

# Academic Excellence and Research Committee

September 2021

**RADFORD UNIVERSITY**

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Board of Visitors



Board of Visitors

**ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE**

**2:30 P.M.\*\***

**SEPTEMBER 9, 2021**

**MARY ANN JENNINGS HOVIS BOARD ROOM  
THIRD FLOOR, MARTIN HALL, RADFORD, VA**

**DRAFT  
AGENDA**

- **CALL TO ORDER** Dr. Thomas Brewster, *Chair*
- **APPROVAL OF AGENDA** Dr. Thomas Brewster, *Chair*
- **APPROVAL OF MINUTES** Dr. Thomas Brewster, *Chair*
  - April 22, 2021
- **ACADEMIC AFFAIRS REPORT** Dr. J. Orion Rogers, *Interim Provost and Vice President for Academic Affairs*
  - Academic Affairs Update
  - Emeritus Faculty
  - Summer Outreach Programs
  - Honors College
  - REALISE Program Research
- **OTHER BUSINESS** Dr. Thomas Brewster, *Chair*
- **ADJOURNMENT** Dr. Thomas Brewster, *Chair*

**\*\* All start times for committees are approximate only. Meetings may begin either before or after the listed approximate start time as committee members are ready to proceed.**

**COMMITTEE MEMBERS**

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

# September 2021 Meeting Materials

**RADFORD UNIVERSITY**

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Board of Visitors

**Academic Research and Excellence Committee**  
**Written Report**  
**Dr. J. Orion Rogers, Interim Provost and Vice President of Academic Affairs**  
**September 9, 2021**

- **From the Interim Provost**

I am honored to serve Radford University as Interim Provost and Vice President for Academic Affairs during 2021-22. I am truly fortunate to be working with extraordinary colleagues in the Academic Affairs Leadership Team and faculty, to be supported by exemplary administrative assistants and staff in the Office of the Provost and to continue learning from the outstanding leadership of Interim President Lepre. I am excited to contribute to the successes that the 2021-22 academic year will bring through implementing the REAL curriculum, preparing for our SACSCOC reaffirmation, developing our Quality Enhancement Plan of Diversity, Equity and Inclusion, and exploring learning opportunities for faculty and students through the strategic investment proposals and open educational resources. I look forward to working together to achieve our missions of creating and disseminating knowledge to transform the lives of our students.

- **Open Educational Resources**

Radford University was selected as one of 66 institutions across the nation to participate in a new Association of American Colleges and Universities (AAC&U) Institute on Open Educational Resources (OER), <https://www.aacu.org/events/2021-2022-institute-open-educational-resources>, that began as a virtual kickoff from July 26-27, 2021 and will conclude with a capstone closing event on July 25-27, 2022. The only other institution selected in Virginia was the University of Virginia. Open educational resources (OER) are educational materials that are free for faculty and students to use, revise and share, and they range from single lessons to textbooks. Open educational resources save students money and provide equitable accessibility to resources resulting in enhancing performance and reducing course withdrawals and failing grades. The work of developing, expanding, and facilitating campus adoption of free and affordable instructional materials supports the requirements of HB454, the Radford University 2018-2023 Strategic Plan, the Virginia Plan for Higher Education, and our recently announced Quality Enhancement Plan of Diversity, Equity and Inclusion. The goal for this project is to implement ambitious OER plans to lower costs, increase student engagement, and expand access to our courses and programs. The action areas include the following steps.

1. Partner with academic departments to designate courses and/or programs utilizing low-cost and no-cost open educational resources;
2. Enhance infrastructure to discover, author, and host OER;
3. Develop faculty learning communities for OER;
4. Work with internal governance to finalize no/low material-cost designations for courses;
5. Reward and recognition for OER development and/or utilization, and
6. Celebrate and disseminate progress and impacts of OER adoption

The Radford University OER Team members are:

Alyssa Archer, Instructional Librarian, McConnell Library

Charley Cosmato, Director, Center for Innovative Teaching and Learning  
Laurie Cubbison, Professor, Department of English  
Keith Gentry, Assistant Professor, Department of Occupational Therapy  
Angela Mickle, Athletic Training Education Program Director, Professor of Health and Human Performance  
Orion Rogers, Interim Provost and Vice President for Academic Affairs

- **SACSCOC Reaffirmation Update**

Fall 2021 will commence the process for Radford University to seek reaffirmation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) through the decennial comprehensive review. This fall Dr. Sandra Baker, Director of Institutional Effectiveness and Quality Improvement and SASCOC Liaison, Ms. Melanie Fox, Associate Director of Institutional Effectiveness and Quality Improvement and Ms. Kathy Thompson, SACSCOC Accreditation Coordinator, will make presentations to division leadership teams, college leadership teams, campus senates and student government. Town Hall meetings will be conducted, and a reaffirmation website will be developed. The Reaffirmation Advisory Committees will also be established. They consist of the Reaffirmation Leadership Team, the Governing Board and Administration Advisory Committee, the Student and Academic Support Advisory Committee, the Academic Advisory Committee, the Finance and Facilities Advisory Committee and the Quality Enhancement Plan Development Committee.

The Compliance Certification Report is due to SASCOC by September 2022, and the Off-site Review is conducted in November of 2022. In early spring of 2023, the Focused Report is due, and the Quality Enhancement Plan (QEP) is due in spring 2023. The onsite review will be conducted from March 27-30, 2023, the response to the Visiting Committee Report is due five months following the onsite review, and review by the SACSCOC Board of Trustees occurs in December of 2023.

The Quality Enhancement Plan has been selected. There were seven pre-proposals submitted, and three were selected to submit full proposals. The topic selected by the QEP Topic Identification Committee is Diversity, Equity, and Inclusion. A QEP Development Committee is being formed that will be co-chaired by Dr. Sarah Kennedy, Associate Professor of Chemistry and Ms. Merrie Winfrey, Instructional Designer and Learning Architect in the Center for Innovative Teaching and Learning.

- **Introduction of New Chairs and Directors**

Academic Affairs proudly welcomes the following Department Chairs and School Directors:

- Dr. Chapman Rackaway as the new Chair in the Department of Political Science. Dr. Rackaway comes to us from the University of West Georgia where he served as the chair and was a professor in the Department of Political Science. He earned a Bachelor of Arts degree in Political Science and a minor in German from Millikin University, a Master of Arts and his Ph.D. in Political Science from the University of Missouri.

- Dr. Jennifer Walton as the new Director in the School of Communication. Dr. Walton comes to us from Ohio Northern University where she served as the chair in Communication and Media Studies and was a Professor in Communication Studies. She earned a Bachelor of Science in Speech Communication and Theater Education and a minor in Communication Studies and a Master of Arts in Communication General Studies from Indiana State University and her Ph.D. in Communication Studies from Bowling Green State University.
- Dr. Kevin Chui will be welcomed in November as the new Chair in the Department of Physical Therapy at Radford University Carilion. Dr. Chui comes to us from Pacific University where he served as the Associate Dean of Faculty Affairs in the College of Health Professions. He earned a Bachelor of Science in Health Sciences and a Master of Science in Physical Therapy from Long Island University, a Ph.D. in Pathokinesiology from New York University and a Doctor of Physical Therapy from Massachusetts General Hospital Institute of Health Professions.

Several Interim placements are:

- Dr. Art Carter as the Interim Dean in the Artis College of Science and Technology
  - Dr. Jake Fox as the Interim Associate Dean in the Artis College of Science and Technology
  - Dr. Jerry Kopf as the Interim Chair in the Department of Management
  - Dr. Wil Stanton as the Interim Chair in the Department of Marketing
  - Dr. Jeff Pittges as the Interim Director in the School of Computing and Information Sciences
  - Dr. Shala Cunningham as the Interim Chair in the Department of Physical Therapy until Dr. Chui's arrival in November.
- **New Faculty for Fall 2021**  
Radford University welcomed 41 new faculty of which 19 are brand new faculty to Radford for the 2021-2022 academic year. These faculty represent a number of disciplines and come as far away as Florida, Georgia, Illinois, Indiana, Maine, Maryland, Missouri, Montana, Mississippi, Ohio, Oregon, Pennsylvania, Texas and West Virginia, and as well as a number from here in Virginia. We wish them a successful year and welcome them to the Highlander family.

**RADFORD UNIVERSITY BOARD OF VISITORS  
ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE  
EMERITUS FACULTY**

**SEPTEMBER 9, 2021**

Based on recommendations from the Department Personnel Committee, the Department Chair, the College Dean, and the Provost, the President has awarded emeritus status to the following retired faculty members:

Professor Glen Martin	Department of Philosophy and Religious Studies
Professor Kay Jordan	Department of Philosophy and Religious Studies
Professor Iain Clelland	Department of Management
Professor Grigory Ioffe	Department of Geospatial Sciences

- Criteria for the awarding of emeritus faculty status are:
  - A minimum of ten years of service to Radford University;
  - Evidence of effective teaching; and
  - Significant professional contributions.
  
- The privileges and responsibilities attached to emeritus status include:
  - Use of the library;
  - Use of those athletic facilities available to regular faculty;
  - Use of a university computer account;
  - A Radford University identification card and special event discounts available with it; and
  - Attendance at University functions that are open to all regular faculty

# Academic Excellence and Research

RADFORD  
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# Summer Outreach

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Summer outreach programs develop the **sense of campus-community belonging** in prospective students.

In summer of 2021, outreach programs were offered in:

Artis College of Science and Technology

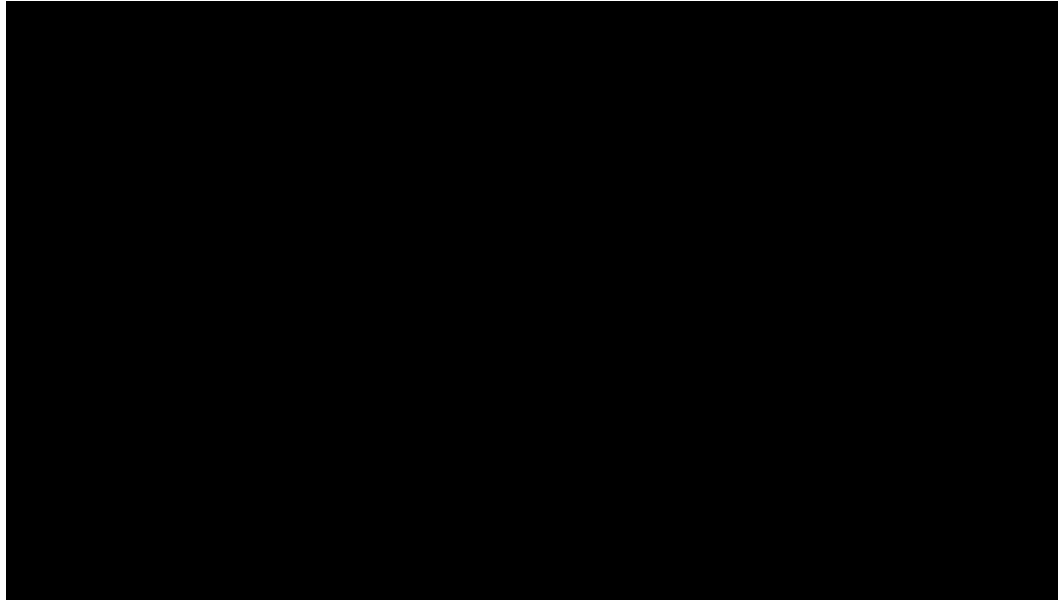
College of Humanities and Behavioral Sciences

College of Visual and Performing Arts

Waldron College of Health and Human Services

# Summer Outreach

Summer Bridge Women in STEM - Artis College of Science and Technology



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# Summer Outreach

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# Summer Outreach

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## Demographics of Summer Bridge Women in STEM Participants

### Home for students

NOVA - 37%  
Central VA - 37%  
Southwest VA - 13%  
Out of state - 13%  
(MD, NC, Bulgaria)

### Race

Asian - 34%  
White - 33%  
African American - 17%  
Multiple and Latino - 16%

### Family education

Prospective first generation - 44%  
One or more parent with  
bachelor's degree - 14%  
One or more parent with  
graduate degree - 42%

# Summer Bridge

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“... allowed me to experience STEM in a way that I never had before and **inspired me to challenge myself** and others to make changes in this world.”

“... helped me **be more confident** in my ability to pursue a STEM career. The hands-on experiences were helpful in seeing the real-life methods of creating these cool inventions.”

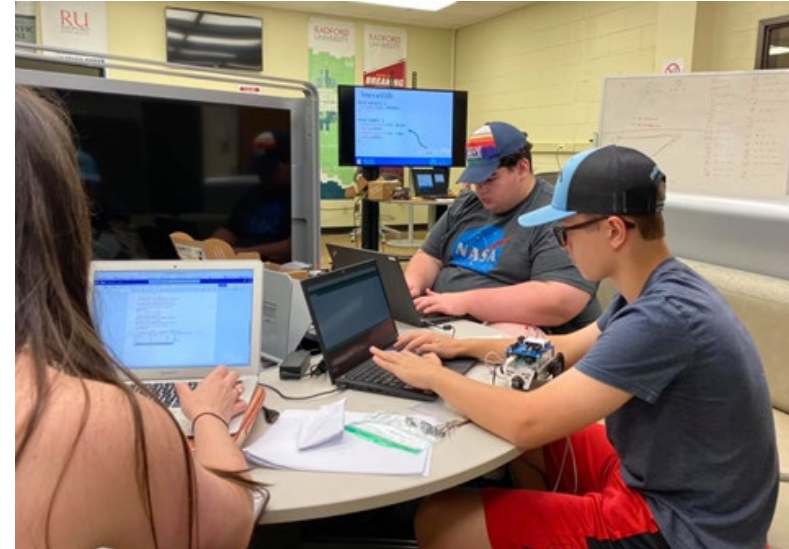
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# Summer Outreach

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## Summer Bridge Cyber Camp

- More than 200 students
- Engaged in online capture the flag competitions
- Used physical “MicroBit” pocket computers to learn coding and other skills



# Summer Outreach

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## Summer Bridge Cyber Camp

Radford High School- learned to program small robots utilizing microprocessors

Goal - pipeline of students  
path to a college  
employment



# Summer Outreach

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The College of Humanities and Behavioral Sciences hosted 100 students from June 27 through July 24 who were selected from among over 300 applicants.

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# Summer Outreach

- Students met 16 College of Humanities and Behavioral Sciences faculty.
- Students from both Governor's Schools also engaged with 24 counselors and Residence Life staff who were mostly Radford University alumni.



# Summer Outreach

Students took courses that explored:

- environmental issues
- leading change
- comedy's role in everyday life
- social change
- American religious leadership
- disability and film
- poetry, game studies and hip-hop culture



# Summer Outreach

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The College of Visual and Performing Arts hosted 150 students from June 27 through July 24.

They were selected from among over 1200 applicants/auditions.

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# Summer Outreach

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Students enrolled in the visual and performing arts section take courses in:

- music
- theatre
- dance and
- visual arts

They learned from Radford University faculty and guest artists. Maestro David Stewart Wiley is pictured rehearsing with the Governor's School Symphony Orchestra.



# Summer Outreach

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## International Summer Dance Intensive (ISDI)



ISDI provides extraordinary dance experiences for students in Southwest Virginia, elevates the reputation of Radford University internationally, and serves as a recruiting program for Radford University.

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# Summer Outreach

Under the direction of Professor Inessa Plekhanova, the IDSI has served:

- 290 students
- 96 Japanese national students
- 54 students who were introduced to Radford University and become dance majors



# Summer Outreach



Summer Camps were hosted at RUC by Master of Occupational Therapy students in Waldron College of Health and Human Services from June 7 through June 24.

Children ages 3-5 and 6-14 engaged in “purposeful play.”

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# Summer Outreach

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- Campers improve their occupational skills.
- MOT first-year students gained real-world clinical experience.
- MOT students design and conduct activities to understand how children interact with their environments.





# Summer Outreach

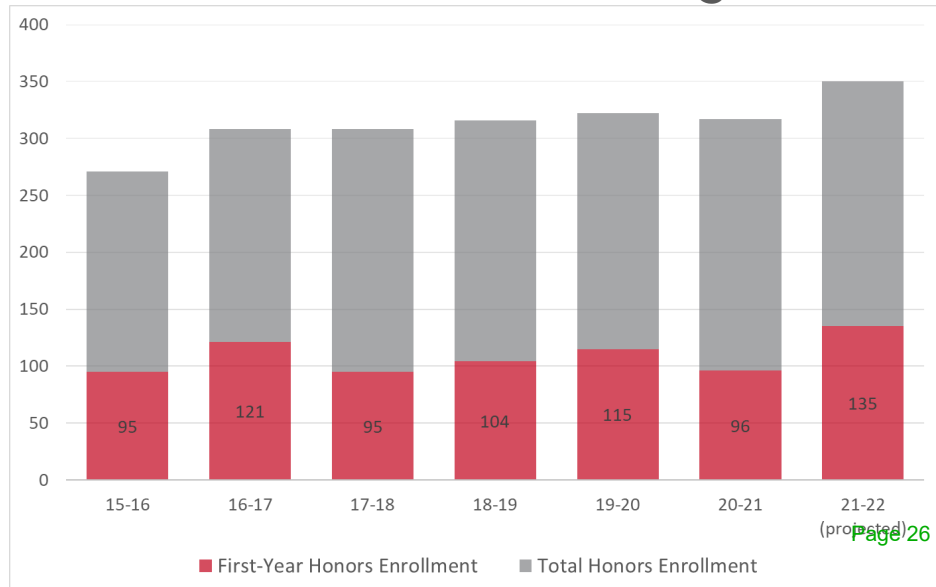
The children participated in problem-solving games, crafts, and physical activities including playing with kickballs and hula hoops.



# Honors College

The Honors College develops social belonging, academic belonging and campus-community belonging to our currently enrolled students. Dr. Niels Christensen serves as Director of the Honors College.

Total and first-year honors enrollment are the highest since 2015-16.



# REALISE Research

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**RADFORD UNIVERSITY**

Realising Inclusive Science Excellence

## Our Challenge

- Radford University is a **microcosm of national STEM education.**
- Too many **students leave** our natural sciences programs within their first year.
- This attrition reflects **uninspiring entry-level courses** and a **cold social environment.**

# REALISE Research

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## Environments

- Science contexts and cultures are constructed via **implicit** and **explicit signals** of **exclusion** or **welcoming**.

## Sense of Self

- Science identities are **developed within** these environments via various **social psychological constructs**.
- Our definitions of self and situations influence our actions and have **consequences**.
- There is **opportunity for us to change self and the environment**.

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# REALISE Research

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## Social psychological constructs measured

Sense of belonging (Bollen & Hoyle 1990)

Ability Uncertainty (Lewis & Hodges 2015)

Science Identity...

- Salience (Merolla et al 2012)
- Prominence (Stets et al 2017)
- Affective commitment (Merolla et al 2012)
- Interactional commitment (Merolla et al 2012)

Institutional Commitment (Hausmann, Scholfield & Woods 2009)

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# REALISE Research

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## Social psychological constructs measured

### Sense of belonging

- The degree to which individuals feel valued, needed and significant in a group, system or environment.
- High scores indicate a greater sense of belonging.
  - I feel a sense of belonging to Radford University.
  - I feel that I am a member of the Radford University community.
  - I see myself as part of the Radford University community.

*Bollen, K. A., & Hoyle, R. H. (1990). Perceived cohesion: A conceptual and empirical examination. Social Forces, 69, 479-504.*

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# REALISE Research

Preliminary Data - Spring 2019

**RADFORD** UNIVERSITY

Realising Inclusive Science Excellence

**61%**

Juniors and Seniors

**362**

Student Responses

**39%**

Freshmen and  
Sophomores

**59%**

Women



**31%**

Non-White

**42%**

Pell Eligible

**28%**

Transfer

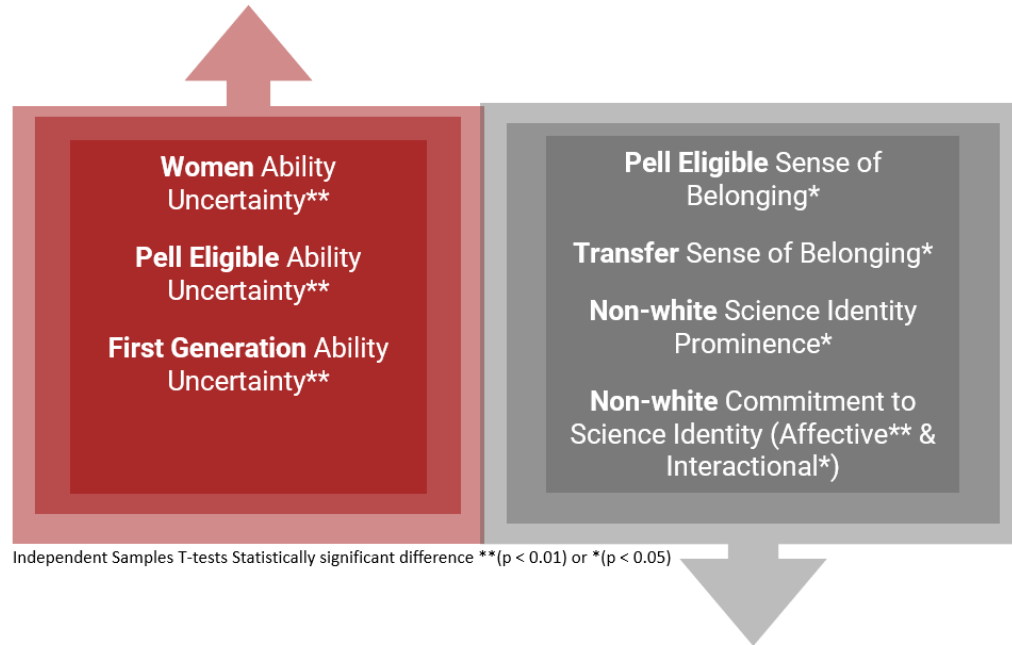
**34.5%**

First Generation

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# REALISE Research

## Preliminary Data - Spring 2019 Social Constructs by Demographics



Independent Samples T-tests Statistically significant difference \*\*( $p < 0.01$ ) or \*( $p < 0.05$ )

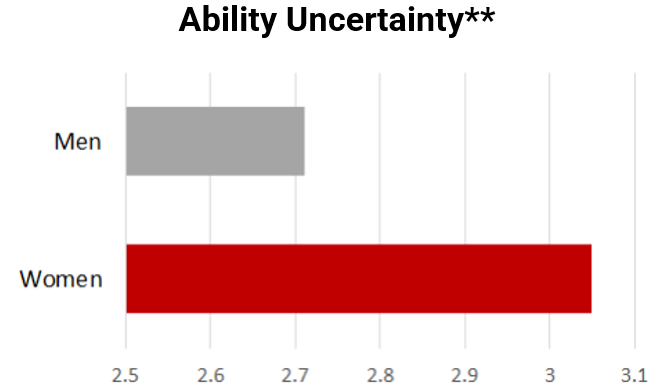
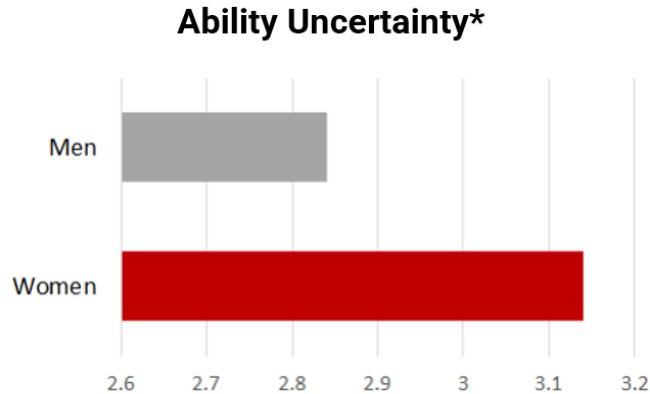


# REALISE Research

## Preliminary Data - Spring 2019

Differences in Gender in Lower-level Students

Differences in Gender in Upper-level Students



Independent Samples T-test Statistically significant difference\*( $p < 0.05$ )

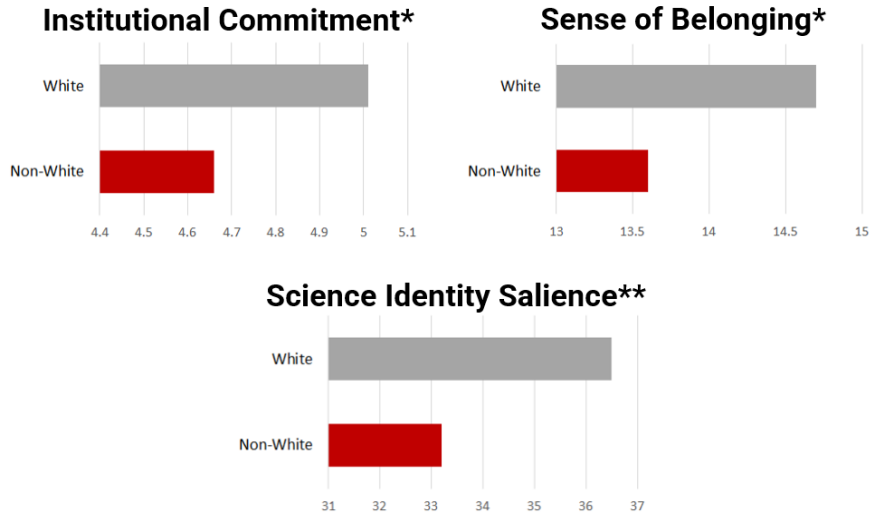
Independent Samples T-test Statistically significant difference\*\*( $p < 0.01$ )

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# REALISE Research

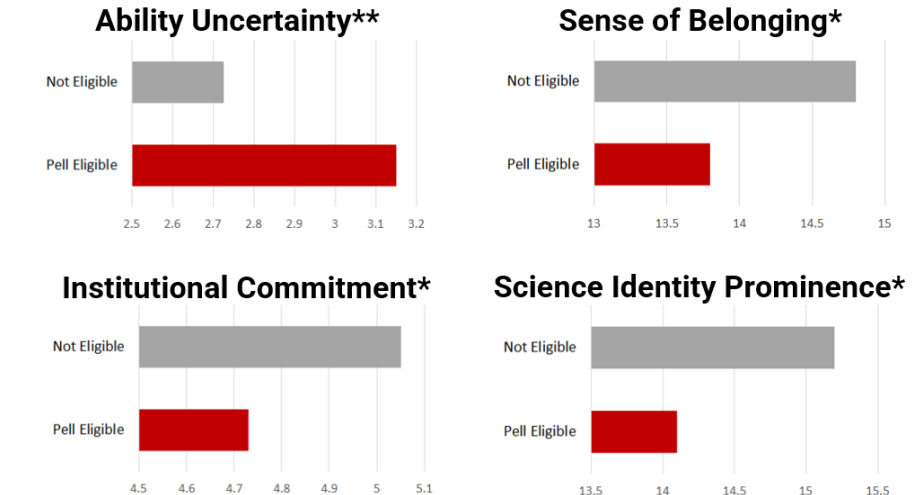
## Preliminary Data - Spring 2019

### Differences in Minority Upper-level Students



Independent Samples T-tests Statistically significant difference \*\*( $p < 0.01$ ) or \*( $p < 0.05$ )

### Differences in Pell Eligible Upper-level Students



Independent Samples T-tests Statistically significant difference \*\*( $p < 0.01$ ) or \*( $p < 0.05$ )

# REALISE Research

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## Looking Forward

- Our baseline data are reflective of **national trends**.
- Data **exploration continues**.
- Instrument
  - Adaptations** for faculty and department usage.
- **Future** data collection to explore **persistence, GPA** and **changes** to social psychological constructs.

# REALISE Research

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We are hypothesizing the following pathway:

Ability uncertainty

- predicts both science identity salience and science identity prominence

Science identity salience and science identity prominence

- predicts sense of belonging and institutional commitment

# Quality Enhancement Plan (QEP)

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The QEP goals are:

- Goal 1: Increase students' sense of belonging in classrooms.
- Goal 2: Increase students' sense of belonging in residence halls.
- Goal 3: Increase students' self-efficacy and academic confidence.
- Goal 4: Increase student retention, progression, and graduation rates.

# Minutes

**RADFORD UNIVERSITY**

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Board of Visitors

# **RADFORD** UNIVERSITY

Board of Visitors

## **ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE MEETING**

**2:30 P.M.**

**APRIL 22, 2021**

**JOSEPH P. SCARTELLI ATRIUM  
COVINGTON CENTER, RADFORD, VA**

### **DRAFT** **MINUTES**

#### **COMMITTEE MEMBERS PRESENT**

Dr. Thomas Brewster, Chair  
Ms. Nancy Angland Rice, Vice Chair  
Ms. Krisha Chachra  
Dr. Rachel D. Fowlkes  
Dr. Susan Whealler Johnston  
Dr. Katie Hilden, Faculty Representative (Non-voting Advisory Member)

#### **COMMITTEE MEMBERS ABSENT**

Ms. Georgia Anne Snyder-Falkinham

#### **OTHER BOARD MEMBERS PRESENT**

Mr. Robert A. Archer, Rector  
Mr. James R. Kibler, Vice Rector  
Dr. Jay A. Brown

#### **OTHERS PRESENT**

Dr. Brian O. Hemphill, President  
Ms. Karen Castele, Secretary to the Board of Visitors and Special Assistant to the President  
Dr. Lyn Lepre, Provost and Vice President for Academic Affairs  
Ms. Ashley Schumaker, Chief of Staff and Vice President for Strategic Operations  
Mr. Allen T. Wilson, Senior Assistant Attorney General, Commonwealth of Virginia

#### **CALL TO ORDER**

Dr. Thomas Brewster, Chair, formally called the Academic Excellence and Research Committee meeting to order at 3:18 p.m. in the Joseph P. Scartelli Atrium, Covington Center, Radford, VA.

## **APPROVAL OF AGENDA**

Dr. Brewster asked for a motion to approve the amended April 22, 2021 agenda moving the Faculty Senate Report to the first item due to Dr. Hilden's commitment at the Faculty Senate meeting. Dr. Rachel D. Fowlkes so moved, Dr. Susan Whealler Johnston seconded, and the amended agenda was unanimously approved.

## **APPROVAL OF MINUTES**

Dr. Brewster asked for a motion to approve the minutes of the February 11, 2021 meeting of the Academic Excellence and Research Committee, as published. Ms. Nancy England Rice so moved, Dr. Fowlkes seconded, and the motion was approved unanimously.

## **FACULTY SENATE REPORT**

Faculty Senate President Katie Hilden reported that Faculty Senate has considered and passed a total 157 motions to date. She stated that a motion was passed in the fall to update Teaching and Research Handbook language around fiscal exigency. A committee was convened with a draft due at the beginning of the 2021 fall semester to Faculty Senate. Dr. Hilden reported that the Course Minimums Committee began meeting in January. The chairs and deans will collect data around course minimums in the fall, which will inform a revised policy that Faculty Senate will consider for implementation in Spring 2022. She added that such a policy is designed to proactively, efficiently, and strategically schedule courses to meet students' needs. Dr. Hilden reported the 2019-2020 Faculty Morale Survey Results, noting uniformity among levels of administration and leadership. Some of the themes that emerged were diversity at the department level is low (2.73), there was confusion about which Provost to evaluate, positive jumps in questions about the campus environment, increases in positive perceptions about the University's image in the local and regional community and continued concerns over faculty salaries and compensation.

Dr. Hilden announced the Faculty Senate's appreciation and gratitude for President Hemphill's advocacy for, service to, and leadership of Radford University during the past five years.

Dr. Hilden added that Faculty Senate is looking forward to 2021-2022 in leading conversations and working with several initiatives such as: Accounting for Minors, Supporting Multi-Disciplinary Programs, Academic Program Review process, Faculty Teaching Load and the Presidential Search. In closing, Dr. Hilden thanked the Department of Sociology and the Division of Student Affairs Helping Eradicate Homelessness through Resources Opportunities and Supplies program (HEHROS) for the collaborative support in establishing a Food Pantry on main campus. A copy of the report is attached hereto as *Attachment A* and is made a part hereof.

## **ACTION ITEMS**

### **Recommendation to Approve Teaching and Research Faculty Tenure for 2021-2022**

Provost and Vice President for Academic Affairs Lyn Lepre presented the list of teaching and research faculty recommended for tenure for the 2021-2022 academic year. Following discussion, Dr. Brewster asked for a motion to recommend the resolution to the full Board of Visitors for approval. Dr. Fowlkes so moved, and Dr. Susan Johnston seconded, and the motion passed unanimously. A copy of the resolution is attached hereto as *Attachment B* and is made a part hereof.



### **Recommendation to Approve Discontinuance of the Post Graduate Certificate of Gerontology**

Provost Lyn Lepre presented a recommendation for the discontinuance of the Post Graduate Certificate of Gerontology. Provost Lepre added that in the four years since its development, no students have enrolled. Following discussion, Dr. Brewster asked for a motion to recommend the resolution to the full Board of Visitors for approval. Ms. Rice so moved, Ms. Krisha Chachra seconded, and the motion passed unanimously. A copy of the resolution is attached hereto as *Attachment C* and is made a part hereof.

### **Recommendation to Approve Discontinuance of the Post-Baccalaureate Certificate in Music Pedagogy**

Provost Lyn Lepre presented a recommendation for the discontinuance of the Post-Baccalaureate Certificate in Music Pedagogy. Provost Lepre added that in the 11 years since its development, no students have enrolled. Following discussion, Dr. Brewster asked for a motion to recommend the resolution to the full Board of Visitors for approval. Ms. Chachra so moved, Ms. Rice seconded, and the motion passed unanimously. A copy of the resolution is attached hereto as *Attachment D* and is made a part hereof.

### **Recommendation to Approve to Separate the School of Nursing from the Waldron College of Health and Human Services as a Stand-Alone Academic Unit**

Provost Lyn Lepre presented a recommendation to Separate the School of Nursing from the Waldron College of Health and Human Services as a Stand-Alone Academic Unit. Following discussion, Dr. Brewster asked for a motion to recommend the resolution to the full Board of Visitors for approval. Ms. Chachra so moved, Ms. Rice seconded, and the motion passed unanimously. A copy of the resolution is attached hereto as *Attachment E* and is made a part hereof.

### **ACADEMIC AFFAIRS REPORT**

Provost Lepre discussed the list of 24 faculty members who will be promoted effective Fall 2021 and included in the Board materials as an informational item. Additionally, Dr. Lepre discussed the process and criteria for emeriti faculty status, with three faculty awarded emeriti status this academic year.

### **REAL Updates and Discussion**

Executive Director of General Education Nicole Hendrix, Ph.D. provided an update and discussion on the new REAL curriculum. The REAL curriculum is unique and has pushed us to consider all of the ways the University can innovate and change to better support student learning and success. Dr. Hendrix highlighted the structure of REAL and presented examples of curriculum. Dr. Hendrix shared that the REAL curriculum sets Radford University apart and offers something no other institution in the Commonwealth has to offer. She added it helps prepare students to consider the possibilities available, but also how to be successful within their current curriculum. A copy of the resolution is attached hereto as *Attachment F* and is made a part hereof.

**ADJOURNMENT**

With no further business to come before the Committee, Dr. Brewster adjourned the meeting at 4:00 p.m.

Respectfully submitted,

Vickie Stewart Taylor  
Executive Assistant to the Provost

# Faculty Senate Update

Katie Hilden, Ph.D.

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# Faculty Senate Update

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- Total of 157 motions considered:
  - Criteria and benchmarks for minor inclusion in REAL
  - Catalog language
  - DEI Action Plan
- Ad hoc committee to revise T&R Handbook on fiscal exigency policy has been convened.
- Discussions continue around course minimums and we plan to collect data in Fall 2021.

# Faculty Morale Survey Results 2019-2020

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- Administered in April 2020
- 140 responses
- Pilot of revised version
- Questions added:
  - Student section
  - Consistent questions across leadership levels
  - Additional questions about campus environment and overall satisfaction

# Themes

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- Diversity at the department level is low (2.73).
- There was confusion about which Provost to evaluate.
- Positive jumps in questions about the campus environment.
- Increases in positive perceptions about the University's image in the local and regional community.
- Continued concerns over faculty salaries and compensation.

# In Recognition and Appreciation

*Faculty Senate expresses its appreciation and gratitude for President Hemphill's advocacy for, service to, and leadership of Radford University.*

***Thank you,  
Provost Lepre!***



# Looking Forward To 2021-2022

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- Accounting for minors
- Supporting multi-disciplinary programs
- Academic Program Review process
- Faculty teaching load
- Presidential search

# Food Pantry

- Partnership between Sociology faculty, students, and HEHROS program in Student Affairs.
- On-going, collaborative, experiential course-based learning.



Casey McClelland, graduating senior and intern in Sociology

# Only the Beginning...

- Partnered with Feeding Southwest Virginia
- Student run and organized:
  - Student volunteers
  - Social media campaign
  - Food insecurity manual



**RADFORD UNIVERSITY BOARD OF VISITORS  
ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE**

**RESOLUTION OF TENURE RECOMMENDATIONS**

**April 22, 2021**

**WHEREAS**, the tenure-track faculty are appointed initially on one-year contracts and throughout the probationary period, which is normally six years, they are subject to reappointment annually upon recommendation by the Department Personnel Committee, the Department Chair, the College Dean, the Provost, and the President, and

**WHEREAS**, no later than the beginning of the fall semester of the sixth year of full-time appointment, tenure-track faculty are notified by their Department Chairs of their eligibility for consideration for award of tenure and candidates for tenure must submit to their Department Personnel Committees pertinent information regarding their qualification for tenure, including a statement justifying the granting of tenure, all past performance evaluations, including a summary of student evaluations and any peer evaluations, a current curriculum vita, and any other relevant documentation, and

**WHEREAS**, criteria for the award of tenure include: the continuing need for the individual's expertise; the individual's teaching effectiveness; effectiveness as an advisor; professional development; participation in University co-curricular activities; committee work; cooperation with colleagues; and contributions towards the objectives of the department, college, and University, and

**WHEREAS**, upon consideration of the candidate's achievement of the above criteria, the Department Personnel Committee submits its recommendation to the Department Chair, who in turn submits his or her recommendation to the College Dean. The Dean submits his or her recommendation to the Provost, and the Provost submits his or her recommendation in each case to the President. At each stage, the recommendation is added to the previous recommendations, and all are transmitted to the next level. Copies of each recommendation, together with justification, are sent to the faculty member, who has the right to appeal negative recommendations to the Faculty Grievance Committee, and

**WHEREAS**, the final authority for awarding or denying tenure lies with the Board of Visitors and all of the faculty members listed below have met the criteria for award of tenure,

**ARTIS COLLEGE OF SCIENCE AND TECHNOLOGY**

<u>Name</u>	<u>Department</u>
Amy M. Baliija	Department of Chemistry

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

<u>Name</u>	<u>Department</u>
Ryan C. Smith	School of Teacher Education and Leadership

**COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCES**

<u>Name</u>	<u>Department</u>
Jamie Lynn McDaniel	Department of English
Melinda A. Cruz	Department of Psychology
Nicholas A. Lee	Department of Psychology
Pei-Chun Tsai	Department of Psychology
Joanna M. Hunter	Department of Sociology

**COLLEGE OF VISUAL AND PERFORMING ARTS**

Robyn Lynn Berg	Department of Theatre
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**DAVIS COLLEGE OF BUSINESS AND ECONOMICS**

Can Dogan	Department of Economics
Jae Hwan Jeong	Department of Management

**WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES**

<u>Name</u>	<u>Department</u>
Shala Christine Cunningham	Department of Physical Therapy-RUC
William H. Kolb	Department of Physical Therapy-RUC
Wendy Rogister Downey	School of Nursing
Marjorie Higgins Young	School of Nursing

**THEREFORE, BE IT RESOLVED**, it is recommended that the Academic Excellence and Research Committee recommend that the Board of Visitors approve the faculty Tenure recommendations listed above to become effective the beginning of the 2021-2022 academic year.

**RADFORD UNIVERSITY BOARD OF VISITORS  
ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE**

**RESOLUTION FOR DISCONTINUANCE OF THE  
POST GRADUATE CERTIFICATE OF GERONTOLOGY**

**APRIL 22, 2021**

**WHEREAS**, the School of Nursing in the Waldron College of Health and Human Services (WCHHS) at Radford University proposes to discontinue the Post Graduate Certificate of Gerontology; and

**WHEREAS**, the purpose of the Graduate Gerontology Certificate was to prepare individuals to meet the growing needs, in multiple disciplines, of an aging population that they may serve in the future;

**HOWEVER**, the availability of this certificate and the curriculum did not attract any students and no student has ever enrolled for the certificate; and

**WHEREAS**, in the four years during which the post-baccalaureate certificate has been available and in the Graduate College catalog no student has enrolled;

**NOW, THEREFORE, BE IT RESOLVED**, a decision has been made to discontinue the certificate and remove it from the Radford University degree inventory; and it is further

**RESOLVED**, that the President and/or his designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of the discontinuance of the program to the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.

### ***Proposed Intent to Discontinue***

Radford University is discontinuing the Post-Baccalaureate Certificate in Gerontology (CIP code: 30.1101).

### ***Background***

In November 2014, the Association for Gerontology in Higher Education (AGHE) adopted gerontology competencies for undergraduate and graduate education. These competencies were designed to unify approaches to the discipline of gerontology. The School of Nursing, located in the Waldron College of Health and Human Services at Radford University initiated a Post-Baccalaureate Certificate in Gerontology spring 2016 that addressed the competencies. The purpose of the Graduate Gerontology Certificate is to prepare individuals to meet the growing needs, in multiple disciplines, of an aging population that they may serve in the future. The program is designed for graduate students wishing to work in the field of gerontology/aging or community members wishing to expand their career options within a gerontology focus.

The availability of this certificate and the curriculum however did not attract any students. No student ever enrolled for the certificate.

### ***Rationale for Intent to Discontinue***

In the four years during which the post-baccalaureate certificate has been available and in the Graduate College catalog no student has enrolled. A decision therefore has been made to discontinue this certificate and remove it from the Radford University degree inventory.

### ***Critical Shortage***

This post-baccalaureate certificate is not in a critical shortage area.

### ***Teach-out Plan***

No new students are currently enrolled in the Gerontology certificate program A teach out plan is not needed.

### **“Stopped-out” Students**

Institutional records do not indicate that any students have “stopped-out” of the certificate program. No plan is needed to notify students.

**RADFORD UNIVERSITY BOARD OF VISITORS  
ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE**

**RESOLUTION FOR DISCONTINUANCE OF THE  
POST-BACCALAUREATE CERTIFICATE IN MUSIC PEDAGOGY**

**APRIL 22, 2021**

**WHEREAS**, the Department of Music in the College of Visual and Performing Arts (CVPA) at Radford University proposes to discontinue the Post-Baccalaureate Certificate in Music Pedagogy; and

**WHEREAS**, the purpose of the certificate was to prepare teachers to take graduate coursework in music to enhance their professional development and acquire the latest skills and knowledge in music pedagogy; and

**WHEREAS**, the Post-Baccalaureate Certificate in Music Pedagogy was initiated in 2010 and no student were ever enrolled in the certificate program;

**HOWEVER**, the availability of this certificate and the curriculum did not attract any students and no student has ever enrolled for the certificate; and

**NOW, THEREFORE, BE IT RESOLVED**, a decision has been made to discontinue the certificate and remove it from the Radford University degree inventory; and it is further

**RESOLVED**, that the President and/or his designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of the discontinuance of the program to the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.



### ***Proposed Intent to Discontinue***

Radford University is proposing the discontinuance of the Post-Baccalaureate Certificate in Music Pedagogy (CIP code: 50.0912). The certificate is located in the College of Visual and Performing Arts.

### ***Background***

The Post-Baccalaureate Certificate in Music Pedagogy was initiated in 2010. No students were ever enrolled in the certificate program. In fall 2020, faculty members along with the College's administration discussed options. It was determined that the certificate program be discontinued.

### ***Rationale for Intent to Discontinue***

The purpose of the Post-Baccalaureate Certificate in Music Pedagogy was to prepare teachers to take graduate coursework in music to enhance their professional development and acquire the latest skills and knowledge in music pedagogy. The certificate was never approved by the National Association of Schools of Music so no students were ever enrolled.

### ***Critical Shortage***

The program is not in a critical shortage area.

### ***Teach-out Plan***

No students are enrolled in the Music Pedagogy certificate program. A teach-out plan is not needed.

### ***“Stopped Out” Students***

Institutional records indicate that no students have “stopped out” of the certificate program. No plan is needed to notify students.

**RADFORD UNIVERSITY BOARD OF VISITORS  
ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE**

**RESOLUTION TO RECOMMEND SEPARATION OF THE SCHOOL OF NURSING  
FROM WALDRON COLLEGE AS A STAND-ALONE ACADEMIC UNIT**

**APRIL 22, 2021**

**WHEREAS**, the School of Nursing in the Waldron College of Health and Human Services (WCHHS) at Radford University proposes to separate the School of Nursing from Waldron College of Health and Human Services as a stand-alone Academic Unit; and

**WHEREAS**, the proposed organizational change is necessary because of the following: the increased complexity in function and governance of the Radford University School of Nursing post-merger, as well as the increased number and size of academic programs; and

**WHEREAS**, the School of Nursing is currently too large and complex to function as a college department or school within another academic unit; and

**WHEREAS**, the undergraduate and graduate nursing programs require accreditation by multiple state and national organizations. accreditations of degree programs, concentrations, and the simulation centers. The School of Nursing's current structure requires that all the functions (admissions, progressions, graduations, curriculum, etc.) for each degree program and concentration to be ratified at the degree level, the school level, and the college level. These duplicative functions are increasingly complex to manage across multiple instructional sites; and

**WHEREAS**, the proposed change would streamline the function of the Radford University School of Nursing and improve the responsiveness to the dynamic nature of the healthcare industry needs related to nursing education; and

**WHEREAS**, the proposed organizational change is necessary because of the following: the increased complexity in function and governance of the Radford University School of Nursing post-merger, as well as the increased number and size of academic programs.;

**NOW, THEREFORE, BE IT RESOLVED**, that the President and/or his designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of the Separation of the School of Nursing from the Waldron College of Health and Human Services as a stand-alone Academic Unit, to the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.





**REAL** is more than  
general education.



Select majors or minors below to build your own **REAL** Curriculum!

**R**

Scientific and Quantitative  
**REASONING**

**E**

Humanistic or Artistic  
**EXPRESSION**

**A**

Cultural or Behavioral  
**ANALYSIS**

**L**

Applied  
**LEARNING**

Hover on or tap the letters above to see the subjects that fulfill these areas of study. Click or tap on the subjects below to see the degrees associated with each.

# REAL

## Student Support

# Economics

EVERYWHERE YOU WANT.

**The Science of Desire and Sacrifice**

Economics is the study of how people manage limited ("scarce") resources, and the consequences of those choices. All kinds of resources are scarce: money, time, energy, land, natural resources, effort, talent, etc. We can't possibly produce all the things that we desire because of our limited inputs, so we must make choices about what our resources get used for. To get one thing, something else must always be sacrificed. Economic decisions appear everywhere... everywhere there is want.

Allocating scarce resources is a social activity: people must interact with each other, and their decisions affect one another. Economists must study the system of social and commercial interactions (how it works, how it is created, how it changes over time) to really understand decision-making. As a result, Economics also looks deeply into the behavior of groups of people (consumers, firms, governments), the structure of markets/industries, and the performance of national economies.

**What you get: The Economics Toolbox**

The "Economic Toolbox" is a set of competencies that students build when they study Economics. The toolbox includes critical thinking (putting pieces together), analytical thinking (breaking things apart for analysis), quantitative thinking (understanding and using data and mathematical methods), inquiry and argument (creating convincing arguments supported by evidence), scientific thinking (testing hypotheses with evidence), behavioral analysis (understanding people), social analysis (understanding societies/communities) and problem solving (identifying better paths forward).

**REAL Economics**

The programs offered by the Economics Department at Radford University participate in the REAL General Education Program as follows:

	R	E	A	L
ECONOMICS BS .....	●	●	●	●
ECONOMICS BBA .....	●	●	●	●
ECONOMICS MINOR .....	○	○	○	○
ECONOMIC FORECASTING MINOR .....	○	○	○	○



**Foundations**

Math Foundation: **MATH 125**  
Writing Foundation: **ENGL 111**

Start here with Economics...

- **ECON 105** - Principles of Macroeconomics
- **ECON 106** - Principles of Microeconomics
- **STAT 200** - Introduction to Statistics
- **MATH 126/169/171** - Calculus

**Writing Intensive**

There are many writing-intensive courses you can use to fulfill the writing requirements.

The following writing-intensive courses go especially well with the Economics major:

- **ENGL 112** - Critical Reading/Writing
- **ENGL 306** - Professional Writing
- **MKTG 201** - Critical Inquiry in Marketing
- **POSC 231** - Comparative politics

See the course catalog for additional options.

**Personal/Professional Development**

There are many PPD courses and activities you can use to fulfill the PPD requirements.

The Economics Department offers the following PPD-designated course to ALL Radford Students:

**ECON 101** - The Economics of Everyday Life.

See the course catalog for additional options.

**Activities for Economics Students**

Economics students enjoy participating in the following:

- **The Economics Student Association** (club)
- **Omicron Delta Epsilon** (honors society)
- **Phi Beta Lambda - Future Business Leaders of America** (club)
- **Study Abroad** (program)
- **Student Research** (program)

**The R Area**  
*Scientific/Quantitative Reasoning*

The Economics BS, Economics BBA and the Economic Forecasting Minor all cover the R area. The following R majors/minors can complement your studies:

Math Major/Minor  
Statistics Minor  
Environmental Studies Minor  
Global Perspectives Minor  
Geospatial Science Major  
Computer Science Minor

Consider these programs when deciding how to spend your academic credits.

**The E Area**  
*Humanistic/Artistic Expression*

The following E-area majors/minors especially complement Economics:

English Major/Minor  
History Major/Minor  
Philosophy Minor  
Design Major/Minor  
Art Major/Minor  
Art History Major/Minor

There are additional options for E programs. See the course catalog for additional choices.

**The A Area**  
*Cultural/Behavioral Analysis*

The Economics BS, Economics BBA and the Economic Minor all cover the A area. The following A majors/minors can complement your studies:

Anthropology Major  
History Major/Minor  
Political Science Major/Minor  
Sociology Major/Minor

There are additional options for A programs. See the course catalog for additional choices.

**The L Area**  
*Applied Learning*

The Economics BBA covers the L area. The following L majors/minors can complement your studies:

Information Systems Minor  
Finance Minor  
Management Minor  
Marketing Minor  
Theatre Minor  
Political Science Major

There are additional options for L programs. See the course catalog for additional choices.



More than 150 majors and minors aligned with REAL

R area:  
More than  
40 majors and  
10 minors

E Area:  
More than 25  
majors and 20  
minors

A Area:  
More than 30  
majors and 25  
minors

L Area:  
More than 50  
majors and 20  
minors





# End of Board of Visitors Materials

