Academic Excellence and Research Committee

May 2019

RADFORD UNIVERSITY

Board of Visitors

RADFORD
UNIVERSITY
Board of Visitors

ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE
11:30 A.M. **
MAY 9, 2019
MARY ANN JENNINGS HOVIS BOARD ROOM
THIRD FLOOR, MARTIN HALL, RADFORD, VA

DRAFT
AGENDA

- **CALL TO ORDER**   Dr. Rachel D. Fowlkes, *Vice Chair*

- **APPROVAL OF AGENDA**   Dr. Rachel D. Fowlkes, *Vice Chair*

- **APPROVAL OF MINUTES**   Dr. Rachel D. Fowlkes, *Vice Chair*
  - February 7, 2019

- **ACTION ITEMS**   Dr. Kenna Colley, *Interim Provost and*
  - Recommendation to Approve Teaching and   *Vice President for Academic Affairs*
    Research Faculty Tenure for 2019-2020

  - Recommendation to Approve Changes to the
    Teaching & Research Faculty Handbook,
    Section 1.8.4, Composition of Faculty Appeals
    Committee and Section 1.9.5, Composition of
    Faculty Grievance Committee

- **ACADEMIC AFFAIRS REPORT**   Dr. Kenna Colley, *Interim Provost and*
  - Promotion of Faculty   *Vice President for Academic Affairs*

  - Emeriti Faculty

  - Open Educational Resources (OER)
    Presentation

  - Academic Affairs Updates

- **FACULTY SENATE REPORT**   Dr. Jake Fox, *President of the*
                                                                        Faculty Senate

- **OTHER BUSINESS**   Dr. Rachel D. Fowlkes, *Vice Chair*

- **ADJOURNMENT**   Dr. Rachel D. Fowlkes, *Vice Chair*

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

COMMITTEE MEMBERS

Dr. Susan Whealler Johnston, Chair
Dr. Rachel D. Fowlkes, Vice Chair
Ms. Krisha Chachra
Mr. Randy J. Marcus
Ms. Georgia Anne Snyder-Falkinham
Dr. Jake Fox, Non-voting Advisory Member

May 2019
Meeting Materials

RADFORD UNIVERSITY

Board of Visitors

RADFORD UNIVERSITY
ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE
RESOLUTION OF TENURE RECOMMENDATIONS

MAY 9, 2019

WHEREAS, tenure-track faculty are appointed initially on one-year contracts and throughout the probationary period, which is normally six years, are subject to reappointment annually upon the recommendation of 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 Chair of their eligibility for consideration for the award of tenure. 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 toward 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 recommendation, 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 a negative recommendation 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

Name	Department
Joyce E. Caughron	Department of Biology
Matthew T. Close	Department of Biology
Laura T. Gruss	Department of Biology
Eric Phillip Choate	Department of Mathematics and Statistics
Shawn M. Huston	Department of Physics

DAVIS COLLEGE OF BUSINESS AND ECONOMICS

Name	Department
Feifei Zhu	Department of Accounting, Finance and Business Law
Thomas K. Duncan	Department of Economics
Jane Emma Machin	Department of Marketing

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Name	Department
Keith M. Davis	Department of Counselor Education
Laurie Marie Bianchi	Department of Health and Human Performance
Joshua Carroll	Department of Recreation, Parks and Tourism
Carol Mason Bland	School of Teacher Education and Leadership
Theresa L. Burriss	School of Teacher Education and Leadership

COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCES

Name	Department
Laura Vernon	Department of English
Tay Keong Tan	Department of Political Science
Dayna M. Hayes	Department of Psychology

COLLEGE OF VISUAL AND PERFORMING ARTS

Name	Department
Amy Lane VanKirk	Department of Dance
Jimmy R. Ward	Department of Theatre and Cinema

WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES

Name	Department
Judith A. Ismail	Department of Occupational Therapy
Sheila R. Krajnik	Department of Occupational Therapy
Sarah M. Gilbert	School of Nursing
Philip Christopher Mongan	School of Social Work
Matthias J. Naleppa	School of Social Work

THEREFORE, BE IT RESOLVED, it is recommended that the Academic Excellence and Research Committee approve the faculty tenure recommendations listed above to be presented to the full Board of Visitors at its next meeting, to become effective the beginning of the 2019-2020 academic year.

RADFORD UNIVERSITY
ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE
RESOLUTION TO AMEND THE
TEACHING AND RESEARCH FACULTY HANDBOOK

May 9, 2019

WHEREAS, all proposed changes to the *Teaching and Research Faculty Handbook* must be managed in accord with §5.0 of that handbook; and

WHEREAS, the authority to amend or revise the Faculty Handbook lies with the Board of Visitors. However, proposals for revising the Handbook may be initiated by faculty, administrators, the President, or members of the Board of Visitors. Revisions fall into two categories: (1) those required to ensure that the University is in compliance with state policies and mandates, and (2) those within the purview of the decision-making processes within the University; and

WHEREAS, revisions required to ensure that the University is in compliance with state policies and mandates, and that do not require a decision by University personnel, will be effected through an administrative update, with faculty being informed of the change and the reasons for it; and

WHEREAS, revisions within the purview of the decision-making processes in the University Internal Governance system will be considered by the appropriate committees as defined by the Internal Governance system. Proposals for changes will be made in the form of text intended to replace a portion of the Teaching and Research Faculty Handbook, noting new language and striking out the old language; and

WHEREAS, it will be the Faculty Senate's responsibility to ensure that the general faculty is provided time and opportunity to review the proposed change so faculty can communicate with their senators prior to any action by the Faculty Senate; and

WHEREAS, the Faculty Senate's recommendations on proposed revisions to the Teaching and Research Faculty Handbook will be forwarded to and approved by the President. The Provost will forward the Faculty Senate's recommendations to the Academic Excellence and Research Committee who will in turn make recommendations to the full Board of Visitors;

NOW, THEREFORE, BE IT RESOLVED, that the Academic Excellence and Research Committee of the Radford University Board of Visitors hereby approves in accordance with §5.0 of the *Teaching and Research Faculty Handbook,* **Section 1.8.4, Composition of Faculty Appeals Committees and Section 1.9.5, Composition of Faculty Grievance Committee** of the *Teaching and Research Faculty Handbook* to hereby amend to revise the language regarding the composition of the two committees. Said sections are to now read as follows (deletions are strikethrough and additions are in **red):**

1.8.4 Composition of Faculty Appeals Committees

The Faculty Appeals Committee shall consist of ten elected tenured faculty members. ~~Representation is as follows: three representatives elected from the College of Humanities and Behavioral Sciences, one from the College of Business and Economics, one from the College of Education and Human Development, one from the College of Visual and Performing Arts, two~~

~~from the College of Science and Technology, and one from the Waldron College of Health and Human Services. One faculty member will be elected at-large by the University faculty.~~ **When colleges have multiple representatives, the representatives must come from different departments. Elections must take place prior to the end of the spring semester for the following academic year according to the Academic Governance document terms of service on committees. Ten representatives will be divided among the undergraduate colleges proportionate to the number of full-time faculty within each college, to be calculated every four years by the University Internal Governance Review Committee. Colleges must establish procedures to address allocation changes in representation.**

~~One alternate member shall be elected to the committee from each college. Colleges should establish procedures to ensure that the alternate is not from the same department as the elected member who may temporarily be replaced. Alternates should be those faculty who received the second highest number of votes and are members of a Department other than that in which the committee member elected serves. One alternate member shall be elected for the at-large faculty representative. This shall be the faculty who received the second highest number of votes in the at-large election and who is a member of a department other than that in which the elected at-large member serves.~~

No member may be elected to serve concurrently as principal or alternative on both the Faculty Appeals Committee and the Faculty Grievance Committee. Elected ~~members~~ **representatives** and alternates will serve three-year terms. **Transfer in membership will occur at the first meeting of the fall semester.** The terms should be staggered so that each year one-third of the members are elected. **Committee m**~~M~~embers may serve more than one term. At the beginning of the fall term of each academic year, the President of the Faculty Senate shall designate the convener of the Faculty Appeals Committee from among the elected members of that committee. The Faculty Appeals Committee shall elect its own chair.

No committee member shall participate in any deliberations when the appellant is a member of her or his department. Nor may a committee member serve as an appellant's advocate in any matter brought before the committee. In addition, a committee member may excuse himself or herself or may be excused by the Chair of the committee from participation in proceedings any time there is a conflict of interest, a potential conflict of interest or even the appearance of a conflict of interest. In such cases, the member will be temporarily replaced by the alternate from her or his college. In the event there is disagreement between a committee member and the committee Chair as to whether or not the committee member should be so excused, the matter will be resolved by vote of the committee.

One alternate committee member shall be elected to the committee from each college. Colleges must establish procedures to ensure that the alternate is not from the same department as the elected member who is temporarily replaced. Additionally, alternates should be those faculty who received the next highest number of votes.

1.9.5 Composition of Faculty Grievance Committee

The Faculty Grievance Committee shall consist of ten elected tenured faculty members. ~~Representation is as follows: three representatives elected from the College of Humanities and Behavioral Sciences, one from the College of Business and Economics, one from the College of~~

Education and Human Development, one from the College of Visual and Performing Arts, two from the College of Science and Technology, and one from the Waldron College of Health and Human Services. One faculty member will be elected at-large by the University faculty.

When colleges have multiple representatives, the representatives must come from different departments. Elections must take place prior to the end of the spring semester for the following academic year according to the Academic Governance document terms of service on committees. Ten representatives will be divided among the undergraduate colleges proportionate to the number of full-time faculty within each college, to be calculated every four years by the University Internal Governance Review Committee. Colleges must establish procedures to address allocation changes in representation.

No member may be elected to serve concurrently on both the Faculty Appeals Committee and the Faculty Grievance Committee.

No member may be elected to serve concurrently as principal or alternative on both the Faculty Appeals Committee and the Faculty Grievance Committee. Committee members and alternates will serve three year terms. Transfer in membership will occur at the first meeting of the fall semester. The committee may meet at any time during the calendar year, not just the academic year. The terms should be staggered so that each year one-third of the representatives are elected. Committee members may serve more than one term. The President of Faculty Senate shall convene the first meeting of the committee no later than the fourth week of the fall semester. The Grievance Committee shall elect its own chair.

No committee member shall participate in any deliberations when the grievant is a member of her or his department. Nor may a committee member serve as a**n** appellants ~~grievant's~~ advocate in any matter brought before the committee ~~on which that member is actively serving~~. In addition, a committee member may excuse himself or herself or may be excused by the Chair of the committee from participation in proceedings any time there is a conflict of interest, a potential conflict of interest or even the appearance of a conflict of interest. In such cases, the **committee** member will be temporarily replaced by the alternate from **his or** her ~~or his~~ college. In the event there is disagreement between a committee member and the committee Chair as to whether or not the committee member should be so excused, the matter will be resolved by vote of the committee.

Elected members and alternates will serve three-year terms. The terms should be staggered so that each year one-third of the members are elected. Members may serve more than one term. One alternate ~~member~~ **representative** shall be elected to the committee from each college. Colleges should establish procedures to ensure that the alternate is not from the same department as the elected member who may temporarily be replaced. Alternates should be those faculty who received the second highest number of votes and are members of a **d**~~D~~epartment other than that in which the committee member elected serves. One alternate member shall be elected for the at-large faculty representative. This shall be the faculty who received the second highest number of votes in the at-large election and who is a member of a department other than that in which the elected at-large member serves.

~~At the beginning of the Fall term of each academic year, the President of the Faculty Senate shall designate the convener of the Faculty Grievance Committee from among the elected members of that committee. The Faculty Grievance Committee shall elect its own chair.~~

RADFORD UNIVERSITY
ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE
2019-2020 PROMOTIONS WITH SALARY INCREMENTS

May 9, 2019

The following Teaching and Research faculty members have been recommended for promotion by their respective Department Promotion Committees, Department Chair, and College Dean and approved by the Provost and President.

ARTIS COLLEGE OF SCIENCE AND TECHNOLOGY

Name	Proposed Rank	Department
Jason R. Fox	Professor	Department of Anthropological Sciences
Cassady Jane Yoder Urista	Professor	Department of Anthropological Sciences
Justin R. Anderson	Professor	Department of Biology
Joyce E. Caughron	Associate Professor	Department of Biology
Peter Christmas	Professor	Department of Biology
Matthew T. Close	Associate Professor	Department of Biology
Laura T. Gruss	Associate Professor	Department of Biology
Christopher T. Bibeau	Senior Instructor	Department of Chemistry
Lissa F. Huston	Assistant Professor	Department of Chemistry
Elizabeth A. McClellan	Professor	Department of Geology
Brian W. Cabbage	Assistant Professor	Department of Mathematics and Statistics
Carrie Stephens Case	Senior Instructor	Department of Mathematics and Statistics
William A. Case	Senior Instructor	Department of Mathematics and Statistics
Brenda K. Hastings	Senior Instructor	Department of Mathematics and Statistics
Erik Sorensen	Senior Instructor	Department of Mathematics and Statistics
Libby Todd Watts	Senior Instructor	Department of Physics

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Name	Proposed Rank	Department
Keith M. Davis	Professor	Department of Counselor Education
Pamela Y. Frasier	Professor	Department of Health and Human Performance
Laurie Marie Bianchi	Associate Professor	Department of Health and Human Performance
Leslie S. Daniel	Professor	School of Teacher Education and Leadership
Katherine R. Clouse	Professor	School of Teacher Education and Leadership
Carol Mason Bland	Associate Professor	School of Teacher Education and Leadership
Theresa L. Burriss	Associate Professor	School of Teacher Education and Leadership

DAVIS COLLEGE OF BUSINESS AND ECONOMICS

Name	Proposed Rank	Department
Feifei Zhu	Associate Professor	Department of Accounting, Finance and Business Law
Rodrigo J. Hernandez	Professor	Department of Accounting, Finance and Business Law
Abhay Kaushik	Professor	Department of Accounting, Finance and Business Law
Thomas K. Duncan	Associate Professor	Department of Economics
Jane Emma Machin	Associate Professor	Department of Marketing

COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCE

Name	Proposed Rank	Department
Luke W. Hunt	Associate Professor	Department of Criminal Justice
Amy E. Rubens	Associate Professor	Department of English
Ricky L. Cox	Senior Instructor	Department of English
Nancy G. Taylor	Senior Instructor	Department of English
I-Ping Fu	Professor	Department of Foreign Languages and Literature
Suzanne E. Ament	Professor	Department of History
Kurt A. Gingrich	Professor	Department of History
Dayna M. Hayes	Associate Professor	Department of Psychology
Tracy J. Cohn	Professor	Department of Psychology
Jennifer L. Mabry	Professor	Department of Psychology
John Edward Brummette	Professor	School of Communication
Sandra L. French	Professor	School of Communication

COLLEGE OF VISUAL AND PERFORMING ARTS

Name	Proposed Rank	Department
Amy Lane VanKirk	Associate Professor	Department of Dance
Timothy L. Channell	Professor	Department of Music
Jimmy R. Ward	Associate Professor	Department of Theatre
William D. Wheeler	Professor	Department of Theatre

WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES

Name	Proposed Rank	Department
Judith A. Ismail	Associate Professor	Department of Occupational Therapy
Sheila R. Krajnik	Associate Professor	Department of Occupational Therapy
Sarah M. Gilbert	Associate Professor	School of Nursing
Sharon S. O'Donnell	Senior Instructor	School of Nursing
Philip Christopher Mongan	Associate Professor	School of Social Work

McCONNELL LIBRARY

Name	Proposed Rank	Department
Jennifer Resor Whicker	Associate Professor	McConnell Library
Alyssa Michelle Archer	Associate Professor	McConnell Library

It has been the practice of Radford University to recognize faculty promotions at the beginning of the next academic year with a salary adjustment according to rank. The following increments are noted for 2019-2020 academic year.

Promotion to Senior Instructor	$1,500
Promotion to Assistant Professor	$3,500
Promotion to Associate Professor	$5,500
Promotion to Professor	$8,000

RADFORD UNIVERSITY
ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE
EMERITUS FACULTY

May 9. 2019

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

Dr. Virginia Burggraf   School of Nursing
Dr. Daniel Davidson   Department of Accounting, Finance and Business Law
Dr. Juergen Gerlach   Department of Mathematics and Statistics
Dr. Sharon Hartline   Department of Philosophy and Religious Studies
Dr. Lucy Hochstein   Department of Criminal Justice
Dr. Susan Kwilecki   Department of Philosophy and Religious Studies
Dr. Etty Vandsburger   School of Social Work

- 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.

Presentation by Provost and Vice President for Academic Affairs

Kenna M. Colley, Ed.D.
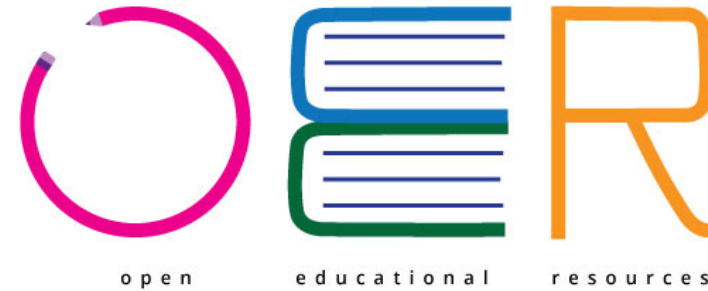
State Mandate and Institutional Action

- *The governing board of each public institution of higher education shall implement guidelines for the adoption and use of low-cost and no-cost open educational resources in courses offered at such institution.*

- Institutions must designate:
  - Courses that use OER; and
  - Courses that use no-cost or low-cost materials.

  _____

- Radford University Board of Visitors Delegation of Authority *(September 2011)*

- Radford University Textbook Sales Policy *(FA-PO-1204)*

- Radford University Open Educational Resources and Low-Cost Resources Guidelines *(May 2019)*

Background Information

- What are Open Educational Resources (OER)?

  - Publicly available teaching, learning, and research resources
    - Textbooks, videos, case studies, etc.

  - Can be used freely and repurposed by others

  - Released under an open intellectual property license, most often Creative Commons or public domain.
    - Hewlett Foundation, 2019

Copy	Share
Edit	Mix
Keep	Use

Alignment with Strategic Plan

RADFORD UNIVERSITY
2018-2023 Strategic Plan
Embracing the Tradition and Envisioning the Future

Addresses the changing financial and demographic profile of our incoming students.

Promotes, retention, completion, enrollment growth, and academic success, particularly for historically underserved groups.

Builds interdisciplinary partnerships in resource creation.

Uses technology and innovative pedagogy to ensure access to education for all students.

Facilitates faculty-student collaboration on resource creation and pedagogy research.

Assistant Professor Matthew DeCarlo, Ph.D.

School of Social Work

- SOWK 350; SOWK 621: Research Methods
- Adopted at 16 schools outside RU
- >$16,000 in student savings in one year
- Higher student satisfaction
- First social work OER textbook

https://scientificinquiryinsocialwork.pressbooks.com/

Collaborative Graduate Social Work Research Textbook

Multi-disciplinary team of research practitioners, academics, instructional designer, interactive resource designer, and librarian across three universities

RADFORD UNIVERSITY
School of Social Work

VCU
VIRGINIA COMMONWEALTH UNIVERSITY
School of Social Work

MONMOUTH UNIVERSITY
SCHOOL OF SOCIAL WORK

Collaboration Between Science Departments

Artis College of Science and Technology: Biology and Chemistry Departments

BIOL 231: Genetics

CHEM 301: Organic Chemistry I
CHEM 302: Organic Chemistry II

Open Educational Resources (OER) Committee

- Community-building;
- Designating courses;
- Training and one-on-one help;
- Raising awareness; and
- Measuring student outcomes.

ATTACHMENT G

**RADFORD UNIVERSITY BOARD OF VISITORS
RESOLUTION**

Delegation of Authority to Ensure Compliance with Textbook Sales' Regulations

September 16, 2011

WHEREAS, Section 133 of the Federal Higher Education Opportunity Act requires that institutions of higher education receiving federal financial assistance incorporate into their student notification process important textbook and supplemental material disclosures; and

WHEREAS, Section § 23-4.3:1.B of the Code of Virginia requires governing boards to implement procedures relevant to providing textbook data in a central location and in a standard format; and

WHEREAS, Section § 23-4.3:1.C of the Code of Virginia requiring governing boards to implement policies, procedures and guidelines that encourage efforts to minimize the cost of textbooks for students at Virginia's public colleges and universities while maintaining the quality of education and academic freedom;

NOW THEREFORE BE IT RESOLVED, that the Board of Visitors of Radford University hereby authorizes and directs the President to execute all necessary documents to ensure compliance with Federal and State textbook sales regulations.

Policy Title: Textbook Sales Policy	Effective Date: 9/16/2011
Policy Number: FA-PO-1204	Date of Last Review: 10/24/2017
Oversight Department: University Services	Next Review Date: 10/1/2020

1. **PURPOSE**

   The *Textbook Sales Policy* for Radford University (University) sets forth requirements for textbook sales in order to comply with federal and state regulations and to encourage efforts to minimize the cost of textbooks to students while maintaining academic freedom and the quality of education.

2. **APPLICABILITY**

   The *Textbook Sales Polic*y applies to all University employees involved in the textbook adoption process including representatives of the University's bookstore vendor.

3. **DEFINITIONS**

   Bundled Package: One or more college textbooks or other supplemental materials that may be packaged together to be sold as course materials for one price.

   Integrated textbook: A college textbook that is combined with materials developed by a third party and, by contractual agreement, publishers may not offer the textbook and materials separately; or materials that are combined with the content of the textbook to such an extent that the separation of the textbook from the materials would render the textbook unusable for its intended purpose.

   Supplemental material: Educational material developed to accompany a textbook such as printed materials, computer disks, website access or electronically distributed materials that are not being used as a component of an integrated textbook.

4. **POLICY**

   A. No Radford University employee will demand or receive any payment, loan, subscription, advance, deposit of money, services or anything, present or promised, as an inducement for requiring students to purchase a specific textbook required for coursework or instruction; with the exception that the employee may receive (i) sample copies, instructor's copies, or instructional material; and (ii) royalties or other compensation from sales of textbooks that include such instructor's own writing or work.

B. The University will make provisions for the availability of required textbooks to students otherwise unable to afford the cost.

C. The University will ensure that no funds provided for financial aid from University Bookstore revenues are included in the calculation for state appropriations for financial aid.

5. PROCEDURES

A. <u>University Bookstore</u>

1. The University Bookstore will develop a process to work collaboratively with the campus community for the adoption of textbooks and supplemental materials which ensure timeliness and availability.

2. Centralized listings of textbooks and supplemental materials required or assigned for particular courses will be available on the University Bookstore website after the relevant faculty member, instructor or academic department notifies the University Bookstore. For each particular course, the University Bookstore will post the International Standard Book Number (ISBN) along with other relevant information.

3. The University Bookstore will be encouraged to disseminate to students information regarding:

   a. available institutional programs for renting textbooks and purchasing used textbooks;

   b. available institutional guaranteed textbook buyback programs;

   c. available institutional alternative content delivery programs; and

   d. other available institutional cost-savings strategies.

B. <u>Faculty/Instructor/Academic Department</u>

1. Faculty members, instructors and academic departments will provide the University Bookstore with textbook and supplemental materials information for a particular course with sufficient lead time to allow for the confirmation of availability of such textbooks and supplemental materials and where possible, maximize the availability of used textbooks.

2. Faculty members, instructors and academic departments will confirm the intent to use all items ordered before the adoption is finalized. If the faculty member does not intend to use each item included in a bundled package, he or she will notify the University Bookstore and the University Bookstore will order the individualized items when their procurement is cost effective for both the institution and the student where the Publisher makes such items available.

3. Faculty members will acknowledge the University Bookstore's quoted retail price of textbooks selected for each course.

4. Faculty members are encouraged to limit their use of new edition textbooks when previous editions do not significantly differ in a substantive way as determined by the appropriate faculty member.

6. EXCLUSIONS

None

7. APPENDICES

None

8. REFERENCES

2008 Higher Education Opportunity Act, Section 133, "Textbook Information."

Code of Virginia § 23.1-1308, "Governing board procedures; textbook sales and bookstores."

9. INTERPRETATION

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

10. APPROVAL AND REVISIONS

The President of the University and the President's Cabinet have approval authority over this policy and all subsequent revisions.

As deemed necessary, revisions to the *Textbook Sales Policy* must be approved by the Vice President for Finance and Administration and the President's Cabinet.

The Board of Visitors authorized the President to execute all necessary documents to ensure compliance with federal and state textbook sales regulations on September 16, 2011.

Revisions to the *Textbook Sales Policy* were approved by the President's Cabinet, and the president signed the policy, on July 12, 2012.

Effective October 24, 2017, the *Textbook Sales Policy* was reviewed by the oversight department and the Office of Policy Compliance. Minor revisions were made and the policy was updated to the current University policy template. No substantive changes were made that would alter the scope or application of the policy.

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

Radford University
Open Educational Resources and Low-Cost Resources Guidelines
May 2019

I. Prologue and Purpose

This document provides guidance to faculty in achieving the following outcomes through the utilization of Open Educational Resources (OER) and no-cost or low-cost (NoLo) materials at Radford University:

1. **Improving student success through increased access and affordability of course materials; and**
2. **Improving teaching efficiency and effectiveness through the ability to focus, analyze, augment, and evolve course materials directly aligned to course learning outcomes.**

These guidelines do not require the use of OER or NoLo materials in any course. The purpose of the guidelines is to support faculty in their voluntary participation with OER and NoLo to achieve both stated outcomes.

II. Definitions

Open Educational Resources (OER) are publicly available teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others, most often Creative Commons. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge (Hewlett Foundation, 2019).

OER Course is a designation in the Radford University course catalog that signifies that all required textbooks or other instructional content resources for a given course use a Creative Commons license or reside in the public domain. Faculty may use non-OER materials in these courses, such as journal articles or websites, provided they are available at no cost to students via the Radford University library or the Internet. Faculty teaching OER Courses should strive to eliminate out-of-pocket costs for students.

NoLo Course is a designation in the Radford University course catalog that signifies that all required textbooks or other instructional content resources for a given course cost students no more than $40—i.e., they are no-cost or low-cost. The $40 maximum includes all required educational resources such as textbooks, workbooks, online homework platforms, access codes, First Day or Inclusive Access subscriptions, or other publisher-provided materials. The $40 maximum also includes hardware and software such as lab manuals, calculators, or clickers which are required by the instructor for the course. This figure does not include library or technology resources (e.g. journal articles or software) that are already included in the standard tuition and fees paid by all students. It also does not include art supplies, notebooks and binders, lab supplies, or other general-purpose student supplies.

III. OER Statement

Faculty at Radford University shall make use of OER materials in accordance with the provisions of the Intellectual Property policy; the Creative Commons licensing standards; the Digital Millennium Copyright Act of 1998; applicable state and federal copyright laws; accepted best practices of the OER community, including a succinct and well-accepted definition of OER; and college policies and academic standards.

Faculty who incorporate OER materials into their courses or create, adapt, or share OER shall be in compliance with policies governing the use of course materials under the *Policies and Procedures on Intellectual Property Transfer* and the *Textbook Sales Policy*. More information about these policies can be found at the Radford University policies and procedures webpage.

Radford University will provide training, support, and encourage recognition of OER use, adaptation, and creation as a meaningful scholarly and professional endeavor.

OER Courses will be labeled as such in the institution's course registration system. NoLo Courses will be labeled as such in the institution's course registration system. If a course meets the requirements for both NoLo and OER designations, both designations will be listed in the course registration system.

For all OER Courses, the bookstore shall display clearly to students that OER materials are available for free online, and to the extent possible, provide information on how to access the free online version of the materials.

For all NoLo Courses, the $40 cutoff will be applied to the lowest possible total for all required materials, which may include used or old textbook editions as well as textbook rentals.

IV. Licensing OER and Legal Context

The institution's intellectual property (IP) and copyright policy, titled *Policies and Procedures on Intellectual Property Transfer*, governs rights and requirements for works created during the course of employment, including ownership, open licensing, and public release.

Faculty or staff who create original content that is incorporated into an OER Course or create OER of other types or formats shall place a Creative Commons license on the content or release it to the public domain. Faculty are encouraged to use the least restrictive license possible, the Creative Commons Attribution License (CC-BY), which allows users to reuse content freely, provided they give attribution to the original author. Faculty are discouraged from using the Creative Commons No Derivatives (ND) license, as it is not considered an OER license.

Faculty should consult the Creative Commons website for more information on choosing a license and compatibility between license types. It is the faculty member's responsibility to ensure that their content, both original and adapted, complies with the requirements of each relevant Creative Commons license. Best practices for incorporation of third party works (permission, fair use, etc.) must be followed as is required by U.S. Copyright law. Faculty should always endeavor to be stewards of the commons, providing attribution even when not legally mandated (e.g., for public domain images) and releasing material to as wide an audience as possible.

V. OER Procedures and Responsibilities

The Provost, or a person or committee designated by the Provost, shall be responsible for developing and maintaining these guidelines and ensuring compliance with applicable regulations, policies, and procedures of the institution, and the laws and regulations of the Commonwealth of Virginia.

Administration and management efforts shall include advocating for the creation and adaptation of OER to be recognized as a meaningful scholarly and professional endeavor.

Faculty, staff, and students using, adapting, and creating OER are responsible for following institutional policy and recognized best practices regarding incorporating student created works into faculty or collaboratively authored OER or an OER Course.

Employees of the institution are responsible for following relevant laws and policies regarding accessibility of learning materials for persons with disabilities. Radford University will provide guidance and agreed upon levels of support to achieve accessibility requirements.

As subject matter experts, faculty interested in using OER are responsible for creating, adapting, and selecting OER materials that align to course learning outcomes.

Faculty or departments who seek to designate a course as an OER Course are required to attest that any required textbook or other required resources in the course are openly licensed via Creative Commons or public domain and can be accessed freely by students. Faculty are encouraged to eliminate all costs to students in OER Courses by removing paid software, access codes, or other resources that are required to complete the course.

Faculty are encouraged to employ the following permissions for the adoption, adaptation, and creation of OER (Wiley, n.d.):

1. **Retain** - the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)
2. **Reuse** - the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)
3. **Revise** - the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
4. **Remix** - the right to combine the original or revised content with other material to create something new (e.g., incorporate the content into a mashup)
5. **Redistribute** - the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)

It is the faculty member's responsibility to ensure that content incorporated into OER or OER Courses is eligible for and meets the standards for a Creative Commons license and is properly attributed. Faculty may consult with a person or committee designated by the Provost to determine eligibility and correctly note attributions.

VI. OER Training and Professional Development

The institution designates librarians and other campus OER leaders to provide training on how to locate OER; intellectual property, copyright, and open licenses; adopting and adapting OER; and best practices for sharing and enabling discovery of OER.

In order to design or teach an OER Course the faculty or staff member must have successfully completed the OER training program. As a temporary exception, faculty who adopted OER prior to the enactment of these guidelines are not required, but are highly encouraged, to complete the OER training program. Faculty, staff, and students wishing to adapt, create and share OER through institutional channels are encouraged to take similar training. Cross institutional collaboration is encouraged.

VII. OER Technical Format, Archiving, and Discovery

Faculty are encouraged to store OER in a stable, publicly accessible location and to utilize naming and/or metadata conventions that enable discovery within and beyond Virginia. Commonly used platforms include OER Commons, MERLOT, the Open Textbook Library, and Pressbooks. Faculty are encouraged to share their materials on the Virtual Library of Virginia (VIVA) OER Commons microsite. When sharing on these platforms, faculty are encouraged to use electronic formats that permit users to freely access, edit, and share the materials. Cross institutional collaboration is encouraged in defining, establishing, and achieving best practices regarding technical formats, institutional data ownership, migration of content, enabling public access and reuse, archival standards, and enabling discovery.

VIII. OER Quality Assurance

As subject matter experts, faculty are responsible for creating, adapting, or selecting OERs that align to the course learning outcomes as reflected on the official course syllabus. OERs shall be subject to the same quality assurance as traditional materials.

IX. No-Cost and Low-Cost Commercially Published Materials

When OER adaptation or creation is not feasible in a course, faculty are encouraged to explore the use of no-cost and low-cost commercially published materials. Radford University has adopted a $40 maximum for NoLo designated courses. These materials may be licensed using traditional copyright or using open licenses (Creative Commons or Public Domain).

February 2019 Minutes

RADFORD UNIVERSITY

Board of Visitors

RADFORD UNIVERSITY

Board of Visitors

ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE MEETING
11:30 A.M.
FEBRUARY 7, 2019
MARY ANN JENNINGS HOVIS MEMORIAL BOARD ROOM
MARTIN HALL, THIRD FLOOR, RADFORD, VA

DRAFT
MINUTES

COMMITTEE MEMBERS PRESENT
Dr. Susan Whealler Johnston, Chair
Ms. Krisha Chachra
Mr. Randy J. Marcus
Ms. Georgia Anne Snyder-Falkinham
Dr. Jake Fox, Faculty Representative (Non-voting Advisory Member)

COMMITTEE MEMBERS ABSENT
Dr. Rachel D. Fowlkes, Vice Chair

OTHER BOARD MEMBERS PRESENT
Mr. Robert A. Archer, joined at 12:10 p.m.
Dr. Thomas Brewster
Ms. Nancy A. Rice, joined at 11:36 a.m.
Ms. Lisa Throckmorton
Ms. Myriah Brooks, Student Representative (Non-voting Advisory Member)

OTHERS PRESENT
Dr. Brian O. Hemphill, President
Ms. Karen Casteele, Secretary to the Board of Visitors and Special Assistant to the President
Dr. Kenna M. Colley, Interim Provost and Vice President for Academic Affairs
Mr. Danny M. Kemp, Vice President for Information Technology and Chief Information Officer
Ms. Wendy Lowery, Vice President for University Advancement
Ms. Kitty McCarthy, Vice President for Enrollment Management
Mr. Chad A. Reed, Vice President for Finance and Administration and Chief Financial Officer
Ms. Ashley Schumaker, Chief of Staff and Vice President for University Relations
Dr. Susan Trageser, Vice President for Student Affairs
Ms. Margaret McManus, University Auditor
Mr. Allen Wilson, Senior Assistant Attorney General, Commonwealth of Virginia
Other Radford University faculty and staff

CALL TO ORDER

Dr. Susan Whealler Johnston, Chair, formally called the Academic Excellence and Research Committee meeting to order at 11:30 a.m. in the Mary Ann Jennings Hovis Memorial Board Room in Martin Hall. Dr. Johnston welcomed everyone to the February meeting.

APPROVAL OF AGENDA

Dr. Johnston asked for a motion to approve the February 7, 2019 agenda, as published. Mr. Randy Marcus so moved, Ms. Georgia Ann Snyder-Falkinham seconded, and the motion carried unanimously.

APPROVAL OF MINUTES

Dr. Johnston asked for a motion to approve the minutes of the December 6, 2018 meeting of the Academic Excellence and Research Committee, as published. Ms. Snyder-Falkinham so moved, Ms. Marcus seconded, and the motion carried unanimously.

ACADEMIC AFFAIRS REPORT

Interim Provost and Vice President of Academic Affairs Kenna Colley provided an update of recent activities. Dr. Colley began her report by introducing College of Education and Human Development Associate Professor Brad Bizzell, who announced that the Radford University proposal for the Doctor of Education (Ed.D.) has been unanimously approved by the State Council of Higher Education for Virginia (SCHEV), and the prospectus has been submitted to the regional body for accreditation, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The first cohort of students is slated for Spring 2020, and a national search for a Program Director will be conducted this year. Dr. Colley discussed the Transfer Virginia Consortium and grant opportunity that she and Vice President for Enrollment Management Kitty McCarthy are working on with Wytheville Community College and Virginia Western Community College for guaranteed pathways of transferring students to Radford University. A trip to Germanna Community College is scheduled for later in February. Dr. Colley continued her report by announcing the development of the Open Educational Resources (OER) Committee, which will be developing guidelines for free or low-cost materials for students based on legislation passed last year. In a personnel updates, Dr. Colley reported that the new Dean of the College of Graduate Studies and Research, Dr. Ben Caldwell, will begin on July 1, 2019. She thanked Dr. Laura Jacobsen for her service as the interim dean. Dr. Jacobsen is returning to the mathematics faculty in the fall after a spring sabbatical. Dr. Orion Rogers will serve as interim dean during this transition, along with the assistance of Dr. George Santopietro, as interim associate dean. Dr. Colley also announced that Radford University has hired a new Executive Director of Faculty Development, Dr. Heather Keith, who is joining the Radford family on July 1, 2019. Dr. Keith will work on many of the goals under the strategic plan focal areas of Academic Excellence and Research and Student Success, will lead the Center for Innovative Teaching and Learning, as well as guide the efforts on campus to improve and increase inclusive pedagogy and active engagement practices in the classroom. Dr. Colley announced that the Military Resource Center has moved to a new location in Russell Hall and has a new part-time director, Ms. Deanna Mabe. Dr. Colley reported that she recently connected

with new faculty who were hired this year by hosting a Coffee, Cookies and Conversation reception and asked for feedback on the new faculty orientation and other ideas that would make the transition to Radford University more efficient. Dr. Colley reported that, in close partnership with University Advancement, three deans and their respective college advancement officer recently attended the Council for Advancement and Support of Education (CASE) Conference to strengthen their collaboration and fundraising responsibilities. Dr. Colley concluded her report with a presentation summarizing how the Radford University and Jefferson College of Health Sciences merger aligns with Radford University's 2018-2023 Strategic Plan, *Embracing the Tradition and Envisioning the Future,* and providing the Board of Visitors members with the number of degree programs and faculty from Jefferson College of Health Sciences that will be added to Radford University following the merger. A copy of the presentation is attached hereto as *Attachment A* and is made a part hereof.

FACULTY SENATE REPORT
Faculty Senate President Jake Fox, Ph.D. provided an update on the General Education initiative stating that he is pleased with the progress and integrity of the planning. Dr. Fox stated that he would make a full presentation at the May meeting, following Faculty Senate approval, with plans for a Fall 2020 implementation.

PRESENTATION
Dr. Colley provided a brief background of the Harvey Knowledge Center and introduced the director, Dr. Jessica Beckett. Dr. Beckett provided an overview of the Center highlighting the many areas that support student success. She described the Center as a place for students to engage academically with their peers in order to increase their knowledge of a particular subject or concept, improve their study habits, build their studying, time management, or communication skills, or work collaboratively to further their learning. Dr. Beckett discussed the services that were expanded during Fall 2018 and the new initiatives that are being planned. Dr. Beckett introduced Juliana Pasqualucci, a pre-nursing student, who described how the Harvey Knowledge Center helped her with the areas in which she was having difficulties. Ms. Pasqualucci shared that not only is she on a path for success, but she is giving back by being an academic coach for chemistry. A copy of the presentation is attached hereto as *Attachment B* and is made a part hereof.

ADJOURNMENT
With no further business to come before the Committee, Dr. Johnston asked for a motion to adjourn the meeting. Mr. Marcus made the motion, Ms. Snyder-Falkinham seconded, and the motion carried unanimously. The meeting adjourned at 12:30 p.m.

Respectfully submitted,

Vickie Stewart Taylor
Executive Assistant to the Provost

Academic Programs and Accreditations Subcommittee

Merger with Jefferson College

RADFORD UNIVERSITY

Board of Visitors

February 7, 2019

Strategic Plan and the Jefferson College Merger

Academic Affairs

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Key Performance Indicators - 2.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.

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Key Performance Indicators – 2.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.

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Key Performance Indicators – 2.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 health sciences, healthcare and human services.

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Key Performance Indicators – 2.D

Provide opportunities through which students in health sciences, healthcare and human services programs will consistently engage in high-impact practices and interprofessional experiential opportunities.

Academic Affairs

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Degree Programs from JCHS

- **Certificate**
  - Certificate in Medical Lab Science
  - Graduate Certificate in Biology
  - Graduate Certificate in Bioethics

- **Associate**
  - Associate of Science in Surgical Technology
  - Associate of Science in Occupational Therapy Assistant
  - Associate of Science in Physical Therapy Assistant

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Degree Programs from JCHS

- **Bachelor**
  - Bachelor of Science in Biomedical Science
  - Bachelor of Science in Emergency Services
  - Bachelor of Science in Health Sciences
  - Bachelor of Science in Healthcare Management
  - Bachelor of Science in Medical Lab Science
  - Bachelor of Science in Nursing Accelerated
  - Bachelor of Science in Public Health
  - Bachelor of Science in Respiratory Therapy
  - Veterans Bachelor of Science in Nursing

Degree Programs from JCHS

- **Master**
  - Master of Science in Healthcare Administration
  - Master of Science in Nursing
  - Master of Occupational Therapy
  - Master of Science in Physician Assistant

- **Doctoral**
  - Doctor of Health Sciences
  - Doctor of Occupational Therapy

Academic Affairs

RADFORD UNIVERSITY

Faculty Total Numbers

85 Total Faculty

- 12-month employees transition
July 13, 2019

- 9-month employees transition
August 10, 2019

Academic Affairs

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Discussion

Academic Affairs

RADFORD UNIVERSITY

Harvey Knowledge Center

RADFORD UNIVERSITY

Board of Visitors

February 7, 2019

Supporting Our Student Population

"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, nontraditional and from all backgrounds — are Radford University's reason for existence."

Harvey Knowledge Center

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Changes that Signal a Shift

- Move from Walker to McConnell Library
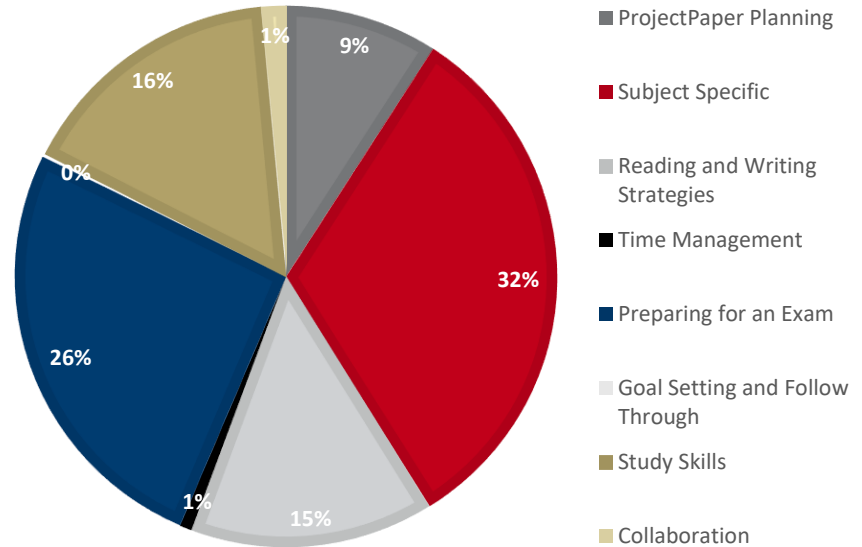- Merging and rebranding
- Hiring a director

Academic Crisis Intervention

Empowering Academic Self-Efficacy

Expanded Services

- Subjects-specific tutoring
- College success coaching
- Study groups
- Exam review sessions
- Workshops in partnership with the library, CAS, Counseling and Chemistry
- Workshops for faculty and classrooms

TYPES OF COACHING STUDENTS RECEIVE

- ProjectPaper Planning
- Subject Specific
- Reading and Writing Strategies
- Time Management
- Preparing for an Exam
- Goal Setting and Follow Through
- Study Skills
- Collaboration

9% · 32% · 15% · 1% · 26% · 0% · 16% · 1%
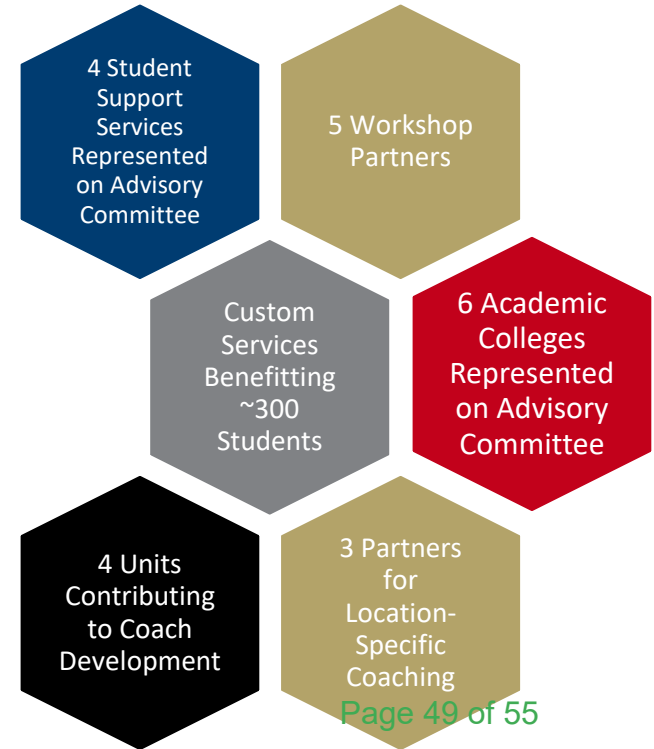
Harvey Knowledge Center

RADFORD UNIVERSITY
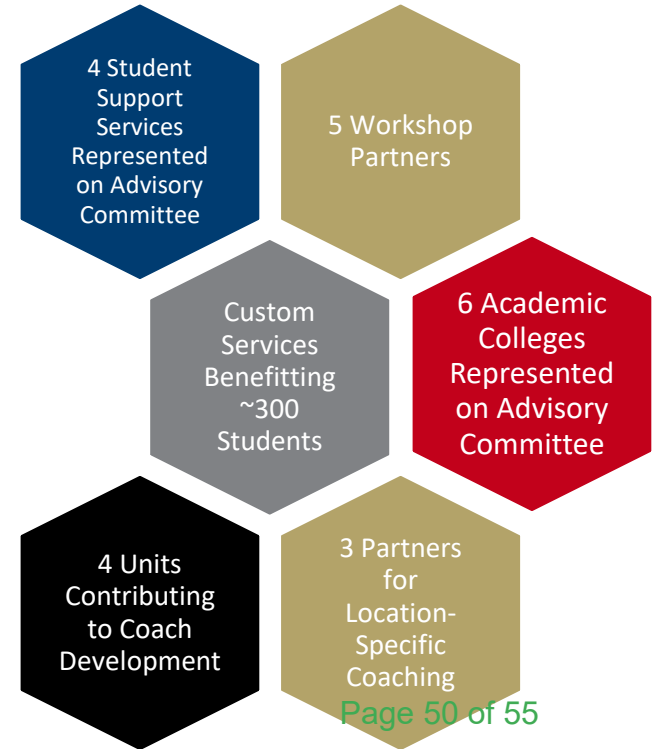
New Initiatives

- Location specific drop-in coaching sessions
  - High DFW courses in residence halls
  - Subject-specific in academic buildings

- UNIV 150 support
  - Study hall rotation
  - Presentations and facilitated coaching
  - Referral process

- CORE Writing Center Collaboration

- Advisory Committee

4 Student Support Services Represented on Advisory Committee

5 Workshop Partners

Custom Services Benefitting ~300 Students

6 Academic Colleges Represented on Advisory Committee

4 Units Contributing to Coach Development

3 Partners for Location-Specific Coaching

New Initiatives

- Open professional development for student leaders
  - Guests and staff lead on tutoring, coaching, or academic-related topics
  - HKC Academic coaches required to attend
  - Tutors, peer mentors, student ambassadors invited to attend

- Faculty Fellows Pilot
  - Engaging faculty in academic departments
  - Subject-specific mentoring for coaches

4 Student Support Services Represented on Advisory Committee

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Custom Services Benefitting ~300 Students

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Harvey Knowledge Center

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PD for Student Workers

- Desk Staff (Work Study)
  - Coordination specialties
  - GA supervision
  - Goal setting
- Academic Coaches (Wage)
  - Learning Community Groups/ Self-directed projects
  - Professional development workshop menu
  - Self-paced training modules
- Graduate Assistants (GAs)
  - Coordination specialties
  - Research opportunities
  - Goal setting

Employment should be part of a student's ongoing professional and educational development.

Supporting Student Success

Students succeed when they are actively engaged in their learning (Lynch-Holmes, Coley, and Coley) which can come from engagement with peers (Tinto), self-selected time exploring concepts (Gureckis and Markant), and the self-efficacy (Becker and Gable) that they develop when they learn to manage their time and study habits.

Contributing to a Culture of Success

- Engage academically with their peers
- Increase their knowledge of particular subjects or concepts
- Improve their study habits
- Build their studying, time management or communication skills
- Work collaboratively to further their learning

Harvey Knowledge Center

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What questions can I answer for you?

Harvey Knowledge Center

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End of Board of Visitors Materials