride of the Highlander identity and core values among Radford University’s internal constituents</td>
<td>Baseline to be established through surveys conducted Fall 2018</td>
<td>Yearly improvements of 10% from the baseline</td>
<td>Director of Center for Highlander Engagement (University Relations)</td>
</tr>
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</table>
## BRAND IDENTITY
### Key Performance Indicators

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<tr>
<td>1.B. Establish a</td>
<td>Establishment of an advisory board, including roles and responsibilities, from among</td>
<td>None</td>
<td>Spring 2018: Recruit at least 15 advisory board members</td>
<td>Director of Center for Highlander Engagement (University Relations)</td>
</tr>
<tr>
<td>Highlander Advisory Board.</td>
<td>current students, faculty and staff</td>
<td></td>
<td>Annual: Hold at least one meeting per semester; minimum of 75% attendance</td>
<td></td>
</tr>
<tr>
<td>1.C. Provide training and guidance to current faculty and staff to help them understand, practice and incorporate Highlander identity and values (Responsive, Resilient, Real) into their daily activities.</td>
<td>Training related to incorporating the Highlander identity and values into coursework, activities, events and everyday life at RU</td>
<td>No baseline</td>
<td>Fall 2018: Pilot the training Comprehensive (2023): Ensure 90% of faculty and staff have taken the training</td>
<td>Director of Center for Highlander Engagement (University Relations)</td>
</tr>
<tr>
<td>1.D. Provide training and guidance to current students to help them understand, practice and incorporate Highlander identity and values (Responsive, Resilient, Real) into their daily activities.</td>
<td>Piloted Highlander module for inclusion in existing UNIV 100 course</td>
<td>No baseline</td>
<td>Fall 2018: Complete the module Comprehensive (2023): Ensure 90% of new Radford University undergraduate students have successfully completed the module before graduation</td>
<td>Director of Center for Highlander Engagement (University Relations) and Director of New Student Programs (Enrollment Management)</td>
</tr>
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</table>
### BRAND IDENTITY

**Key Performance Indicators**

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<tr>
<td><strong>1.E. Increase visibility of the Highlander brand identity and values around campus.</strong></td>
<td>Visibility of Radford University branding on and off campus</td>
<td>Baseline in Fall 2018 that counts (1) the number of Highlander/Radford branded items visible at peak traffic times in prominent locations on and off campus and (2) the number of Highlander/Radford branded assets on campus (e.g. the chairs with Radford University logo).</td>
<td>Comprehensive goal: double the baseline counts by 2023.</td>
<td>Director of Center for Highlander Engagement (University Relations)</td>
</tr>
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</table>

**GOAL 2**
Radford University will integrate the Highlander brand identity and values (*Responsive, Resilient, Real*) into communications with external constituents (e.g., alumni, employers, prospective students, family members).

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<tr>
<td><strong>2.A. Identify opportunities for brand communication.</strong></td>
<td>Assessment of external communication activities for compatibility with the Highlander identity and values</td>
<td>Baseline to be established</td>
<td>Spring 2018: Audit and evaluate all current externally focused communication activities</td>
<td>Director of Center for Highlander Engagement (University Relations), Vice President for University Advancement, Vice President for University Relations and Vice President for Enrollment Management</td>
</tr>
<tr>
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</tr>
<tr>
<td>2.A. Identify opportunities for brand communication</td>
<td>Analysis to show an improvement in the awareness, comprehension and pride of the Highlander identity and core values among Radford University’s internal constituents</td>
<td>Baseline to be established through analysis of 2014 and 2020 surveys conducted by University Relations</td>
<td>Yearly improvements of 10% from the baseline</td>
<td>Director of Center for Highlander Engagement (University Relations), Vice President for University Advancement, Vice President for University Relations and Vice President for Enrollment Management</td>
</tr>
</tbody>
</table>
## ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
### Key Performance Indicators

**GOAL 1**
Radford University will contribute to overall economic growth and increased employment opportunities in the region through both indirect and direct economic development activities in health, education, arts and culture, natural resources and infrastructure sectors.

<table>
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<tr>
<td>1.A. Consolidate, build and promote a comprehensive economic development, outreach and continuing education office ACCESS Radford.</td>
<td>Number of Continuing Education (CE) offerings connected to industry</td>
<td>To be established in Year 1</td>
<td>Annual: Increase number of offerings</td>
<td>Director of ACCESS Radford once established; Otherwise, responsible party will vary based on stage of implementation; e.g., Provost, Vice Provost for Academic Operations, Vice President for University Relations, Dean of Graduate College.</td>
</tr>
<tr>
<td>1.A. Consolidate, build and promote a comprehensive economic development, outreach and continuing education office ACCESS Radford.</td>
<td>Participation in CE offerings connected to industry</td>
<td>To be established in Year 1</td>
<td>Annual: Increase number of total participation</td>
<td>Same as above</td>
</tr>
<tr>
<td>1.A. Consolidate, build and promote a comprehensive economic development, outreach and continuing education office ACCESS Radford.</td>
<td>Number of public-private university partnerships connected to industry</td>
<td>To be established in Year 1</td>
<td>Annual: Increase number of partnerships</td>
<td>Same as above</td>
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<tr>
<td>1.A. Consolidate, build and promote a comprehensive economic development, outreach and continuing education office ACCESS Radford.</td>
<td>Number of clients served via public-private university partnerships connected to industry</td>
<td>To be established in Year 1</td>
<td>Annual: Increase number of clients served through partnerships</td>
<td>Same as above</td>
</tr>
<tr>
<td>1.A. Consolidate, build and promote a comprehensive economic development, outreach and continuing education office ACCESS Radford.</td>
<td>Sources of financial support, including grant support</td>
<td>To be established in Year 1</td>
<td>Comprehensive (2021): Financially self-sustaining by Year 3</td>
<td>Same as above</td>
</tr>
<tr>
<td>1.B.1. In the area of education, foster literacy and adult education programs, competency-based and online program options, interdisciplinary team-teaching, and degree and certificate options in a variety of disciplines.</td>
<td>Partner with adult literacy programs established in Southwest Virginia (SWVA) communities</td>
<td>To be established in Year 1</td>
<td>Comprehensive (2021): Participation in building partnerships with 5 adult education agencies, using them as hubs in their communities</td>
<td>Director of the Appalachian Community Outreach Institute</td>
</tr>
<tr>
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<tr>
<td>1.B.1. In the area of education, foster literacy and adult education programs, competency-based and online program options, interdisciplinary team-teaching, and degree and certificate options in a variety of disciplines.</td>
<td>Number of traditional and nontraditional SWVA students enrolled in degree programs offered at Southwest Virginia Higher Education Center</td>
<td>To be established in Year 1</td>
<td>Annual: Increase number of students</td>
<td>Same as above</td>
</tr>
<tr>
<td>1.B.1. In the area of education, foster literacy and adult education programs, competency-based and online program options, interdisciplinary team-teaching, and degree and certificate options in a variety of disciplines.</td>
<td>Number of veterans served in degree programs</td>
<td>To be established in Year 1</td>
<td>Annual: Increase number of veterans</td>
<td>Same as above</td>
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<td>1.B.2. In the area of economic development and diversification, help build entrepreneurial and technology support; foster incubators, micro-lending and investment strategies and funds; partner with other institutions of higher education for initiatives when possible; develop partnerships, cooperatives and internships; and contribute to overall workforce development.</td>
<td>Number of new businesses/entrepreneurs supported through business development planning, technical assistance, financial assistance, etc</td>
<td>To be established in Year 1</td>
<td>Annual: Increase number of new businesses</td>
<td>Same as above</td>
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<tr>
<td>1.B.2. In the area of economic development and diversification, help build entrepreneurial and technology support; foster incubators, micro-lending and investment strategies and funds; partner with other institutions of higher education for initiatives when possible; develop partnerships, cooperatives and internships; and contribute to overall workforce development.</td>
<td>Number of internships in social and profit organizations</td>
<td>To be established in Year 1</td>
<td>Annual: Increase number of internships</td>
<td>Same as above</td>
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## ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
### Key Performance Indicators

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<tr>
<td>1.B.2. <em>In the area of economic development and diversification, help build entrepreneurial and technology support; foster incubators, micro-lending and investment strategies and funds; partner with other institutions of higher education for initiatives when possible; develop partnerships, cooperatives and internships; and contribute to overall workforce development.</em></td>
<td>Number of RU students serving on non-profit boards</td>
<td>To be established in Year 1</td>
<td>Annual: Increase number of students serving</td>
<td>Same as above</td>
</tr>
<tr>
<td>1.B.3. <em>In the area of health and wellness, including physical, oral and behavioral health prevention and treatment, assist with issues related to drug abuse, homecare for the aging population, childcare, and diet and nutrition; and contribute to the efforts of community organizations.</em></td>
<td>Number of internships to assist with healthcare prevention and treatment in underserved areas</td>
<td>To be established in Year 1</td>
<td>Annual: Increase number of internships in healthcare in underserved areas</td>
<td>Same as above</td>
</tr>
</tbody>
</table>
### ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
#### Key Performance Indicators

<table>
<thead>
<tr>
<th>Goal and Strategy</th>
<th>Performance Indicator</th>
<th>Baseline</th>
<th>Target</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.B.3. <em>In the area of health and wellness, including physical, oral and behavioral health prevention and treatment, assist with issues related to drug abuse, homecare for the aging population, childcare, and diet and nutrition; and contribute to the efforts of community organizations.</em></td>
<td>Number of veterans served in direct physical and mental health services</td>
<td>To be established in Year 1</td>
<td>Annual: Increase number of veterans accessing services</td>
<td>Same as above</td>
</tr>
<tr>
<td>1.B.4. <em>Help develop a think tank/research hub/archive to support grant development and funding, GIS (geographic information system) work, health initiatives, community-based research and needs assessments, and development of an oral history archive.</em></td>
<td>Number of community meetings for needs assessments</td>
<td>To be established in Year 1</td>
<td>Annual: Increase number of community meetings</td>
<td>Same as above</td>
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</tbody>
</table>
## ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
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<tr>
<td>1.B.4. Help develop a think tank/research hub/archive to support grant development and funding, GIS (geographic information system) work, health initiatives, community-based research and needs assessments, and development of an oral history archive.</td>
<td>Number of community-based research initiatives</td>
<td>To be established in Year 1</td>
<td>Annual: Increase number of community-based research initiatives</td>
<td>Same as above</td>
</tr>
<tr>
<td>1.B.4. Help develop a think tank/research hub/archive to support grant development and funding, GIS (geographic information system) work, health initiatives, community-based research and needs assessments, and development of an oral history archive.</td>
<td>Number of direct contact hours in community capacity building; i.e., assisting communities in the identification of assets, visioning and planning</td>
<td>To be established in Year 1</td>
<td>Annual: Increase number of contact hours</td>
<td>Same as above</td>
</tr>
</tbody>
</table>
### Goal 1

1.B.4. **Help develop a think tank/research hub/archive to support grant development and funding, GIS (geographic information system) work, health initiatives, community-based research and needs assessments, and development of an oral history archive.**

<table>
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</thead>
<tbody>
<tr>
<td>Number of grant applications submitted; e.g., GO Virginia, Appalachian Regional Commission</td>
<td>To be established in Year 1</td>
<td>Annual: Increase number of grant applications</td>
<td>Same as above</td>
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</tbody>
</table>

### Goal 2

Radford University will facilitate and support establishment of the City of Radford and the New River Valley as focal points for business, social, tourism and cultural activities.

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</thead>
<tbody>
<tr>
<td>2.A.1. <strong>Design the Student Venture Lab to integrate external stakeholders into the university’s innovation ecosystem; to serve as a vehicle for student, faculty and stakeholder interaction; and to provide a vehicle for economic growth in the region.</strong></td>
<td>Number of new businesses created per year</td>
<td>To be established in Year 1</td>
<td>Annual: Increase number of new businesses</td>
<td>Director of the Student Venture Lab (if hired) or Director of the Center for Innovation and Analytics</td>
</tr>
</tbody>
</table>
### ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS

#### Key Performance Indicators

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<tbody>
<tr>
<td>2.A.2. Create, fund and design systems to operate the Highlander Venture Fund (HVF). The HVF will take on the identity of an “Angel Investor” in student ventures. The fund is envisioned to be managed by the Student Managed Investment Portfolio Organization (SMIPO), an award-winning student finance organization. The HVF will serve to provide critical start-up funds to vetted student initiatives while providing SMIPO members experience in making real-life investment decisions.</td>
<td>Private investment dollars raised and invested in student ventures per year</td>
<td>To be established in Year 1</td>
<td>Annual: Increase amount of dollars raised</td>
<td>Same as above</td>
</tr>
<tr>
<td>2.B.1. Facilitate student involvement with Radford City tourism department by directly channeling students into areas of need for the design, promotion and implementation of special events in the community.</td>
<td>Number of students taking active roles with local and regional tourism projects</td>
<td>No baseline needed</td>
<td>Annual: 30</td>
<td>Department of Recreation, Parks and Tourism</td>
</tr>
</tbody>
</table>
# Key Performance Indicators

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<tbody>
<tr>
<td>2.B.2. Apply for grants through the Virginia Tourism Corporation to seek funding for tourism promotion to Radford and the New River Valley.</td>
<td>Grant applications produced</td>
<td>No baseline needed</td>
<td>Annual: one grant application 2023: five grant applications</td>
<td>Same as above</td>
</tr>
<tr>
<td>2.B.3. Create a Tourism and Special Events academic program for adult and professional learners.</td>
<td>Creation of tourism and special events academic program for adult and professional learners</td>
<td>No baseline needed</td>
<td>Fall 2019 creation of program</td>
<td>Same as above</td>
</tr>
</tbody>
</table>
# PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT

## Key Performance Indicators

### GOAL 1
Radford University will broaden engagement for all constituents.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1.A. <em>Increase staffing to strengthen and/or grow regional chapters, signature events, collaborative partnerships and personal outreach; create new volunteer program opportunities; and enhance data collection from across all campus partners.</em></td>
<td>Number of regional chapters and related activities</td>
<td>Establish 2017 Baseline Metric</td>
<td>Annual: Establish goals Comprehensive (2023); Establish goal</td>
<td>Vice President for University Advancement and Alumni Relations</td>
</tr>
<tr>
<td></td>
<td>Number of signature events</td>
<td>Establish 2017 Baseline Metric</td>
<td>Annual: Establish goals Comprehensive (2023); Establish goal</td>
<td>Vice President for University Advancement</td>
</tr>
</tbody>
</table>

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<table>
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<tbody>
<tr>
<td>1.A. <strong>Increase staffing to strengthen and/or grow regional chapters, signature events, collaborative partnerships and personal outreach; create new volunteer program opportunities; and enhance data collection from across all campus partners.</strong></td>
<td>Number of collaborative partnerships</td>
<td>Establish 2017 Baseline Metric</td>
<td>Annual: Establish goals Comprehensive (2023); Establish goal</td>
<td>Vice President for University Advancement</td>
</tr>
<tr>
<td>1.A. <strong>Increase staffing to strengthen and/or grow outreach</strong></td>
<td>Increased level of personal outreach</td>
<td>Establish 2017 Baseline Metric</td>
<td>Annual: Establish goals Comprehensive (2023); Establish goal</td>
<td>Vice President for University Advancement</td>
</tr>
</tbody>
</table>
### PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
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<tbody>
<tr>
<td>1.A. Increase staffing to strengthen and/or grow regional chapters, signature events, collaborative partnerships and personal outreach; create new volunteer program opportunities; and enhance data collection from across all campus partners.</td>
<td>Number of new volunteer opportunities</td>
<td>Establish 2017 Baseline Metric</td>
<td>Annual: Establish goals Comprehensive (2023); Establish goal</td>
<td>Vice President for University Advancement and Alumni Relations</td>
</tr>
<tr>
<td>1.A. Increase staffing to strengthen and/or grow regional chapters, signature events, collaborative partnerships and personal outreach; create new volunteer program opportunities; and enhance data collection from across all campus partners.</td>
<td>Evidence of enhanced data collection</td>
<td>2017 baseline metric to be established</td>
<td>Annual: Establish goals Comprehensive (2023); Establish goal</td>
<td>Vice President for University Advancement and Advancement Services</td>
</tr>
<tr>
<td>Goal and Strategy</td>
<td>Performance Indicator</td>
<td>Baseline</td>
<td>Target</td>
<td>Responsible Party</td>
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</tr>
<tr>
<td>1.B. Develop parent and family outreach strategies to forge meaningful connections with the university community while providing opportunities to enhance the overall student experience.</td>
<td>Number of parent and family outreach strategies</td>
<td>2017 baseline metric to be established</td>
<td>Annual: Establish goals Comprehensive (2023); Establish goal</td>
<td>Vice President for University Advancement and Alumni Relations and Annual Fund</td>
</tr>
<tr>
<td>1.C. Educate, engage and excite students about the importance and impact of supporting the university while developing a culture of philanthropy.</td>
<td>Number of student outreach strategies</td>
<td>2017 baseline metric to be established</td>
<td>Annual: Establish goals Comprehensive (2023); Establish goal</td>
<td>Vice President for University Advancement and Alumni Relations and Annual Fund</td>
</tr>
<tr>
<td>1.D Raise awareness about the value and impact of alumni and donor engagement with faculty, staff, retirees and community to leverage expertise, provide a welcoming campus environment and showcase opportunities for support.</td>
<td>Level of awareness among faculty, staff, retirees and community</td>
<td>2017 baseline metric to be established</td>
<td>Annual: Establish goals Comprehensive (2023); Establish goal</td>
<td>Vice President for University Advancement and Vice President for University Relations</td>
</tr>
</tbody>
</table>
### GOAL 2
Radford University will increase giving and engagement.

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<tbody>
<tr>
<td>2.A. Increase staffing in the advancement office in order to improve capacity to engage and raise funds.</td>
<td>Number of donors and level of overall giving</td>
<td>2017 baseline metric to be established</td>
<td>Annual: Establish goals Comprehensive (2023); Establish goal</td>
<td>Vice President for University Advancement</td>
</tr>
<tr>
<td>2.B. Increase participation in alumni giving through leadership giving, student philanthropy, young alumni giving and affinity-based giving.</td>
<td>Percentage of alumni giving</td>
<td>2017 baseline metric to be established</td>
<td>Annual: Increase 1%</td>
<td>Vice President for University Advancement and Alumni Relations</td>
</tr>
<tr>
<td>2.C. Raise at least $15 million annually by 2023 through annual fund, major gifts, planned gifts and corporate/foundation gifts.</td>
<td>Amount of overall giving</td>
<td>2017 baseline metric to be established</td>
<td>Annual: Increase $15 million</td>
<td>Vice President for University Advancement</td>
</tr>
</tbody>
</table>
PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
Key Performance Indicators

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| 3.A.  
*Develop and execute an education plan to inform constituents on the variety of ways to give and how giving and participation affect rankings, showcasing needs and impact and highlighting success stories.* | Activity and success of education plan | No baseline needed | Annual: Establish goals  
Comprehensive (2023); Establish goal | Vice President for University Advancement |
| 3.B.  
*Plan and implement stewardship programs* | Activity and success of stewardship programs | No baseline needed | Annual: Establish goals  
Comprehensive (2023); Establish goal | Vice President for University Advancement |
| 3.C.  
*Develop relevant materials and events.* | Distribution of relevant materials and participation in events | No baseline needed | Annual: Establish goals  
Comprehensive (2023); Establish goal | Vice President for University Advancement and Vice President for University Relations |
### GOAL 1
Radford University will support enrollment growth through the development and utilization of actionable data and predictive analytics.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.A. Create a cross-functional Enrollment Data Council (EDC) to prioritize data needs associated with improved recruitment and retention to be represented by Academic Affairs, Institutional Research, Information Technology, Enrollment Management, and Student Affairs. Personnel in the Division of Enrollment Management will assist the Council in the use of predictive analytics and other techniques to meet data needs.</td>
<td>Creation of a cross-functional Enrollment Data Council (EDC)</td>
<td>No current structure in place</td>
<td>Annual: Fall 2017 — Create (EDC); Create, actionable data through a variety of sources and use in recruitment and retention functions Annual: Assess predictive models for recruitment and retention Comprehensive (2023): Functioning predictive models for recruitment and retention</td>
<td>Vice President for Enrollment Management</td>
</tr>
</tbody>
</table>
### GOAL 2
Radford University will grow in-state freshmen headcount enrollment by 3% annually through the 2023-2024 academic year.

<table>
<thead>
<tr>
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</thead>
</table>
| 2.A. Place greater emphasis on recruitment of students from Northern Virginia. | Headcount of in-state new freshman student enrollment | Fall 2016 in-state freshmen = 1,617
Fall 2016 Northern Virginia = 508 | Annual: 5% Fall 2017; 3% thereafter
Comprehensive (2023): 2,027 | Vice President for Enrollment Management |
| 2.B. Increase the visibility of Radford University with in-state freshman students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources. | | | | |
GOAL 3
Radford University will grow out-of-state freshmen headcount enrollment by 3% annually through the 2023-2024 academic year.

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<tbody>
<tr>
<td>3.B. Increase the visibility of Radford University with out-of-state freshman students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.</td>
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GOAL 4
Radford University will grow new transfer student headcount enrollment by 3% annually through the 2023-2024 academic year.

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<tbody>
<tr>
<td>4.A. Enhance recruitment efforts across the Virginia Community College System (VCCS).</td>
<td>Headcount of undergraduate transfer student enrollment</td>
<td>Fall 2016 new transfers from VCCS= 585</td>
<td>Annual: 3%</td>
<td>Vice President for Enrollment Management</td>
</tr>
<tr>
<td>4.B. Increase the visibility of Radford University with transfer students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.</td>
<td></td>
<td></td>
<td>Comprehensive (2023): 720</td>
<td></td>
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</tbody>
</table>
### GOAL 5
Radford University will grow veteran and active military student enrollment by 10% annually through the 2023-2024 academic year.

<table>
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<tbody>
<tr>
<td>5.A.</td>
<td>Partner with Academic Affairs, specifically the Military Resource Center, and Finance and Administration, specifically Institutional Research, to identify and implement activities to recruit veterans and activity military students.</td>
<td>Headcount of veteran and active military student enrollment</td>
<td>Fall 2016 Veteran enrollment = 71</td>
<td>Annual: Beginning Fall 2018 +10%</td>
</tr>
<tr>
<td>5.B.</td>
<td>Increase the visibility of Radford University with veteran and active military students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.</td>
<td></td>
<td>Comprehensive (2023): 128</td>
<td></td>
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# STRATEGIC ENROLLMENT GROWTH

## Key Performance Indicators

**GOAL 6**
Radford University will grow international student headcount enrollment by 50 students annually through the 2023-2024 academic year.

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<tbody>
<tr>
<td>6.A. Establish dual/double degree programs with international universities.</td>
<td>Headcount of international student enrollment</td>
<td>Fall 2016 international undergraduate enrollment = 78; no dual degree programs, no English Language and Culture Program established; no students recruited through agents</td>
<td>Annual: 8 dual degree programs by 2018, 12 dual degree programs by 2023; 30 students enrolled in the English Language and Culture Program by 2018, 50 students annually by 2023; increase students recruited through agents to 200 per year</td>
<td>Director of International Education</td>
</tr>
<tr>
<td>6.C. Implement an English Language and Culture Program that will prepare students for RU degree programs.</td>
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## STRATEGIC ENROLLMENT GROWTH
### Key Performance Indicators

**GOAL 7**
Radford University will grow graduate student headcount enrollment by 3% annually through the 2023-2024 academic year.

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<tbody>
<tr>
<td>7.A. <strong>Focus recruitment efforts on primary feeder institutions, including current Radford University undergraduates and other public and private colleges and universities in Virginia and surrounding states.</strong></td>
<td>Headcount of graduate student enrollment</td>
<td>Fall 2016 graduate student enrollment = 948</td>
<td>Annual: Increase 3% Comprehensive (2023): 1,166</td>
<td>Dean of the College of Graduate Studies and Research, Academic Deans and Department Chairs</td>
</tr>
<tr>
<td>7.B. <strong>Increase the visibility of the Radford University College of Graduate Studies and Research with an enhanced portfolio of traditional, digital, mobile, web and social media marketing tools and resources.</strong></td>
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**STRATEGIC ENROLLMENT GROWTH**  
**Key Performance Indicators**

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<tbody>
<tr>
<td><strong>7.C.</strong></td>
<td>Improve use of a customer relations management system and data analytics to help guide and inform the recruitment process.</td>
<td></td>
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<tr>
<td><strong>7.D.</strong></td>
<td>Create and promote new academic program options such as 2 + 3, 4 + 1, graduate certificates, graduate degrees and competency-based education (CBE).</td>
<td></td>
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<tr>
<td><strong>7.E.</strong></td>
<td>Use high-touch recruiting strategies that involve ongoing, face-to-face interactions with prospective students at all stages of the recruitment process, from early prospect through active enrollment.</td>
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GOAL 8
Radford University will increase the diversity and academic success of the undergraduate student population.

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<tr>
<td>8.A. Align student recruitment, academic outreach and retention activities to enhance access, inclusiveness and student success.</td>
<td>Headcount of underrepresented ethnic minorities and first generation students</td>
<td>Fall 2016 first generation = 716 new freshmen and 3,200 undergraduates Fall 2016 ethnic minorities = 586 new freshmen and 2,443 undergraduates</td>
<td>Annual: Improve 1-2% in 1st- to 2nd-year retention Comprehensive (2023): 85%</td>
<td>Vice President for Enrollment Management, Vice President for Student Affairs and Academic Deans</td>
</tr>
</tbody>
</table>
**STUDENT SUCCESS**  
**Key Performance Indicators**

**GOAL 1**  
Radford University will assist students in becoming more independent, self-confident and effective learners who disseminate knowledge, innovate and solve problems creatively.

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</table>
| 1.A. **Increase the number of students engaged with research, scholarship and creative activities within and beyond the classroom.** | Headcount of students graduating with the “Research Scholar” distinction | 15 SURF awards annually | Annual: Year 1: Design the criteria for the “Research Scholar” graduation distinction for each college  
Year 1: Grant more SURF awards  
Years 2-5: Implement the “Research Scholar” program | Assistant Provost for Academic Programs and College Deans |
| 1.A.1 **Embed research, scholarship and creative activities (e.g. Undergraduate Research and Scholarly Activities - URSCA) in the curriculum.** | Headcount of Student Undergraduate Research Forum (SURF) award recipients | | Comprehensive (2023): Increased percentage of courses with embedded URSCA | |
| 1.A.2. **Increase co-curricular opportunities such that all students have the opportunity to participate in at least one research, scholarship or creative activity experience.** | Headcount of students engaged in creative or research activities with a faculty member outside the classroom | | Increased number of SURF awards  
Increased percentage of students engaged in creative activities or research with a faculty member outside of the classroom | |
| 1.A.3 **Institute a “Research Scholar” graduation distinction such that undergraduates who have been significantly active in research outside the classroom are recognized for their accomplishment.** | Number of courses embedded with Undergraduate Research and Scholarly Activities (URSCA) | | 5% of graduating seniors from participating colleges earn the “Research Scholar” distinction | |
## STUDENT SUCCESS
### Key Performance Indicators

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<tr>
<td>1.B. Provide enhanced resources for student academic and emotional support, thereby recognizing the interdependence and importance of academic and emotional support services.</td>
<td>Completion of a student satisfaction survey</td>
<td>No baseline</td>
<td>Annual:&lt;br&gt;Year 1: Complete a needs analysis for the Learning Assistance and Resource Center, Student Health Services, Student Counseling Services and the Center for Accessibility Services&lt;br&gt;Years 2-5: Implement findings of needs analysis&lt;br&gt;Comprehensive (2023): 85% student satisfaction on survey&lt;br&gt;Decreased wait time&lt;br&gt;Increased usage/availability</td>
<td>Vice President for Student Affairs and Provost and Vice President for Academic Affairs</td>
</tr>
<tr>
<td>1.C. Examine the courses with high DFW (grade of D, failed or withdrawn) rates to determine the best strategy for improving course outcomes, achieving success and providing access to appropriate academic support.</td>
<td>Analysis of DFW (grade of D, failed or withdrawn) rates in targeted courses with high rates</td>
<td>No baseline</td>
<td>Annual:&lt;br&gt;Year 1: Analyze courses with high DFW rates and tailor strategies for those course&lt;br&gt;Year 2: Implement new protocols for those courses&lt;br&gt;Years 3-5: Review implemented protocols&lt;br&gt;Comprehensive (2023): 2% decrease in the DFW rate in the targeted courses</td>
<td>Provost and Vice President for Academic Affairs and Vice President for Student Affairs</td>
</tr>
<tr>
<td>Goal and Strategy</td>
<td>Performance Indicator</td>
<td>Baseline</td>
<td>Target</td>
<td>Responsible Party</td>
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<td><strong>1.D.</strong> Engage with nationally recognized experts in diversity, access and equity literacy to create a diversity policy and a training center for faculty development.</td>
<td>Creation of a diversity policy and training center/platform for faculty development</td>
<td>No baseline</td>
<td>Annual: Contract with nationally recognized diversity, access and equity literacy experts Years 2-5: Implement plan devised by experts Comprehensive (2023): Diversity policy instituted Training center/platform for faculty development created Faculty trained in diversity, access and equity literacy</td>
<td>Provost and Vice President for Academic Affairs</td>
</tr>
<tr>
<td><strong>1.E.</strong> Institute an expectation of continuing pedagogy education for all teaching faculty.</td>
<td>Analysis of teaching faculty continuing education in pedagogy and student evaluation scores</td>
<td>No baseline</td>
<td>Annual: Offer on-campus workshops by nationally recognized pedagogy experts for teaching faculty Invite one speaker to campus for all to attend (by university) Invite one speaker to campus for all to attend (by each college) Offer an optional peer teaching evaluation program Comprehensive (2023): Increased Student evaluation scores</td>
<td>Provost and Vice President for Academic Affairs</td>
</tr>
</tbody>
</table>
### GOAL 2
Radford University will increase student engagement in both the social and academic arenas to enrich the Radford experience and increase student retention and success.

<table>
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<tr>
<td>2.A. Promote cultural programming (arts, international, diversity, etc.) that encourages students, faculty and staff to actively engage with and understand different cultural viewpoints.</td>
<td>Headcount of students engaged in cultural experiences on campus</td>
<td>No data available</td>
<td>Annual: Year 1: Define cultural programming and establish benchmarks Each Year: 2% increase of students engaged in cultural experiences on campus Comprehensive (2023): 10% higher student engagement in cultural experiences than the benchmarks established in Year 1.</td>
<td>Vice President for Student Affairs, Provost and Vice President for Academic Affairs, Dean of the College of Visual and Performing Arts and Director of International Education Center</td>
</tr>
<tr>
<td>2.B. In order to facilitate communication about campus events, all relevant social media sites will be updated with information about campus events and programming (see ACCESS Radford goal in Economic Development and Community Partnerships).</td>
<td>Consistent updating of social media sites with campus events</td>
<td>Establish social media sites and current frequency of updates</td>
<td>Annual: 10% increase in posting of campus events</td>
<td>ACCESS Radford and Director of Student Activities</td>
</tr>
</tbody>
</table>
## STUDENT SUCCESS
### Key Performance Indicators

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<tr>
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<td>2.C. Recognizing that faculty play an important role in student engagement with campus life, faculty will be strongly encouraged to integrate campus events as part of their course curriculum expectations.</td>
<td>Frequency of faculty inclusion of campus events in the curriculum</td>
<td>Survey faculty in spring of 2018</td>
<td>Increase attendance at events by 5% per year.</td>
<td>Council of Chairs and Student Affairs</td>
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<td>2.D. Encourage communication and regular dialogue among residential life, academic affairs and student affairs to enhance student retention.</td>
<td>Frequency of meetings to discuss intentional programming within residence halls</td>
<td>No baseline needed</td>
<td>Four meetings annually</td>
<td>Residential Life, Provost, Associate Provosts, Student Affairs</td>
</tr>
</tbody>
</table>

### GOAL 3
Radford University will intentionally lead students from their transition into Radford University through graduation toward their unique path in life.

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<tr>
<td>3.A. Create a consistent university-wide academic advising protocol and assessment plan for faculty and professional advisers with oversight from an assistant provost in collaboration with the Academic Affairs Leadership Team.</td>
<td>Creation of a consistent, university-wide academic advising protocol and assessment plan for faculty and professional advisers</td>
<td>No baseline</td>
<td>Annual: Year 1: Evaluate current advising processes and develop university-wide academic advising protocol and assessment plan Years 2-5: Allocate funding to the advising entities based on need as identified by the protocol Years 2-5: Deploy new advising protocol and assessment plan Comprehensive (2023): 90% of students satisfied or extremely satisfied with academic advising in academic advising surveys</td>
<td>Academic Advising Committee</td>
</tr>
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<td>3.B. Support the Center for Career and Talent Development, an innovative physical space that will help create our brand identity and outreach plan that inspires collaboration among career coaches, faculty, employers and alumni to empower student career and talent development and life skills.</td>
<td>Creation of the “Discover, Experience and Thrive” customized career development plan</td>
<td>75% = Students who have a job, post-graduate education, military service or volunteer service within six months of graduation 69% = Employed graduates who are in a position related to their career goal 74% = Graduates who participated in experiential learning</td>
<td>Annual: Year 2: Start to use customized career development plan 5% increase of students participating in internships Comprehensive (2023): 5% increase in students who have jobs within six months of graduation 5% increase in students engaging with career development</td>
<td>Executive Director of Center for Career and Talent Development</td>
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<tr>
<td>3.C. Develop the “Discover, Experience and Thrive” customized career development plan.</td>
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<tr>
<td>3.D. Actively cultivate employer relationships across multiple industries.</td>
<td>Headcount of employers recruiting RU students</td>
<td>Year 1: Establish baseline of number of employers on Handshake and at RU career fairs and number of RU students who use Handshake and attend career fairs</td>
<td>Comprehensive (2023): 20% increase in employers recruiting RU students</td>
<td>Executive Director of Center for Career and Talent Development</td>
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### STUDENT SUCCESS
#### Key Performance Indicators

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<td>3.E. Expand current workshops offered by the Center for Career and Talent Development to include financial literacy.</td>
<td>Development and offerings of financial literacy workshops</td>
<td>No baseline</td>
<td>Annual: Increase financial competence of respondents in post-workshop surveys</td>
<td>Executive Director of Center for Career and Talent Development</td>
</tr>
</tbody>
</table>