



**RADFORD UNIVERSITY BOARD OF VISITORS
ACADEMIC AFFAIRS COMMITTEE MEETING**

3:30 P.M. **

MAY 4, 2017

BOARD ROOM

MARTIN HALL – THIRD FLOOR

RADFORD, VA

APPROVED

MINUTES

COMMITTEE MEMBERS PRESENT

Dr. Susan Whealler Johnston, Chair
Mr. Randolph "Randy" J. Marcus, Vice Chair
Ms. Krisha Chachra
Dr. Rachel D. Fowlkes
Ms. Georgia Ann Snyder-Falkinham
Dr. Carter Turner (non-voting, faculty advisory member)

COMMITTEE MEMBERS ABSENT

None

OTHER BOARD MEMBERS PRESENT

Dr. Jay A. Brown
Ms. Callie M. Dalton
Ms. Mary Ann Hovis
Dr. Debra K. McMahon
Mr. Mark S. Lawrence

OTHERS PRESENT

President Brian O. Hemphill, Ph.D.
Mr. Richard Alvarez, Vice President for Finance and Administration and Chief Financial Officer
Mr. Joe Carpenter, Vice President for University Relations and Chief Communications Officer
Dr. Joseph Scartelli, Interim Provost and Vice President for Academic Affairs
Ms. Ashley Schumaker, Chief of Staff, Office of the President
Ms. Margaret McManus, University Auditor
Ms. Mary Weeks, Secretary to the Board of Visitors/Senior Assistant to the President
Mr. Allen Wilson, Senior Assistant Attorney General, Commonwealth of Virginia
Ms. Jeanne Mekolichick, Assistant Provost for Academic Programs
Mr. Chad Reed, Associate Vice President for Budget and Financial Planning
Radford University faculty and staff

CALL TO ORDER

Dr. Susan Whealler Johnston, Chair, called the meeting to order at 2:50 p.m., in the Board Room, Third Floor, Martin Hall, Radford University, Radford, Virginia.

APPROVAL OF AGENDA

Dr. Johnston requested a motion to approve the agenda as published. Mr. Randy Marcus so moved, and Ms. Georgia Anne Snyder-Falkinham seconded. The agenda was approved unanimously.

APPROVAL OF MINUTES

Dr. Johnston requested a motion to approve the February 16, 2017 minutes as submitted. Mr. Marcus so moved and Ms. Krisha Chachra seconded. The minutes were approved unanimously. minutes are available at <https://www.radford.edu/content/bov/home/meetings/minutes.html>

ACTION ITEMS

Recommendation of Resolution for Approval of Doctor of Education (Ed. D.)

Dr. Johnston requested background briefing from Dr. Joe Scartelli, Interim Provost and Vice President for Academic Affairs, on the process the university uses for approval of proposed programs and or degrees. Dr. Scartelli explained the lengthy review and approval process. After a brief discussion of the Doctor of Education recommendation, Mr. Marcus so moved to recommend approval of the Doctor of Education to the Board of Visitors. Ms. Snyder-Falkinham seconded. The recommendation passed unanimously. The resolution is hereto attached (*Attachment A*) and is made a part thereof.

Recommendation of Resolution of Tenure Recommendations, 2017-2018

Dr. Johnston requested Dr. Scartelli to provide a briefing on the tenure process the university uses for promotion and tenure of faculty. Dr. Scartelli provided an overview of the process. Mr. Marcus so moved to recommend approval of the tenure recommendations as submitted by Dr. Scartelli, to the Board of Visitors. Ms. Rachel Fowlkes seconded and the motion passed unanimously. The resolution is hereto attached (*Attachment B*) and is made a part thereof.

REPORT FROM THE PROVOST

Dr. Scartelli provided a report on faculty who have been promoted and retired faculty who have been awarded emeritus status. The listing for 2017 faculty promotions is hereto attached (*Attachment C*) and is made a part thereof. Dr. Scartelli described what the 'emeritus' rank and privileges are. The list of faculty awarded emeritus rank for 2017 is hereto attached (*Attachment D*) and made a part thereof.

Dr. Scartelli remarked that as he was nearing his retirement from Radford, and he is very proud of the work accomplished this past academic year. Most notable items are:

- The progress and successes made this year in the areas of Career Services, the Military Resource Center and multiple college program accreditations.
- Radford University is ahead of schedule with regard to SACS reaffirmation. There are weekly briefings and discussion, by Dr. Ebenezer Kolajo with the Academic Affairs Leadership Team, in preparation for Radford University's for the upcoming review.
- Student research is going strong with examples like the Undergraduate Forum and the Waldron Interprofessional Symposium, which was recently held.
- The Learning Communities initiatives are thriving.

Dr. Scartelli thanked the members of the Board of Visitors, President Hemphill, Dr. Turner, the Faculty Senate, vice presidents, deans, the academic leadership and the staff in the Office of the Provost for the opportunity and privilege to work on this exemplary team and on these and many other accomplishments over the years. Dr. Johnston voiced appreciation on behalf of the Committee for all of Dr. Scartelli's work and dedication; the Committee stood and applauded Dr. Scartelli.

REPORT FROM THE FACULTY SENATE

Dr. Carter Turner, President of the Faculty Senate and Professor in the Department of Philosophy and Religious Studies, spoke briefly on a few of the more notable accomplishments of the Faculty Senate this academic year. He provided examples such as: continuing work on Radford University's Strategic Planning Committees, approval of the Geospatial Intelligence certificate, development of guiding principles for future budget restructures, electronic student evaluations and approval of the Master of Science in Finance. Dr. Carter also discussed the Internal Governance restructure progress, the approved resolution in response to the Presidential Executive Order, banning and restricting entry into the United States by citizens of seven Muslim countries and the creation of a collaborative task force on compensation. Dr. Carter thanked the Board for the time he has served as a member of the Board and also as Faculty Senate President. Dr. Johnston thanked Dr. Turner for his work in building a positive relationship between the faculty and the Board; the Committee stood and applauded Dr. Turner.

CLOSED SESSION

Dr. Johnston called for the committee to go into closed session. Mr. Marcus so moved that the Academic Affairs Committee of the Radford University Board of Visitors convene a closed session under the Virginia Freedom of Information Act Virginia Code §2.2-371 1 A.10 in order to discuss honorary degrees, and more specifically Honorary Degrees to be awarded during the Radford University May 6, 2017 Commencement Ceremonies. Ms. Snyder-Falkinham seconded and the motion carried unanimously. President Hemphill requested Ms. Ashley Schumaker, Chief of Staff, Office of the President, Mr. Joe Carpenter, Vice President for University Relations and Chief Communications Officer, Ms. Mary Weeks, Secretary to the Board of Visitors/Senior Assistant to the President, and Mr. Allen Wilson, Senior Assistant Attorney General, Commonwealth of Virginia to remain, all other faculty, staff and guests left the meeting at this time. The Committee went into closed session at 3:10 p.m.

RECONVENED SESSION

Following the closed session, the public was invited to return to the meeting. Dr. Johnston called the meeting to order at 3:40 p.m. Mr. Marcus made the motion to return to open session and so moved as follows: (The Certification of Executive Meeting)

WHEREAS, the Academic Affairs Committee of the Radford University Board of Visitors has convened a closed session on this date pursuant to an affirmative recorded vote and in accordance with the provisions of The Virginia Freedom of Information Act; and

WHEREAS, §2.2-3712 of the Code of Virginia requires a certification by this Board that such closed meeting was conducted in conformity with Virginia law;

NOW, THEREFORE, BE IT RESOLVED, that the Academic Affairs Committee certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements under this chapter were discussed in the closed meeting to which this certification resolution applies, and (ii) only such

public business matters as were identified in the motion by which the closed session was convened were heard, discussed or considered by the Board.

Ms. Snyder-Falkinham seconded the motion; a roll call vote was taken:

Roll Call:	Vote:
Dr. Susan Whealler Johnston, Chair,	Yes
Mr. Randolph "Randy" J. Marcus, Vice Chair,	Yes
Ms. Krisha Chachra,	Yes
Dr. Rachel D. Fowlkes	Yes
Ms. Georgia Ann Snyder-Falkinham	Yes

All members responded affirmatively, the motion was adopted.

RECOMMENDATION FOR AWARDING HONORARY DEGREES

Dr. Johnston asked for a motion to approve the recommendation for awarding honorary degrees at the Spring 2017 Commencement ceremonies. Ms. Snyder-Falkinham so moved, and Mr. Marcus seconded the motion. The recommendation passed unanimously and will be forwarded to the Board of Visitors. The recommendation is hereto attached (*Attachment E*) and is made a part thereof.

ADJOURNMENT

With no further business to come before the Committee, Dr. Johnston requested a motion to adjourn. Ms. Snyder-Falkinham so moved and Mr. Marcus seconded. The motion was approved unanimously. Meeting adjourned at 3:45 p.m.

Respectfully submitted,



Ms. Mary Weeks
Secretary to the Board of Visitors

RADFORD UNIVERSITY ACADEMIC AFFAIRS COMMITTEE

**RESOLUTION FOR APPROVAL OF
DOCTOR OF EDUCATION (ED. D.)**

MAY 4, 2017

WHEREAS, the School of Teacher Education and Leadership (STEL) in the College of Education and Human Development (CEHD) at Radford University proposes a Doctor of Education (Ed. D.); and

WHEREAS, the proposed Doctor of Education (Ed. D.) program is to prepare new generations of executive-level leaders in education with the scholarship and leadership skills to identify and solve challenging interrelated problems associated with educational organizations and their surrounding local communities; and

WHEREAS, the proposed Doctor of Education (Ed. D.) will develop leaders who can foster practical and constructive partnerships between schools and communities to improve student achievement while creating positive impacts on the quality of life and social and economic vitality of those communities; and

WHEREAS, the proposed Doctor of Education (Ed. D.) program is designed with the purpose of preparing leaders through coursework, field experiences, and applied research activities to work collaboratively within their communities to improve outcomes for all students; and

WHEREAS, student and alumni interest support the establishment of the Doctor of Education (Ed. D.) program;

NOW, THEREFORE, BE IT RESOLVED, that the Academic Affairs Committee approve and submit the proposal to the Board of Visitors for approval of the program for the Doctor of Education (Ed. D.) program, CIP 13.0101; 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 said program from the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROGRAM PROPOSAL COVER SHEET**

<p>1. Institution Radford University</p>	<p>2. Academic Program (Check one): New program proposal <input checked="" type="checkbox"/> _____ Spin-off proposal _____ Certificate document _____</p>
<p>3. Name/title of proposed program Ed.D. in Education</p>	<p>4. CIP code 13.0401</p>
<p>5. Degree/certificate designation Doctor of Education</p>	<p>6. Term and year of initiation Spring 2018</p>
<p>7a. For a proposed spin-off, title and degree designation of existing degree program</p> <p>7b. CIP code (existing program)</p>	
<p>8. Term and year of first graduates Summer 2021</p>	<p>9. Date approved by Board of Visitors</p>
<p>10. For community colleges: date approved by local board _____ date approved by State Board for Community Colleges _____</p>	
<p>11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)</p>	
<p>12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices).</p> <p>Departments(s) or division of <u>School of Teacher Education and Leadership</u></p> <p>School(s) or college(s) of <u>College of Education and Human Development</u></p> <p>Campus(es) or off-campus site(s) <u>Main Campus</u></p> <p>Mode(s) of delivery: face-to-face _____ distance (51% or more web-based) <u>X</u> hybrid (both face-to-face and distance) _____</p>	
<p>13. Name, title, telephone number, and e-mail address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal.</p>	

- Dr. George Santopietro, Assistant Provost for Academic Operations, gsantopi@radford.edu, 540-831-5465
- Dr. Kenna Colley, Dean, College of Education and Human Development, kcolley@radford.edu, 540-831-5208.
- Dr. Brad Bizzell, Associate Professor, Educational Leadership, School of Teacher Education and Leadership, bbizzell@radford.edu, 540-831-5140.

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Description of the Proposed Program

Program Background

Radford University requests approval to initiate a Doctorate of Education degree program in Education. The proposed program will be administered by the School of Teacher Education and Leadership in the College of Education and Human Development and is to be implemented by January 1, 2018.

The purpose of the Ed.D in Education is to prepare new generations of executive-level leaders in education with the scholarship and leadership skills to identify and solve challenging interrelated problems associated with educational organizations and their surrounding local communities. Problems of low academic achievement, low graduation rates, poor preparation for careers and further education, high rates of suspension, teacher and administrator turnover, and rapid technological change present challenges to school district leaders that cannot be solved by schools working in isolation. This program is designed with the purpose of preparing leaders through coursework, field experiences, and applied research activities to work collaboratively within their communities to improve outcomes for all students.

The Ed.D. in Education will develop leaders who can foster practical and constructive partnerships between schools and communities to improve student achievement while creating positive impacts on the quality of life and social and economic vitality of those communities. The educational professionals completing this program will be prepared to work collaboratively with their communities to research, plan, implement, and evaluate innovative approaches to critical school problems and needs. Program graduates will know how to use inquiry and collaboration as tools to solve complex problems impacting academic performance that are unique to each school, community, and region relating to such issues as, poverty, disability, physical and mental health, and increasing student diversity including growing numbers of students who are English Language Learners. While all of these issues contribute to problems within schools, program graduates will work collaboratively with both school and community stakeholders to design solutions that consider and interact with the social, economic, and political contexts outside of school.

The development of this program was prompted by several factors. The first factor is the poor fit between the traditional doctoral programs focusing on the study of theory and academic research and the needs of those working in schools for inquiry and pedagogy focused on making positive and sustainable changes in the practice of education¹. Second, is the continued growth in demand for new curriculum leaders, program area/service coordinators, principals, superintendents and other school leaders due to retirement and population increases. Prospective students are demanding a program that will prepare them to solve problems of practice in schools and do so in a manner that is flexible and responsive to their needs as adult learners working full-time. The manner in which this program will be implemented is cutting edge using an online delivery format, field experiences, and an applied research approach.

¹ Golde, C.M., & Walker, G.E. (2006). *Envisioning the future of doctoral education: Preparing stewards of the discipline*. San Francisco: Jossey-Bass

Mission

The full mission statement of Radford University² states: Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service, and research programs. First and foremost, the University emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible, well-educated citizens. The University is committed to helping students develop creative and critical thinking skills, teaching students to analyze problems and implement solutions, encouraging students to discover their leadership styles, and fostering their growth as leaders. Toward these ends, RU is student focused and promotes a sense of caring and meaningful interaction among all members of the University community. Research is viewed as a vital corollary to the teaching and learning transaction as it sustains and enhances the ability to teach effectively. Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University as it strives to meet the changing needs of society.

The proposed program aligns with the mission in that it will prepare experienced practitioners to serve as leaders and address compelling issues through problem analysis and critical thinking leading to creative solutions for contemporary educational problems.

Online Delivery

The Ed.D. in Education will employ a hybrid online learning approach, as defined by the Online Learning Consortium. Coincident to the Ed.D. in Education, the same delivery model would be used to deliver the proposed Doctorate of Occupational Therapy (OTD) curriculum. In hybrid online delivery, “most course activity is done online, but there are some required face-to-face instructional activities.”³ The online format provides the flexibility necessary to meet the needs of fulltime professionals completing doctoral study part-time. The program will use a combination of synchronous learning activities where the students and faculty will engage each other in real time in an online classroom as well as asynchronous activities in which the students complete work according to their individual schedules. Strategically planned and timed face to face sessions (no more than one per semester) will extend and support the online activities.

Resources to Support the Delivery Format: The coursework described will be delivered online using a variety of technologies within a comprehensive Learning Management System (LMS) and utilizing Adobe Connect for synchronous, online class meetings. Currently, Radford University employs the Desire2Learn (D2L) LMS. D2L provides a space for the delivery of

² <http://www.radford.edu/content/radfordcore/home/about.html>

³ Online Learning Consortium (2015). Updated E-Learning Definitions. <http://onlinelearningconsortium.org/updated-e-learning-definitions-2/>

content asynchronously, discussion board participation, assessment, digital portfolio management, and assignment submission, grading, and feedback. Adobe Connect is used to conduct class sessions in real time using audio, video, chat, and document and desktop sharing. All software needed to develop online course materials/resources is readily available to faculty through Radford University's Division of Information Technology.

Faculty Development Resources: Radford University provides comprehensive training and support for faculty and students engaged in distance education, through its Center for Innovative Teaching and Learning (CITL). CITL offers a series of workshops for faculty about best practices in online course design, based on the standards of Quality Matters (the most respected quality assurance program for online and hybrid courses and programs). The majority of the faculty who will teach in the proposed program have already participated in these workshops. All instructors will be Quality Matters trained.

CITL also sponsors an interactive online orientation to Desire2Learn, for students. All students will be required to complete this orientation and submit the certificate of completion in their first course in the curriculum. Finally, the university's Division of Information Technology offers walk-in, telephone and online support for all faculty and students in case of technology-related questions or problems during the completion of any course.

Accreditation

The accrediting agency for the educator preparation programs at Radford University is the Council for the Accreditation of Educator Preparation (CAEP, previously operating as NCATE). Radford earned full accreditation in Spring of 2012 under NCATE and will be reviewed in the Fall of 2018 for continuing accreditation. CAEP is revising the accreditation process and has not yet established the standards for the advanced programs that would apply to this degree. We will seek accreditation when those standards are established.

Admission Criteria

Prospective students will apply at the same time for both degree-seeking status at Radford University and admission to the proposed Doctor of Education program, through the College of Graduate Studies and Research. To meet institution requirements, applicants must submit:

1. An online Application for Graduate Admission;
2. Official transcripts from all colleges and universities other than Radford University, from which they have earned a graduate degree or course credit;
3. International applicants whose native language is not English must achieve an acceptable score on the TOEFL examination. They must also submit an approved credential report for coursework completed outside the United States. Minimal acceptable TOEFL scores:
 - Paper Based 575
 - Internet Based 88-89
 - Computer Based 230.

To meet the proposed program requirements, prospective students must:

4. Hold a master's degree;
5. Submit three letters of recommendation addressing the applicant's potential as a doctoral student:
 - at least one must be from a current or most recent employer;
 - at least one must be from a professor or instructor familiar with applicant's academic work;
6. Submit a current full resume;
7. Submit a writing sample describing career goals and how an advanced graduate credential through this program will assist the applicant in meeting those goals;
8. Complete a personal interview with program faculty.

The proposed program will not require the Graduate Record Examination for applicants. A maximum of one half of the total graduate hours in the degree program may be transferred from another Radford University program or an outside institution. Transfer credit may be counted toward required courses.

Target Population

The target population for the proposed program includes teachers, assistant principals, principals, and central office coordinators, supervisors, and directors who wish to work towards an advanced degree in educational leadership and licensure as a school superintendent, refocus their expertise on the development of leadership skills and the management of school-based teams and issues, and seek to advance their knowledge and earning potential through the attainment of a terminal/graduate degree. Geographically, the primary focus will be students from southwest Virginia making Radford the only institution offering this degree with such a primary focus. The demand data from Superintendent's Regions VI and VII detailed later in this proposal supports this focus.

Curriculum

Radford University's proposed Ed.D. in Education program will be a cohort-based program requiring a minimum of 63 credit hours of graduate-level courses, an internship, and an applied dissertation. The focus of the curriculum is practitioner based with the intent to engage students in activities that prepare them for school leadership roles.

The program includes required courses in four areas; Foundations, Research, Field Components, and the Educational Leadership Core. The required foundations courses reflect the unique needs of individuals who serve diverse schools and who must be prepared to implement evidence-based practices to improve learning outcomes of all students through collaboratively planned improvement efforts. These four courses are designed to prepare school leaders to work collaboratively between school and community to implement improvement by focusing upon change theory and management, social and cultural influences on schools, leadership practice and learning sciences.

The research courses extend beyond the more typical Quantitative and Qualitative Methods courses to include two learning outcomes geared specifically towards practitioner-based, applied research. The four courses prepare school district leaders with the practical research skills to evaluate and improve conditions for learning for students.

The Educational Leadership Core courses address the content required for licensure as a superintendent and prepares students for multiple, district-level positions including superintendent, assistant superintendent, and director of such areas as instruction, human resources, finance, and special education. In order to meet the specific needs of each student, two to three elective courses will be selected that will better prepare students for the specific, planned career path or research interest. Elective courses, including independent studies, will be selected by students in consultation with faculty. Students will complete an applied dissertation as the capstone experience of the program. They will research, plan, implement, and evaluate innovative approaches to a critical school district problem. Students will be focused throughout the program on developing and refining their research topics. Assignments and comprehensive exams will continuously monitor progress towards and support the development of the professionally anchored dissertation. Students will work with a variety of stakeholders associated with the dissertation, such as faculty, school and community members, and other graduate students. All courses are new.

The proposed program includes planned, supervised field experiences for students. Students, in consultation with faculty, will engage in field experiences during either two or three semesters to extend and complement course work and research activities. For each three credit hour internship course, 180 clock hours of activities will be completed. Students will engage in leadership activities aligned directly with the Educational Leadership Core courses.

Proposed Ed.D. in Education Requirements

Foundations Courses

- EDEF 810: Models of Change for School and Community Leaders (3)
- EDEF 800: Social and Cultural Foundations of Education (3)
- EDEL 800: Leadership in the 21st Century (3)
- EDEF 860: Advanced Learning Sciences (3)

Research Courses

- EDEF 820: Applied Research Methods (3)
- EDEF 830: Quantitative Methods I (3)
- EDEF 840: Qualitative Methods I (3)
- EDEF 850: Program Evaluation (3)

Educational Leadership Core

- EDEL 810: Advanced School Law (3)
- EDEL 820: Leadership for Human Resources (3)
- EDEL 830: Leadership for Teaching and Learning (3)
- EDEL 840: Policy and Governance of Schools (3)
- EDEL 850: School Finance and Operations (3)

Internship (6 to 9 credit hours. Students may choose to take either 6 or 9 credit hours of Internship. Internship and Electives combined must total 15 credit hours. The course can be completed up to three times.)

- EDEL 890: Internship in School District Leadership: (3)

Electives (6 to 9 credit hours, Internship and Electives combined must total 15 credit hours. For students who take 6 hours of Internship, 9 hours of Electives are required. For students who took 9 hours of Internship, 6 hours of Electives are required.)

Dissertation Hours (9 credit hours are required)

- EDEF 890: Doctoral Research (1 to 9 credit hours per semester)

Graduate degree program requirements include the following:

- A pre-prospectus qualifying comprehensive exam will be completed after the first 12 credit hours of course work to determine the students' readiness to continue in the program. The written exam will constitute an analysis of a student's understanding of course content outcomes and a student's general technical writing ability. Students will select a dissertation chair and committee upon successful completion of this exam. Students unsuccessful at this stage will receive additional instruction in any areas determined to be deficient.
- A prospectus exam will be completed after 36 credit hours of course work to determine the students' readiness to engage in the research process. Evaluation of the exam will include an analysis of content knowledge, skills, and dispositions related to student's proposed dissertation topic. The exam process will require an adequate oral presentation to the student's committee presented as part of the student's electronic portfolio. Upon successful completion of this exam, students will begin the initial research activities to study the literature and design a dissertation proposal. Students unsuccessful at this stage will work with the committee to identify specific knowledge, skill, or dispositions needing improvement to move forward.
- Students will make a dissertation proposal to their committee following 54 credit hours. Students will begin to conduct research upon successful completion of the proposal. Students unsuccessful at this stage will work with the committee to revise the proposal until it is acceptable.
- Upon successful completion of all courses and comprehensive exams, a dissertation defense will be conducted where the student will defend their work to the dissertation committee. Students unsuccessful at this stage will work with the committee to revise the dissertation until it is acceptable.

Appendix A provides a Sample Plan of Study for part-time students. See Appendix B for Course Descriptions

Student Retention and Continuation Plan

Students enrolled in the program must meet all requirements for continuance as detailed in the Graduate Catalog. In addition, specific criteria have been identified to measure success in achieving each of the goals outlined for the program:

1. Upon acceptance into the program, all students will be assigned a faculty advisor from the graduate faculty. The advisor will assist with degree planning, course scheduling, pre-prospectus and prospectus exams, professional and academic guidance, and mentoring until a dissertation chair is selected. Students will work closely with their advisor on all aspects of the program until a dissertation chair is selected.
2. The dissertation chair will be responsible for guiding the student through development, implementation, and final defense of the dissertation. The chair will also assist students with the selection of a committee to advise the student through the dissertation proposal and final defense.
3. Students will develop and maintain an electronic portfolio. It will detail their work, experiences, and reflections as related to criteria specified by the director of the Ed.D. program and an advisory council to be established by the director to guide the degree implementation and progression. Portfolios will be submitted and reviewed periodically throughout the program of studies. The portfolio will be maintained within the Learning Management System used to facilitate coursework, and artifacts from individual courses, such as exam performances and research papers, will be included in the portfolio.
4. Course-specific student outcomes will be assessed through various course assignments, activities, and examinations. Students not meeting course expectations will work with the instructor and advisor as necessary to develop a plan to satisfactorily complete all requirements and meet learning outcomes.
5. Specific degree progression requirements are described in the previous section including how the student will be supported if they fail to meet a requirement.

Time to Degree

The proposed program will be part-time only. Part-time students can complete the proposed program in 4 years. The program design allows students to maintain competitive, full-time employment while working on this advanced degree. Coursework will be offered year round with students required to attend summer sessions.

Faculty

The Ed.D in Education program is housed in Radford University's School of Teacher Education and Leadership. The number of faculty in STEL is as follows:

Full-time Teaching and Research Faculty: 36

Part-time Teaching Faculty: 0

Adjunct Faculty: 38

Radford University's School of Teacher Education and Leadership faculty teach in the areas of Early Childhood/Early Childhood Special Education; Educational Leadership; Educational Technology; Elementary Education; Foundations; Human Development; Literacy Education; Mathematics Education; Middle Education; Secondary Education – Mathematics, Science, and Social Studies; and Special Education – Adapted Curriculum K-12, General Curriculum K-12, Hearing Impairment, and Visual Impairment.

The proposed program will have nine core education faculty members committed to the program. The minimal qualifications for faculty will be an earned doctorate and graduate level faculty status. A director will be hired to manage the program and teach. Two educational leadership faculty members will design and manage the majority of the educational leadership courses, while three different faculty members will teach research and evaluation courses. Additionally, an educational technology faculty member and two foundations/literacy faculty members will manage the design and teaching of other coursework. All nine faculty members will share advisor responsibilities.

Support faculty include those faculty members whose primary responsibilities are within other areas of STEL's various education programs, yet who possess extensive experience and credentials in specific competency areas within the Ed.D. program of study. Support faculty may teach in the areas of foundations, research, educational leadership, or an elective course.

See Appendix C for abbreviated faculty curriculum vitae.

Program Administration

The Ed.D. in Education program will be administered by the Dean of the College Education and Human Development as one of seven schools/departments/programs within the College. A director will be hired to oversee curriculum development, student recruitment, and operational activities for the program. The director position will require a Ph.D. or Ed.D. degree in Educational Leadership or a related field. In year two of the proposed program a part-time administrative assistant will be hired to work directly with the director, faculty and students.

Student Assessment

Learning Outcomes

All students who successfully complete the program must demonstrate specific skills within eight distinct competency areas. These competency categories were derived from an analysis of graduate program requirements at universities within the United States offering advanced degrees in areas such as educational leadership and education reform. Specific learning outcomes aligned with these eight general categories are presented in Table 1. Student achievement of outcomes will be assessed both through course-based assessments and through the comprehensive electronic portfolio maintained within the LMS. Results of the assessments will be compiled into program area reports that are distributed to the dean and Director of Academic Assessment for inclusion in College and University reports to external accrediting agencies and for internal improvement planning and accountability.

Table 1. Student Learning Outcomes Including

The first seven learning outcomes relate directly to the National Educational Leadership Preparation Standards developed by the National Policy Board for Education Administration⁴. The stem of each standard begins "Leadership candidates who successfully complete a district

⁴ <http://www.npbea.org>

level educational leadership preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:” and are then followed by specific elements unique to each Standard. Listed in the Learning Outcomes column below are the name of each Standard and its elements.

Learning Outcomes	Key Courses	Measures
<p>Standard One: Mission, Vision, and Core Values (1) analyze and communicate a shared mission and vision; (2) promote a set of core values; (3) and analyze, plan for and promote continuous and sustainable district and school improvement.</p>	<p>EDEF 810 EDEF 820 EDEF 850 EDEL 800 EDEL 890</p>	<p>Learning outcomes will be assessed using, but not limited to, the following methods: case study responses, student essays, group and individual projects, portfolio artifacts evidencing application of competencies, comprehensive examinations both written and oral, defense of dissertation proposals and the final dissertation.</p>
<p>Standard Two: Ethics and Professionalism (1) enact professional norms; (2) model ethical behavior; (3) address responsibility; and (4) promote essential educational values</p>	<p>EDEL 800 EDEL 810 EDEL 890</p>	
<p>Standard Three: Equity and Cultural Leadership (1) develop, implement and evaluate equitable district policies and systems; (2) ensure that each student has equitable access to resources and support; (3) support the development of culturally responsive practices; and (4) build and maintain an inclusive, responsive, safe, caring, and healthy district culture</p>	<p>EDEF 810 EDEF 800 EDEL 830 EDEL 890</p>	
<p>Standard Four: Instructional Leadership (1) analyze and manage systems of learning and instruction; (2) plan for the support of principals and other school leaders to develop collective and individual instructional capacity of teachers; (3) promote systems of support, coaching, and professional development for individual principals; and (4) analyze and use research-anchored systems of principal supervision, evaluation, and feedback</p>	<p>EDEF 860 EDEL 830 EDEL 890</p>	
<p>Standard Five: Community and External Leadership (1) engage families, community, public, private, and non-profit sectors; (2) sustain productive partnerships with communities and public, private, and non-profit sectors; (3) maintain ongoing, two-way communication with families and the community; and (4) represent the district and engage various</p>	<p>EDEF 800 EDEL 800 EDEL 890</p>	

stakeholders in building an appreciation of the overall context in which decisions are made.		
Standard Six: Management of People, Data, and Processes (1) manage the district's systems; (2) seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources; (3) manage the growth of individual and collective capability through systems of hiring, retention, development, supervision of school and district personnel; and (4) promote effective policies and procedures that protect the welfare and safety of students and staff.	EDEL 820 EDEL 850 EDEL 890	
Standard Seven: Policy, Governance and Advocacy (1) foster a respectful and responsive relationship with the District's Board of education; (2) manage effective systems for district governance; (3) ensure compliance with applicable policy, laws, rules, and regulations; (4) respond to local, state, and national decisions; and (5) advocate for the needs and priorities of the district.	EDEL 840 EDEL 890	
Conduct scholarly assessment, evaluation, and research activities	EDEF 820 EDEF 830 EDEF 840 EDEF 850	

Employment Skills/Workplace Competencies

Graduates of the proposed program will acquire specific skills through their coursework, field experiences and research that will prepare them to practice at an advanced level in schools and school divisions. In addition to the learning outcomes noted above, following are skills frequently listed as requirements for positions of school and school division leadership that students will have developed upon program completion:

- Ability to create a vision and goals for the school system and lead strategic planning using evidence-based decision making
- Ability to work with, generate support from, and build consensus among a school board and stakeholders
- Ability to develop innovative ideas through collaborative processes
- Ability to delegate authority appropriately while maintaining accountability
- Ability to evaluate personnel and programs
- Ability to communicate effectively

Program Assessment

The mission statement of Radford University states: “Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University, so as to meet the changing needs of society”⁵. This statement exemplifies the work of the School of Teacher Education and Leadership in providing quality programs at both the undergraduate and graduate levels.

The School of Teacher Education and Leadership will conduct program assessment. The assessment process is designed to meet both internal Radford University program review requirements and external CAEP and SACS accreditation requirements. The School will conduct and report annual assessments of student learning outcomes beginning in 2018. A more extensive review of the program’s mission, goals, learning outcomes, and student successes will occur initially in 2022 and at least every five years thereafter.

Institutional reviews of this program by the Academic Program Review Committee, including reporting to and review by the Board of Visitors, will occur every five years. The first formal review of this program would be in academic year 2022-23. The program, with help from the Office of Institutional Assessment, will use institutional data, student and alumni surveys, and learning outcomes assessment to complete the report that will describe how program goals and learning outcomes have been achieved and how the program faculty have responded to the data.

Benchmarks of Success

The proposed program has established the following benchmarks of success:

- Enrollment of 18 new candidates per academic year
- 80% of the students who begin the program will successfully complete the program.
- 80% of students will be satisfied with the proposed program as determined by exit interviews.
- 80% of students will be satisfied with the proposed program as determined by the university's graduate student survey.
- 80% of graduates will be employed in positions using knowledge acquired in their graduate studies within one year of graduation.
- 80% of employers of graduates, surveyed two years after graduation, will rate their satisfaction with the graduate's contributions as “Excellent” or “Satisfactory” on a 5 point Likert scale.

Failure to meet any benchmarks will result in a review to determine the cause of the failure in order that corrective action can be taken.

Factors that might reduce student satisfaction and thus student success will be carefully identified and evaluated by the program director and core faculty regularly to ensure the highest

⁵ Radford University. (2007). Forging a bold new future: RU 7-17 strategic plan [PDF document]. Retrieved from Radford University website: <http://www.radford.edu/content/radfordcore/home/about/strategic-plan.html>

quality program. The proposed program will be monitored by the Director of the School of Teacher Education and Leadership and the Dean of the College of Education and Human Development through annual program evaluation processes. Actively measuring student satisfaction and other factors contributing to student success and failure will be a regular part of the program's culture, ensuring all students' voices are heard. Such reviews will be managed by the program director at intervals corresponding with new semesters of study.

Expansion of Existing Programs

This proposed program is not an expansion of an existing program, certificate, concentration, emphasis, focus, major, minor or track.

Relationship to Existing Radford University Degree Programs

The proposed Ed.D. program is not related to any existing degree programs at Radford University.

Compromising Existing Programs

No degree programs will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Collaboration or Standalone

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

Leadership Preparation

School and community leaders face unique, complex problems. Barriers to solving these problems and to broader educational reform are compounded by complicated social conditions. Accomplishing reform requires creative, innovative leaders who can work effectively with diverse populations and create equitable learning environments to promote student engagement and success. Such leaders must possess the ability to cross the boundaries of education, government, public, private, and community-based agencies and engage these groups in collaborative ways. The failure to work collaboratively or to ignore family, community, and economic factors puts already vulnerable children and youth at greater risk⁶. Current statistics

⁶ Blank, M.J., Berg, A.C., & Melaville, A. (2006). *Growing community schools: The role of cross-boundary leadership*. Washington, DC: Coalition for Community Schools.

suggest that children of color and from poverty have consistently been at greater risk for school success than other populations of children. Educational leaders are needed who, as Gooden and Dantley⁷ stress, situate their work in “a more critical and progressive conceptual frame that seriously interrogates these discrepancies and creates strategies to do something proactively about them” (p. 238).

In an educational leadership preparation program that includes problem-based learning strategies, case studies, simulations, action research, field experiences, and self-reflection on experiences, a number of important factors can be challenged and potentially transformed. These include practices, beliefs, and policies that promote inequity, such as racism, cultural bias, and privileges. Graduates of such a program will have a worldview based on study, critical reflection, and experiences that prepare them to take transformative action in leadership practice. Perhaps more important, these new leaders will possess the educational knowledge and skills they need to be able to address community problems through the culture and curricula of the schools in need of improvement.

There is a growing body of educational research that identifies the abilities and skills most needed by educational leaders if they are to affect long-term student success, whether working in rural, urban, or suburban regions. For example, Masumoto and Brown-Welty⁹, in a study of three high-performing, high-poverty, rural California high schools with high percentages of English language learners, found significant improvements in student engagement and success. This improvement was attributed to leaders’ transformational instructional styles and commitment to focused school-community relationships. In each school, there was a combined focus on professional learning, expectations, use of multiple assessments, and data-driven instructional decisions. Each high school established multiple formal and informal partnerships with community organizations and agencies. The three most important factors contributing to school success were (1) clear and direct focus on instructional practices and expectations, (2) strong teachers as a result of long-term professional development, and (3) multiple support systems – for students with various needs – that incorporated community assets. Each of these factors requires the initiative of school district leaders.

In a large-scale, multi-strand investigation of urban systems (Atlanta, Georgia; Oakland,

Masumoto, M., & Brown-Welty, S. (2009). Case study of leadership practices and school-community interrelationships in high-performing, high-poverty, rural California high schools. *Journal of Research in Rural Education*, 24(1). Retrieved from <http://jrre.psu.edu/articles/24-1/pdf>

Renee, M. & McAlister, S. (2011). The strengths and challenges of community organizing as an education reform strategy: What the research says. *Community Organizing as an Education Reform Strategy Series*. Prepared by the Annenberg Institute for School Reform at Brown University. Quincy, MA for the Nellie Mae Education Foundation.

⁷ Gooden, M.A., & Dantley, M. (2012). Centering race in a framework for leadership preparation. *Journal of Research on Leadership Education*, 7(2), 237-253. doi: 10.1177/1942775112455266

⁸ Gooden, M.A., & Dantley, M. (2012). Centering race in a framework for leadership preparation. *Journal of Research on Leadership Education*, 7(2), 237-253. doi: 10.1177/1942775112455266

Pounder, D., Reitzug, U., & Young, M.D. (2002). Preparing school leaders for school improvement, social justice, and community. *Yearbook of the National Society for the Study of Education*, 101(1), 261-288.

⁹ Masumoto, M., & Brown-Welty, S. (2009). Case study of leadership practices and school-community interrelationships in high-performing, high-poverty, rural California high schools. *Journal of Research in Rural Education*, 24(1). Retrieved from <http://jrre.psu.edu/articles/24-1/pdf>

California; Portland, Oregon; New York City; Springfield, Massachusetts; and Norwalk-La Mirada, California), Knapp, Coplan, Honig, Plecki, and Portin¹⁰ also reported on relationships between leadership and student success. In particular, the study focused on understanding instructional shared leadership for “powerful, equitable learning” that was emphasized at both school and district levels. The researchers concluded that to enhance student learning, leadership must be focused on instructional improvement for both the students and the teachers and that sustainability depends on a multi-level system of leadership support at both the school and district levels. Most important, the researchers pointed out that success was most prevalent when stakeholders were willing and able to:

- deal with a steep learning curve (their own and others’),
- work effectively with people who possess diverse world-views,
- be prepared for major changes in practice and organization, and
- make a long-term commitment.

A large, six-year study funded by the Wallace Foundation¹¹ focused on the nature of successful educational leadership and how leadership can improve educational practices and student learning. The researchers noted, “to obtain large scale effects, educators need to create synergy ... among all the parents, teachers, and policy makers” (p. 9). For this study, data was collected in nine states, 43 school districts, and 180 elementary, middle, and secondary schools. Data included surveys, observations, and interviews conducted with a wide range of stakeholders from within school systems, state education agencies, and local community and business organizations. Joint researchers from the University of Minnesota and the University of Toronto conducted the large-scale investigation examining leadership at each organizational level from the classroom to the community to the statehouse. Two important findings were (1) the need for differentiated, collaborative administrative staffing that allows principals to truly serve as instructional leaders and (2) the need for parents and the community to be involved in any school-improvement efforts. District leaders have control over both areas.

In a study of 11 urban sites with successful community schools, Blank, Berg, and Melaville¹² described the strategies and attitudes of successful “cross-boundary” leaders from those schools and school districts. Cross-boundary leaders, they found, garner support that brings about diverse, sustained funding from traditional and non-traditional funding agencies; view school leadership as collaboration among all participants rather than top-down, isolated direction; drive success for all students by collecting and using multiple sources of data to effect positive academic achievement. Those described as cross-boundary leaders possessed the ability to build broad-based public support. Key to the success of all leaders in the study was the ability to work effectively with education, government, and public and private community-based agencies to face challenges posed by race, inequity, and poverty. The proposed program has specific plans

¹⁰ Knapp, M.S., Copland, M.A., Honig, M.I., Plecki, M.L., & Portin, B.S. (2010). *Learning-focused leadership and leadership support: Meaning and practice in urban systems*. University of Washington.

¹¹ Louis, K.S., Wahlstrom, K.L., Michlin, M., Gordon, M., Thomas, E., Leithwood, K., Anderson, S.E., Mascall, B., Strauss, T., & Moore, S. (2010). *Learning from leadership: Investigating the links to improved student learning. Final Report of Research to the Wallace Foundation*. University of Minnesota.

¹² Blank, M.J., Berg, A.C., & Melaville, A. (2006). *Growing community schools: The role of cross-boundary leadership*. Washington, DC: Coalition for Community Schools.

engage students in “cross-boundary” activities.

These studies collectively illustrate the need for school district leaders who are creative, innovative, and work effectively with diverse populations both within and outside the school setting in order to create equitable learning environments, promote student engagement, and foster academic success.

Education-Based Solutions to School and Community-Based Problems

The proposed program addresses all facets of educational leadership, including teaching and learning, school finance and operations, school law, human resources management, school policy and governance, and school improvement processes within comprehensive school improvement models. Graduates will be knowledgeable about school and community needs and how to lead all stakeholders to improve learning and to serve the community. This program will produce graduates who are knowledgeable about local, regional, state, and national factors affecting communities’ well-being and future growth. They will be capable of leading collaborative processes to assess, plan, implement, monitor, and evaluate improvement efforts in educational organizations. Radford’s proposed Ed.D. program will develop top, executive-level leaders who recognize the power of connections between school and community and who work to create collaborative relationships that result in achievement of school and community goals.

School leaders in the U.S. have had very little success eliminating educational inequity when working in isolation. When basic human needs are not met, problems and issues manifest and far exceed the capacity of any school/school system or educational agency alone¹³. Contemporary educational researchers suggest that solutions for many of today’s education-related problems might best be solved through the formation of coalitions comprising policy-makers and administrators, teachers, community-based organizations, and civil society organizations focused on educational improvement¹⁴. Coordinated efforts across daycare, medical services, and community outreach programs are needed to ensure that students will benefit from attending school and are able to do so¹⁵. Complex problem solving that crosses traditional boundaries of school and community has become a necessity, not a luxury.

In 2002, The U.S. Department of Education (DOE) established 10 Regional Advisory Committees (RAC) to assess the educational needs of different U.S. regions. While acknowledging that Virginia has a “sizeable number of urban and suburban districts” in addition to its varied rural communities, Virginia was placed in the Appalachian region along with West Virginia, Tennessee, and Kentucky. The Appalachian Regional report identified seven distinct needs:

1. Closing the achievement gap.
2. Improving instructional leadership and effectiveness.

¹³ Smith, G.A., & Sobel, D. (2010). *Place- and Community-based Education in Schools*. New York, NY: Routledge.

¹⁴ Hargreaves, A., & Shirley, D. (2011). *The Far Side of Educational Reform*. Canadian Teacher’s Federation.

¹⁵ Ready, D.D. (2010). Socioeconomic disadvantage, school attendance, and early cognitive development. *Sociology of Education*, 83(4), 271-286. doi 10.1177/0038040710383520

Renée, M., Welner, K., & Oakes, J. (2010). Social movement organizing and equity-focused educational change: Shifting the zone of mediation.” In Hargreaves, A., Lieberman, A., Fullan, M, & D. Hopkins, D. (Eds.). *International Handbook of Educational Change, 2nd Ed.* (pp. 153 – 168). New York: Springer.

3. Building and sustaining systemic capacity.
4. Addressing legislation.
5. Ensuring equity.
6. Promoting family/community engagement and understanding of socio-economic status factors.
7. Re-thinking education¹⁶

Both the Association for Supervision and Curriculum Development and the American Association of School Administrators have similarly identified closing the achievement gap, educating the whole child, the impact of poverty on student learning, and the need for cooperation and collaboration across agencies and organizations as national educational needs.¹⁷ Because of the extensive preparation graduates will receive in Radford University's proposed Ed.D. program, these leaders will be able to advance community well-being and civic engagement alongside academic achievement.

The need for a comprehensive program beyond a master's degree in teaching or administration to prepare leaders in executive roles is warranted, particularly since the most successful students in the proposed program will likely be those with ample real-world teaching and community-service experience in our region of Virginia. The proposed program is designed to serve the educational needs of students who are already graduate degree-holding, practicing professional educators. The proposed program goes far beyond typical master's level educational leadership programs by employing rigorous research and evaluation methods along with continuous school improvement skills to design, implement and evaluate school-wide and community-based improvement initiatives.

Why Radford University

As noted earlier, Radford University began as a Normal School over 100 year ago to train educators for southwest Virginia. Radford's first graduate degree program, a Master's in Education, began over 50 years ago. Radford University's School of Teacher Education and Leadership currently partners with, and our alumni serve in, school divisions throughout Virginia. We partner with the Virginia Department of Education, the U.S. Department of Education, the National Science Foundation, and the Western Virginia Public Education Consortium. Radford's graduate education programs have been utilizing distance and online technologies to deliver our programs for over 20 years. The proposed program will utilize those partnerships and build upon that programmatic history to meet the need for highly developed school district leaders.

Employment Demand

¹⁶ U.S. Department of Education Regional Advisory Committee (RAC) (July, 2011). *Appalachian region: A Report Identifying and Addressing the Educational Needs*. www2.ed.gov/about/bdscomm/list/rac1/appalachia.pdf

¹⁷ American Association of School Administrators (2011). Position Statement: Educating the Total Child. <http://www.aasa.org/content.aspx?id=118>.

Association for Supervision and Curriculum Development (2006). Position Paper....<http://www.ascd.org/news-media/ASCD-Policy-Positions/ASCD-Positions.aspx>.

Graduates of the Ed.D. in Education will be prepared to serve as reform-oriented leaders in preK-12 public and private school systems. The program is designed to fulfill the requirements described in the Licensure Regulations for School Personnel, (Virginia Board of Education, 8VAC20-22-10 et seq.) for the position of Division Superintendent (8VAC20-22-600). The Licensure Regulations, Option 1 specifically requires an earned doctorate. Option 2 requires a master’s degree and a minimum of 30 hours beyond the master’s degree.

The Bureau of Labor Statistics shows definite positive national trends in future job opportunities for graduates of this innovative new degree. Table 2 provides specific data on projected job growths for educational administrators.

Table 2. Projected National Job Growth for Educational Administrators

Occupational Title	SOC Code	Employment (2014)	Projected Employment (2024)	Change (2014-24)
Education Administrators, Elementary, Middle and Secondary school	11-9032	240,000	254,000	14,000 +6%

US Bureau of Labor Statistics, Occupational Outlook Handbook, 2016-17 Edition

For administrators and instructional coordinators this growth is due in part to increasing job requirements and educational leader responsibilities. Also driving the creation of jobs that require a doctorate is growth in the for-profit education sector and the changing face of education, with more non-traditional students entering the field¹⁸. Further, in a 2010 study of school superintendents nationally, only 51% indicated “they planned to still be a superintendent in 2015—a finding suggesting the probability of substantial turnover in the next few years.”¹⁹

Similar to the Bureau of Labor Statistics data, the Virginia Employment Commission data in Table 3 show definite positive trends in future job opportunities for graduates of this innovative new degree.

Table 3. Virginia Labor Market Information

Occupational Title	2012 Estimated Employment	2022 Projected Employment	Total 2012-2022 Employment Change	Annual Avg. Percent Change (%)	Total Percent Change (%)

¹⁸ US Bureau of Labor Statistics. (2014, January 8). Occupational outlook handbook. Retrieved October 12, 2014 from <http://www.bls.gov/ooh/>

¹⁹American Association of School Superintendents. (n.d.) 10-year Study on the American School Superintendent Released. <http://www.aasa.org/content.aspx?id=17280>

Education Administrators, All others	1,269	1,369	100	.8%	8.5%
Education Administrators, Elementary/Secondary	6,488	7,208	720	1.1%	11.7%

*<https://data.virginialmi.com/vosnet/analyzer/results>

Local demand is clear as well. While Radford’s program will be available to students throughout the Commonwealth, many will come from the areas closest to our campus in southwest Virginia where the demand for persons with such a degree is particularly high. In Virginia’s Superintendent’s Regions VI and VII, there are 34 school divisions. In the past three years, 22 of those school divisions have hired new superintendents, some more than once, exceeding the national average turnover rate of 15%²⁰.

See Appendix D for job announcements.

Student Demand

Student interest in the proposed program is high and clearly demonstrates an overwhelming preference for the type of program proposed over currently available programs at other institutions. A survey to determine potential applicants for the proposed program was conducted during March and April, 2016. An email link to a survey was sent to building and central office level administrators believed to not already have a doctorate in public school divisions in Virginia’s Superintendent’s Regions VI and VII through publicly available email addresses. The survey was sent to 644 individuals and was responded to by 240. Of those 240 respondents, 192 indicate a preference for the proposed program at Radford University in comparison with 12 who express a preference for current programs available through other Virginia public universities.

Below is the single survey prompt and the results of the survey as administered through Qualtrics online survey software.

Survey Prompt

The Radford University proposed Doctorate in Education is a practitioner oriented, cohort based professional education degree program delivered in a blended format and resulting in preparation for school division level leadership and licensure, positions in higher education, and positions in other educational organizations. The program is designed to be flexible and responsive to the needs of working professionals. The action research and dissertation component focus on solving problems of educational practice in the schools and school divisions in which the students work. The blended format utilizes a variety of online distance technologies to engage students and faculties in collaborative learning experiences through communities of inquiry. Face to face options will be offered at strategic times to support the online learning communities. The program is designed to not compete with existing doctoral programs where

²⁰ American Association of School Administrators (n.d.). Superintendent and district data. <http://www.aasa.org/content.aspx?id=740>

students participate in traditional classes on campus or in a regional higher education center and with a theoretical research focus.

Interest in Pursuing Doctoral Degree

Which of the following best describes your current interest in pursuing a doctoral degree in education as proposed by Radford University? You may choose more than one option.

[Radio button choices]

I would definitely apply for admission to this program when available.

I would likely apply for admission to this program when available.

I would likely apply for admission to this program within the next five years.

I would not be likely to apply for admission to this program.

I am currently considering a doctoral degree but would prefer a more traditional program with classes on campus or in a regional higher education center and with a theoretical research focus.

I am currently considering a doctoral degree and plan to apply at the University of Virginia, The College of William and Mary, Virginia Tech, or Virginia Commonwealth University.

I already have a doctoral degree.

Results

Following are the results of the survey.

Answer	# Selecting Answer
I would definitely apply for admission to this program when available.	58
I would likely apply for admission to this program when available.	75
I would likely apply for admission to this program within the next five years.	59
I would not be likely to apply for admission to this program.	43
I am currently considering a doctoral degree but would prefer a more traditional program with classes on campus or in a regional higher education center and with a theoretical research focus.	4
I am currently considering a doctoral degree and plan to apply at the University of Virginia, The College of William and Mary, Virginia Tech, or Virginia Commonwealth University.	8
I already have a doctoral degree.	10

Demand for graduate education programs is unique in nature. While some specific jobs require a graduate degree, i.e. building and central office administrator, division superintendent, many

educators engage in graduate study to fulfill licensure renewal requirement²¹ or simply to enhance their knowledge and skill as education professionals. There are teachers, assistant principals, principals, and supervisors who choose to earn the Ed.D. degree where only a bachelor’s (teacher) or master’s degree is required. These professionals will have the option of becoming a school district superintendent but value the learning through this program to enhance their current job performance in other leadership roles or positions. These individuals should have the option to further develop their leadership abilities.

See Appendix F for sample letters of support demonstrating student demand.

Projected Enrollments

Table 5 provides a summary of the projected enrollments for the first five years of the program. Note that the program plans to begin with an enrollment of 18 part-time students.

Table 5. Summary of Projected Enrollment by Year (First 5 Years)

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2017 – 2018		2018 – 2019		2019 – 2020		2020- 2021			2021 – 2022		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
18	12	35	23	51	34				66	37	15

Assumptions:

Retention percentage: 83%

Percentage of full-time students 0% Percentage of part-time students 100%

Part-time students credit hours per semester: 6

Part-time students graduate in 4 years (11 semesters)

Students will be required to enroll in summer sessions

Duplication

While there are leadership based Ed.D. programs in five public universities in the Commonwealth, the proposed Ed.D. degree program in Education (CIP Code 13.0101- Education, General) at Radford University is innovative and does not replicate any existing programs. The online, applied research, practitioner-based program emphasizes leadership from a contextualized teaching and learning perspective that is unique in Virginia.

²¹ Licensure Regulations for School Personnel, (Virginia Board of Education, 8VAC20-22-10 et seq.)

The program’s goal is to prepare leaders and educators with local, national, and global perspectives as well as action-based strategies for improving education and school communities through applied coursework, field experiences, and action research. Such preparation is well outside the purview of traditional Ed.D. programs.

Radford University’s closest neighbor, Virginia Tech, offers a more traditional degree in Educational Leadership and Policy Studies focused on preK-12 school administration preparation (CIP Code 13.0499-Educational Administration and Supervision, Other) without an online, applied research option.

William and Mary, Virginia Commonwealth University and University of Virginia all offer programs that must be completed on-site and are not responsive to working professionals that must continue to work full-time yet need a program that will teach them to design programs and practices for school change and improvement. These programs are not geographically accessible for most of the prospective students for this program from southwest Virginia.

Table 6. Enrollments for Comparison Programs for the Past Five Years

Enrollments	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
College of William and Mary CIP 13.0499 Executive Ed.D. in K-12 Administration	143	143	144	135	137
University of Virginia CIP 13.0401 Ed.D. in Education	29	31	20	27	25
Virginia Commonwealth University CIP 13.0401 Ed.D. in Leadership	57	77	58	61	65
Virginia State University CIP 13.0401 Ed.D. in Education Administration	39	53	57	51	34
Virginia Tech CIP 13.0499 Ed.D. and Ph.D. Educational Leadership and Policy Studies	178	175	170	137	107

Table 7. Degree Conferrals for Comparison Programs for the Past Five Years

Degrees Awarded	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
College of William and Mary CIP 13.0499	18	18	24	32	24

Executive Ed.D. in K-12 Administration					
University of Virginia CIP 13.0401 Ed.D. in Education	5	9	8	4	3
Virginia Commonwealth University CIP 13.0401 Ed.D. in Leadership	*	*	41	15	20
Virginia State University CIP 13.0401 Ed.D. in Education Administration	3	2	4	15	19
Virginia Tech CIP 13.0499 Ed.D. and Ph.D. Educational Leadership and Policy Studies	27	15	28	35	23

* no degrees awarded

Unique Design: Radford University’s proposed Ed.D. in Education is unique in the Commonwealth of Virginia. The uniqueness of this degree and its relevance are discussed throughout this document. Inherent in all aspects of this program is the development of interdisciplinary, in-depth knowledge, skills, and dispositions contextualized by local, regional, national, and global school and community needs through applied coursework, field experiences, and applied, action research.

The proposed Ed.D. program similarly focuses on graduate students’ understanding the reciprocal roles of schools and communities in creating healthy individuals and sustainable institutions. Student learning in this program is grounded in inquiry, exploration, and action. This Ed.D. program clearly exemplifies the goals of Radford University’s QEP.

Projected Resource Needs for the Proposed Program

Resource Needs

Full-time Faculty

A combination of new and existing faculty will teach and advise in the proposed program. A full-time doctoral director (12 month position) has been established in the budget by the Provost’s office with a salary range of \$85,000 to \$105,000 and benefit costs of \$29,354. The director will be hired in Year 1. A new faculty member will be hired in each of years two and three of the program. These two positions will be at the assistant professor rank with a salary range of \$65,000 to \$75,000 with combined benefit costs of \$51,790. Faculty members teaching in the doctoral program will teach a total of 18 credit hours (six credit hours each semester through fall, spring, and summer), advise/chair dissertation committees, and participate in scholarly activities.

Adjunct Faculty

No adjunct faculty will be needed for this program.

Graduate Assistants

No graduate students will be used to initiate or sustain the program.

Classified Positions

A part time (0.5 FTE) administrative assistant will be added in year zero to assist the Director of the program. Annual salary for this position will range from \$14,000-16,000.

Targeted Financial Aid

No targeted financial aid will be available or is needed to launch or sustain the proposed program.

Equipment

Computer hardware will be provided for all new faculty members. No additional equipment will be needed for the program.

Library

McConnell Library collection specialists reviewed current holdings and made recommendations for the acquisition of books, journals, and databases to enhance our holding for the Ed.D. program. We have made purchasing recommendations to the library based on our course needs. We anticipate needing approximately \$4,000 of new resources.

Telecommunications

Four telephones and service will be needed for the new faculty members and the administrative assistant.

Space

Office space will be needed for new faculty and an administrative assistant.

Resource Needs: Part A-D

Part A: General budget information

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes _____ No X
- Has or will the institution submit an addendum budget request to cover operating costs? Yes _____ No X
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes _____ No X
- Will each type of space for the proposed program be within projected guidelines? Yes X No _____
- Will a capital outlay request in support of this program be forthcoming? Yes _____ No X

Part B: Fill in the number of FTE and other positions needed for the program

	Program Initiation Year 2017 - 2018		Expected by Target Enrollment Year 2022 - 2023	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	0.00	1.00	2.00	3.00
Part-time faculty FTE**	0.00	0.00	0.75	0.75
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	0.00	0.00	0.00	0.00
Classified positions	0.00	0.50	0.00	0.50
TOTAL	0.00	1.50	2.75	4.25

*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit. ***Added after initiation year.

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Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 2017 - 2018		Expected by Target Enrollment Year 2022 - 2023	
Full-time faculty	0.00	1.00	2.00	3.00
salaries	\$0	\$91,500	\$166,500	\$241,500
fringe benefits	\$0	\$29,354	\$55,944	\$81,144
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	0.75	0.75
salaries	\$0	\$0	\$48,750	\$48,750
fringe benefits	\$0	\$0	\$16,575	\$16,575
Adjunct faculty	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Classified Positions	0.00	0.50	0.50	0.50
salaries	\$0	\$10,500	\$10,500	\$10,500
fringe benefits	\$0	\$2,425	\$2,425	\$2,425
Personnel cost				
salaries	\$0	\$102,000	\$225,750	\$300,750
fringe benefits	\$0	\$31,779	\$74,944	\$100,144
Total personnel cost	\$0	\$133,779	\$300,694	\$400,894
Equipment (one-time cost)	\$0	\$0	\$0	\$0
Library				
one-time cost	\$4,000	\$0	\$0	\$4,000
recurring cost	\$0	\$0	\$0	\$0
Telecommunication costs				
one-time cost	\$0	\$0	\$0	\$0
recurring cost	\$166	\$0	\$499	\$665
Other costs				
one-time cost	\$3,500	\$0	\$7,000	\$10,500
recurring cost	\$5,900	\$0	\$77	\$5,977
Total Program Cost				
Total Cost by Target Year	\$13,566	\$133,779	\$308,270	\$422,036
Annual Recurring cost after Target Year	\$6,066	\$133,779	\$301,270	\$407,536

Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

Yes _____
Signature of Chief Academic Officer

No _____
Signature of Chief Academic Officer

If “no,” please complete Items 1, 2, and 3 below.

1. Estimated \$\$ and funding source to initiate and operate the program.

Funding Source	Program initiation year 2017 – 2018	Target enrollment year 2022 – 2023
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>		
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>	\$120, 854.00	
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>		
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>		\$201,790.00

2. Statement of Impact/Funding Source(s). A separate explanation is required for each source used.

Reallocation within the department

Reallocation within the school or college- Salary and benefits for one full-time program director already established within current budget.

Reallocation within the institution

Other Funding Sources - – Salary and benefits for two full-time faculty members to be hired as enrollment increases and funded by tuition.

3. Secondary Certification.

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

Agree _____
Signature of Chief Academic Officer

Disagree _____
Signature of Chief Academic Officer

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Appendices

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Appendix A - Sample Plan of Study – Part Time Students (63 Credits)

Year	Fall Semester	Spring Semester	Summer Semester
Year One 18 Credit Hours	Social and Cultural Foundations of Education (3)	Advanced Learning Sciences (3)	Applied Research Methods (3)
	Leadership in the 21 st Century (3)	Models of Change for School and Community Leaders (3)	Internship or Elective (3)
	Total Cr. Hrs. 6	Total Cr. Hrs. 6	Total Cr. Hrs. 6
Year Two 18 Credit Hours	Qualitative Methods I (3)	Quantitative Methods I (3)	Program Evaluation (3)
	Leadership for Teaching and Learning (3)	Policy and Governance of Schools (3)	Internship or elective (3)
	Total Cr. Hrs. 6	Total Cr. Hrs. 6	Total C. Hrs. 6
Year Three 18 Credit Hours	Leadership for Human Resources (3)	Advanced School Finance and Operations (3)	Advanced School Law (3)
	Internship or Elective (3)	Internship or elective (3)	Dissertation Credit Hours (3)
	Total Cr. Hrs. 6	Total Cr. Hrs. 6	Total Cr. Hrs. 6
Year Four 9 Credit Hours	Internship or elective (3)	Dissertation Credit Hours (3)	
	Dissertation Credit Hours (3)	Diss. Defense	
	Total Cr. Hrs. 6	Total Cr. Hrs. 3	

Appendix B - Course Descriptions

Note – All courses are new courses.

Description of Foundations Courses

EDEF 800: Social and Cultural Foundations of Educational Institutions (3 credits)

In this course the student analyzes fundamental questions about the meaning, purpose, and significance of educational institutions in society. It explores education from the perspective of the humanities and liberal arts, using tools of analysis based in history and philosophy. Student learning is grounded in inquiry, exploration and discussion. Students develop a sense of commitment to preserving the resources that sustain a school and a community.

EDEF 860: Advanced Learning Sciences (3 credits)

In this course students will examine current research in cognitive science and educational psychology as well as its application through state of the art learning technologies.

EDEL 800: Leadership in the 21st Century (3 credits)

In this course students will examine the historical development of leadership models into the 21st century with an emphasis on selecting and applying models appropriate to working with diverse stakeholders in both school and community settings.

EDEF 810: Models of Change for School and Community Leaders (3 credits)

This course focuses on developing the capacities needed for effective school leaders to act as agents of responsible change to impact academic achievement and school reform.

Description of Research Courses

EDEF 820: Applied Research Methods (3 credits)

This course involves study of the integral role of applied research in educational leadership, policy formation, advocacy, and change projects. This course introduces the role of applied methods in the identification of community issues and various stakeholders through to the evaluation/impact of interventions, policy formation or advocacy efforts. This introduction of applied research includes an overview to the general methods of inquiry, research designs, and research models commonly used in educational leadership education, community change and community studies, i.e., statistical, non-statistical, naturalistic, mixed-method, action research, community based participatory research, project-based research, project-based service learning, community capacity, and assessment of community issues.

EDEF 830: Quantitative Methods I (3 credits)

The primary goal of this course is to develop skills in using basic tools of quantitative research: descriptive and inferential statistics. Students will learn the mechanics of the most widely used procedures and how to use these to design and interpret educational research.

EDEF 840: Qualitative Methods I (3 credits)

This course is designed for doctoral level students. This course will provide a comprehensive

overview of how qualitative methods and research are enacted, applied, utilized, and disseminated for place-based education and community change. This course focuses on the role of applied qualitative methods in interdisciplinary work, policy analysis, advocacy, assessment of educational issues, outreach, and individual, institutional and community level change. A major focus of this course is the role of stakeholders, knowledge, and action in educational environments. As such, students will be introduced to qualitative methods of data collection that follow, trace, or map particular topics or problems through different field sites, i.e., geographically and/or socially. Likewise, students will be introduced to notions of public dissemination and inquiry.

EDEF 850: Program Evaluation (3 credits)

This course provides doctoral students with foundational skills and knowledge associated with the evaluation of instructional programs. Students learn differences and similarities between research and evaluation efforts, along with an overview of how different types of instructional goals are typically measured and evaluated in research and evaluation studies. Evaluation skills are applied in the analysis of case studies representing situations common to educational researchers and evaluators today. Particular emphasis will be made on the manner in which place-based educational programs might be typically designed and implemented. Applying program evaluation methods and strategies to such endeavors will be explored in some detail.

Description of Educational Leadership Core Courses

EDEL 810: Advanced School Law (3 credits)

This course will provide a comprehensive review of the law that governs the American public school system. The course will provide an in-depth study of federal, state and local law as it relates to the operation and management of schools. Students will study the law through examination of statutes and legal precedent established in case law, and evaluate the legal consequences of school/district decision making.

EDEL 820: Leadership for Human Resources (3 credits)

This online course focuses on current issues associated with the management of school personnel. The course relates theoretical and practical bases to contemporary human resources administration in education with a focus on district-level leadership to enhance student learning.

EDEL 830: Leadership for Teaching and Learning (3 credits)

This course is designed for doctoral level students. Students will apply knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust and a personalized learning environment with high expectations for students through creation and evaluation of a comprehensive, rigorous and coherent curricular and instructional program.

EDEL 840: Policy and Governance of Schools (3 credits)

This course provides an overview of policy issues and governance of schools and school districts. Local, state and national perspectives will be examined. Educational reform issues will be examined through the lens of policy and governance.

EDEL 850: School Finance and Operations (3 credits)

The course content focuses on federal, state and local laws and regulations related to financing, purchasing, and contracting; planning and maintaining school facilities; working collaboratively with governmental entities, professional organizations and community members to advocate for adequate resources for schools; and providing for the safety and welfare of students and school staff. The content is aligned with Educational Leadership Constituency Council (ELCC) Standard 3.

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Appendix C - Abbreviated CV's for Faculty

- Altieri, Elizabeth, PhD, Curriculum and Instruction, 2001, Virginia Polytechnic Institute and State University, Tenured, Full Professor of Special Education. Specialization Area: special education, children and youth with multiple and severe disabilities.
- Bizzell, Brad, PhD, Educational Leadership and Policy Studies, 2011, Virginia Polytechnic Institute and State University, Associate Professor, Educational Leadership. Specialization Area: educational leadership, inclusive education, school improvement.
- Talbot, Patricia, PhD, Curriculum and Instruction, 1998, Virginia Polytechnic Institute and State University, Associate Professor, Educational Leadership. Specialization Area: educational leadership, elementary education, school improvement.
- Jones, Jennifer, EdD, 2001, University of Virginia, Tenured, Professor of Literacy Education. Specialization Area: literacy education and response to intervention.
- Schneider, Sandra, PhD, Foundations of Education, Virginia Polytechnic Institute and State University, Tenure-track, Assistant Professor of Foundations Education. Specialization Area: issues of equity and diversity in mathematics education and educational research.
- Sherman, Gregory, PhD, 1994, Arizona State University, Tenured, Associate Professor of Educational Technology. Specialization Area: learning and instructional technology and science education.

Potential Hires

Degree Level	Rank	Focus Area
PhD/EdD	Associate/Full	Founding Director of Ed.D. program
PhD/EdD	Assistant/Associate	Educational Leadership/Foundations/C & I
PhD/EdD	Assistant/Associate	Educational Leadership/Foundations
	Administrative Assistant	

Extramural Funding Secured by Core Program Faculty: Since, 2006, the thirty-six faculty members of the School of Teacher Education and Leadership have been awarded 124 external and internal grants, totaling over \$21 million. The four core faculty members have been awarded the following.

- Dr. Elizabeth Altieri (full tenured professor): over \$1.5 million in funded grants
- Dr. Jennifer Jones (full tenured professor): over \$900,000
- Dr. Sandra Schneider (4th year tenure track, assistant professor): \$20,000
- Dr. Gregory Sherman (associate tenured professor): \$1.365 million

Core Faculty	Granting Organization	Name of Grant	Value	Brief Description
Altieri, E.	Federal 325T Special Education Preservice Training Improvement Grant	<i>Project MERGE: Merging Expertise for Results in the General Education Curriculum</i>	\$500,000.00	<u>Project MERGE</u> focuses on preparing special education and general education teachers who can work together in K-12 classrooms to meet the needs of all children — with and without disabilities.
Jones, J.	SCHEV/NCLB Title II, Part A, Improving Teacher Quality	<i>Integration station: Bridging best practices in literacy and science</i>	\$95,520.00	<u>Integration Station</u> is designed to creatively integrate science and literacy instruction with the use of non-fiction texts to enhance students' learning in science, reading, and writing.
Schneider, S.B.	Radford University, Intra-university, College Research Grant, College of Education and Human Development	<i>Feminized Choices and Masculinized Market Reform: Choice in Unschooling Communities</i>	\$20,000.00	Grant is designed to examine the lives of homeschooling mothers of children ages 4-18.
Sherman, G.P.	Preparing Tomorrow's Teachers to Use Technology (PT3) U.S. Department of Education	<i>Consortium Building: The AZ K-12 Center/Northern Arizona University Teaching And Learning With Technology PT3 Project</i>	\$1.3 Million	Grant is designed to build consortia between state governing and funding entities and other universities in their efforts in preparing future teachers.

Appendix D - Employment Demand

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Appendix E - Sample Letters of Support and Email Inquiries

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**RADFORD UNIVERSITY ACADEMIC AFFAIRS COMMITTEE
RESOLUTION OF TENURE RECOMMENDATIONS**

MAY 4, 2017

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,

COLLEGE OF BUSINESS AND ECONOMICS

Name	Current Rank	Department
Danylle R. Kunkel	Assistant Professor	Department of Management

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

<u>Name</u>	<u>Current Rank</u>	<u>Department</u>
Laura J. Newsome	Assistant Professor	Department of Health and Human Performance
Auguste Jean-Paul Barfield	Associate Professor	Department of Health and Human Performance
Sandra B. Schneider	Assistant Professor	School of Teacher Education and Leadership

COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCES

<u>Name</u>	<u>Current Rank</u>	<u>Department</u>
Daniel Richard Woods	Assistant Professor	Department of English
Allison Kay Wisecup	Assistant Professor	Department of Sociology
Kevin W. Bowers	Assistant Professor	School of Communication
Twange Kasoma	Assistant Professor	School of Communication

COLLEGE OF SCIENCE AND TECHNOLOGY

<u>Name</u>	<u>Current Rank</u>	<u>Department</u>
Timothy J. Fuhrer	Assistant Professor	Department of Chemistry
Christopher Jon Monceaux	Assistant Professor	Department of Chemistry
Richard Stockton Maxwell	Assistant Professor	Department of Geospatial Science

COLLEGE OF VISUAL AND PERFORMING ARTS

<u>Name</u>	<u>Current Rank</u>	<u>Department</u>
Patricia J. Winter	Assistant Professor	Department of Music

WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES

<u>Name</u>	<u>Current Rank</u>	<u>Department</u>
Sarah L. Smidl	Assistant Professor	Department of Occupational Therapy
Brent A. Harper	Assistant Professor	Department of Physical Therapy
Kristen L. Jagger	Associate Professor	Department of Physical Therapy
Alex M. Siyufy	Assistant Professor	Department of Physical Therapy
Erin G. Cruise	Assistant Professor	School of Nursing
Kerry Fay Vandergrift	Assistant Professor	School of Social Work

THEREFORE, BE IT RESOLVED, it is recommended that the Academic Affairs 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 2017-2018 academic year.

AAComm Attachment D Promotions

**ACADEMIC AFFAIRS
2017-2018 PROMOTIONS WITH SALARY INCREMENTS**

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

COLLEGE OF BUSINESS AND ECONOMICS

<u>Name</u>	<u>Proposed Rank</u>	<u>Department</u>
Seife Dendir	Professor	Department of Economics
Kiertisak Toh	Associate Professor	Department of Economics
Danylle R. Kunkel	Associate Professor	Department of Management

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

<u>Name</u>	<u>Proposed Rank</u>	<u>Department</u>
Nadine A. Hartig	Professor	Department of Counselor Education
Laura J. Newsome	Associate Professor	Department of Health & Human Performance
Auguste Jean-Paul Barfield	Professor	Department of Health and Human Performance
Joshua Carroll	Associate Professor	Department of Recreation/Parks/Tourism
Anja Whittington	Professor	Department of Recreation/Parks/Tourism
Sandra B. Schneider	Associate Professor	School of Teacher Education & Leadership
Boyoung Park	Professor	School of Teacher Education & Leadership
Holly H. Robbins	Professor	School of Teacher Education & Leadership
Gregory P. Sherman	Professor	School of Teacher Education & Leadership

COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCE

<u>Name</u>	<u>Proposed Rank</u>	<u>Department</u>
Daniel Richard Woods	Associate Professor	Department of English
Eric M. Mesmer	Professor	Department of Psychology
Jenessa C. Steele	Professor	Department of Psychology
Allison Kay Wisecup	Associate Professor	Department of Sociology
Kevin W. Bowers	Associate Professor	School of Communication
Twange Kasoma	Associate Professor	School of Communication

COLLEGE OF SCIENCE AND TECHNOLOGY

<u>Name</u>	<u>Proposed Rank</u>	<u>Department</u>
Karen E. Powers	Professor	Department of Biology
Timothy J. Fuhrer	Associate Professor	Department of Chemistry
Christopher Jon Monceaux	Associate Professor	Department of Chemistry
Richard Stockton Maxwell	Associate Professor	Department of Geospatial Science
Premchand Uppuluri	Professor	Department of Information Technology
Jean M. Mistele	Associate Professor	Department of Mathematics/Statistics

COLLEGE OF VISUAL AND PERFORMING ARTS

<u>Name</u>	<u>Proposed Rank</u>	<u>Department</u>
Joan I. Dickinson	Professor	Department of Interior Design/Fashion
Patricia J. Winter	Associate Professor	Department of Music

WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES

<u>Name</u>	<u>Proposed Rank</u>	<u>Department</u>
Sarah L. Smidl	Associate Professor	Department of Occupational Therapy
Brent A. Harper	Associate Professor	Department of Physical Therapy
Alex M. Siyufy	Associate Professor	Department of Physical Therapy
Kristen L. Jagger	Professor	Department of Physical Therapy
Erin G. Cruise	Associate Professor	School of Nursing
Wendy Register Downey	Assistant Professor	School of Nursing
Suellen A. Miller	Assistant Professor	School of Nursing
Kerry Fay Vandergrift	Associate Professor	School of Social Work
Corey Herd Cassidy	Professor	Waldron College of Health & Human Services

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 2017-2018 academic year.

Promotion to Assistant Professor	\$3,500
Promotion to Associate Professor	\$5,500
Promotion to Professor	\$8,000

- 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:
 - the 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

- 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.

Faculty being awarded faculty emeritus status is:

Dr. Raymond Linville
Dr. Joe Flickinger

Department of Communication Sciences and Disorders
School of Communication

Honorary Degree Recommendation

NOW, THEREFORE, BE IT RESOLVED that the Radford University Board of Visitors approve the Honorary Degrees as presented by the Academic Affairs Committee, to be awarded at the May 6, 2017 Radford University Commencement ceremonies.

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End of Materials