



College of Graduate
Studies and Research

Annual Report from the Dean

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March 2021 - March 2022

This report outlines the various activities undertaken as Dean for the College of Graduate Studies and Research since submission of my last Annual Report in March 2021. The College of Graduate Studies and Research (CGSR) encompasses three primary areas, the Graduate College, the Research Compliance Office (RCO), and the Office of Sponsored Programs and Grants Management (SPGM). Since these reports are due in March, this report will contain some information that relates to data or information related to the end of the previous year (i.e. spring/summer 2021).

Since the past annual Report, as Dean, I have been engaged in several **unexpected circumstances** that played significant role in my activities both as CGSR Dean, and in conjunction with other units at Radford. In March 2021, I was asked to be the **Interim Dean of Libraries** when the previous Dean left the university. Not having a background in Library Science, this presented a considerable challenge in learning about the libraries (McConnell and RUC), their functions, and personnel. I served as interim Dean for the Library from March until this past January (2022) in addition to my regular role CGSR Dean.

Secondly, in late spring of 2021, I was informed that **organizational changes** would be taking place in Academic Affairs that would result in the revisioning of the Associate Provost's responsibilities to include oversight of all research related units and research support areas. As part of this reorganization, the offices of Sponsored Programs and Grants Management and Research Compliance would eventually be reassigned under the Associate Provost's new area. This transition took place on January 10, 2022.

So, this report will include descriptions of activities conducted since the last report for these areas that have since moved outside of CGSR as well as activities undertaken while I oversaw the University Libraries. With this in mind I apologize for the length of this report, but there is much to convey.

Sponsored Programs and Grants Management

The Office of Sponsored Programs and Grants Management (SPGM) is (or was until very recently) overseen by CGSR; however, day-to-day operations is managed by SPGM Director, Tom Cruise. SPGM manages grant proposal application processing for both internal and external grants, provides

grant management services for funded grant awards, and offers training and support for faculty and staff with interests in pursuing grant funding.

As seen in the chart below, the 2019-2020 academic year represented one of the most productive years for Radford University grant applications, with more than \$11 million in external funding to the university. Even with the ongoing COVID-19 pandemic, both applications and funded awards in 2020-2021 exceeded the previous year. Although the number of awards increased slightly, the total award funding was down slightly less than 10% overall through the end of the 2021 fiscal year. Considering the pandemic situation and the difficulty placed on faculty conducting research, this is a relatively modest decrease in funding programs. Decreases in awards may also be due to a variety of factors beyond an applicant's control such as agency funding practices or agency funding issues.

| Year | Applications | Funded | \$ Awards |
|---------|--------------|--------|-------------|
| 2021-22 | 22 | 20 | 3,581,94 |
| 2020-21 | 64 | 56 | 10,293,924* |
| 2019-20 | 55 | 53 | 11,411,816 |
| 2018-19 | 68 | 37 | 10,010,806 |
| 2017-18 | 74 | 52 | 5,847,197 |

*Grant submissions/awards up through Dec 2021 for 2021-22 fiscal year

Hanover Research

SPGM has been working with **Hanover Research**, a higher education consulting firm with expertise in grant preparation. Tom Cruise and I held conference calls with Hanover consultants regularly (once a month) to discuss funding opportunities and programs, grant review consultations, and grant writing workshop preparation. With Hanover's assistance, SPGM sponsored a Grant Proposal Writing Workshop (virtually via Zoom) in September 2021, with 31 faculty from RU and RUC enrolling in the workshop. Hanover also provided consulting services reviewing

Hanover also provides services to assist Radford faculty seeking assistance in finding appropriate funding sources or agencies for projects (AKA "prospecting"), as well as grant consulting and review services for selected grants, particularly those with large funding requests or very competitive programs. By agreement, Hanover reviewed 5 grant proposals in 2021, and provided prospecting reports for two faculty. For the current year, Hanover has provided 3 grant consultations to date.

Tom Cruise, has given a grant writing workshop at the Southwest Virginia Higher Education Center in Abingdon, VA for the past several years. This past November he did so again, with 12 attendees from the local area participating in the workshop.

Scholarly Activities Committee

In conjunction with SPGM, I served as the chair of the **Scholarly Activities Committee (SAC)** until this past January. SAC considers proposals for research, project and creative activities. To be approved for funding the committee assesses the proposal's potential to provide supporting evidence that has a likely-hood of generating an external grant proposal (hence it is a Seed grant). Approved proposals may receive up to \$10,000 in funding support. For 2020-21, twelve (12) SEED proposals were reviewed, and eight (8) were recommended for funding, totaling nearly \$80,000 in funds to support faculty projects and research. For fall 2021, three (3) SEED proposals were reviewed, and all were supported at almost \$30,000 in support funding.

SAC also reviews Faculty Development Professional Leave (FDPL) proposals; however, my term as SAC chair ended before FDPL applications were reviewed this year.

Research Compliance Office

Summary of RCO Operations and Engagement

- Supervised RCO functions and Research Compliance Manager.
- Consulted with Institutional Review Board (IRB) and Institutional Animal Care and Use Committee (IACUC) leadership; attended IRB and IACUC meetings as needed or requested.
- Supervised continued development of IRB Manager software for submission of IACUC research protocols (still in development).
- Acted as Institutional Official for oversight of human and animal subjects research regulations.

Since 2019 the Research Compliance Office (RCO) had been in a relative state of flux with multiple personnel serving in the role of Research Compliance Manager or as interim RCM. Ms. Anna Marie Lee has help provide a stable presence in the Research Compliance Office since her hiring in December 2019. She has more than 25 years of experience in the field of research compliance. I have worked with Ms. Lee over the past two years, and she is helping provide a supportive environment for faculty and students engaged in research with human and animal subjects. She works closely with IRB and IACUC bodies to support their work in reviewing proposed research protocols. She consults with students and faculty with questions and provides guidance about compliance or research proposal preparation and maintenance.

Admittedly, submission of research protocols for either human or animal subjects is a challenging process, and it can be frustrating for some researchers at times. IRBManager software was installed in the summer of 2019 as the new electronic submission system for human subject related research protocols. Although notably easier than the previous human subjects research protocol submission system (InfoEd), IRBManager is not perfect. RCO has received complaints and suggestions, and is working to improve the protocol submission process. RCO has been working with IRBManager technical services to develop a similar **electronic submission process for animal care and use protocols** for review by IACUC. In developing the IACUC protocol process, it has provided some insights into how human subjects protocol submission may be improved.

Institutional Official

As the **Institutional Official** (IO) for Radford University, I have been responsible for ensuring Radford meets Federal regulations for IRB (Institutional Review Board) and IACUC (Institutional Animal Care and Use Committee) functions. As IO, I appointed or reappointed members to IRB and IACUC bodies. I consulted with both IRB and IACUC on issues needing institutional support or oversight. I worked with both the IRB and IACUC chairs to provide summer support and compensation for work carried out during a period that not previously provided compensation for the work carried out during the summers as a pilot program.

I have worked with IRB leadership and the Research Compliance Office to approve external requests for Institutional Authorization Agreements when researchers outside of Radford University wish to conduct projects at Radford locations with Radford students or faculty. During the 2021 fall

semester a particular situation required the IRB chair and I to work extensively together along with the Research Compliance Manager regarding a project being conducted by an external group on campus. This was a very time consuming process and required considerable effort in consulting with various offices across the university in determining an appropriate course of action. While working closely with the IRB chair over the course of the fall semester, we were able to work with the project leaders to come to a workable solution about how the project could continue, and allow participants to withdraw from the study at will if desired.

The Graduate College

The Graduate College has the largest staff (8) of all CGSR units and comprises the greatest number of functions and duties to oversee and manage.

- Graduate Recruitment and Admissions
- Graduate Assistantships and Financial Assistance
- Academic Policies and Procedures
- Budget and Resource Management
- Graduate Student Services and Support

Staff Management

Since joining Radford in 2019, the Graduate College had never been fully staffed for a variety of reasons. Some positions were left vacant, people left or needed to take time away for various reasons. We have always been down by at least one position since I first arrived. This year, four of the Graduate College's 8 staff positions turned over in one way or another during the past year. In the spring we lost our administrative assistant to a prolonged illness. Our Director of Graduate Recruitment resigned in May to take on a new opportunity. In addition, an Admissions Processing position had been vacant for more than 3 years. Fortunately, we were able to fill all three positions during the summer and fall months. In filling the Admissions Processor position, the Graduate Admissions staff is now at full strength for the first time since 2019. Having a full admissions staff will hopefully help alleviate delays in processing applications during especially busy peak application cycles. The Director of Graduate Admissions position was filled by Ms. Tracey Drowne who has a strong background in higher education and recruitment from Va. Tech. Ms. Teri Hills in the Graduate College moved into the administrative assistant position, which then left her previous position as Student Support Specialist and Non-degree Coordinator open. One advantage to Teri Hills moving within the Graduate College organization is that she is able to share her knowledge and assist in training the new support specialist. We were able to fill this position in January. Although four different searches took place during the summer and fall of 2021, the Graduate College is now fully staffed for the first time since 2019. Now with a full staff we hope to improve our efficiencies and provide better service to faculty and students.

Academics

Academic changes are managed and approved through the **Graduate Affairs Council (GAC)**. The council is chaired by the Graduate Dean. Curricular changes are submitted from departments or schools and approved by their home colleges and forwarded to GAC for final approval. Graduate college staff review the proposals to make sure they meet Graduate College and University policies. If there are issues or concerns, Graduate College staff work with proposal authors to correct issues before proposals

are forwarded to GAC for approval. Below is a summary of **academic proposals considered and approved by GAC** so far during the 2021-2022 academic year (at the time of this report’s submission)

New programs or Concentrations

- Health Professions Education certificate
- Post-baccalaureate certificate in Music Therapy

Course and Program Changes

- New Courses Approved – 15 courses
- Course Revisions – 88 courses
- Course Deletions – 5 courses
- Program Revisions – 12 programs

Admission and Recruitment

Graduate enrollment in fall 2021 increased by 5.2% across RU and RUC campuses. RUC graduate programs increased by 12 students (+2.6%) whereas Radford main campus programs increased 4.4%. The total 5.2% increase in enrollment is above the of the Graduate College Strategic Plan goal of increasing annual enrollments by 3% each year. Considering the COVID-19 pandemic, this increase was somewhat of a pleasant surprise acceptable.

| | Fall Enrollment Comparisons | | | | |
|-------------------|------------------------------------|------------------|------------------|------------------|-----------------|
| | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | % Change |
| RU | 957 | 989 | 952 | 994 | +4.4 % |
| RUC | - | 334 | 384 | 394 | +2.6 % |
| Fast Track | - | - | - | 17 | - |
| Total | 957 | 1323 | 1336 | 1405 | +5.2 % |

Recruitment efforts during fall 2021 were still impacted by the pandemic. In-person career and graduate recruiting events came back slowly but many events were still virtual. Following the departure of Phil Hardy in the spring of 2021, Ms. Tracey Drowne started during the beginning of the fall semester as the Graduate College’s new Director of Graduate Recruitment. She has worked diligently to meet with graduate program coordinators on both Radford and Roanoke to come up to speed on program recruiting highlights. The Graduate Recruitment Director normally spends a significant amount of time on the road attending recruitment events away from campus during certain times of the fall and spring semesters. Ms. Drowne attended a mix of virtual and face-to-face recruitment events during the fall and spring semesters. She worked with Waldron College graduate programs for two recruitment events, a Waldron College Graduate Program Open House and an RUC Graduate Program Open House. She has helped arranged virtual and host events for graduate programs, especially in Roanoke at RUC. She has tried to have a presence several times a month at RUC to meet with faculty.

During the Fall I also assisted with several recruiting events when events have overlapped so that the Graduate College can effectively be in two places at the same time.

- Christopher Newport Graduate Fair
- Radford Graduate and Career Fair
- Radford Education Career Fair

In addition, I met with groups from colleges such as West Virginia University Technical Institute and Virginia State University who have visited Radford.

Fast Track Programs

In spring 2021, President Hemphill announced that Radford University would be partnering with the online program management company **Academic Partnerships (AP)** to develop unique online programs to begin offering Fast Track degree programs in which students can enroll in courses offered in a 7-week asynchronous online format. The MBA and MSN-Nursing Administration programs were selected as inaugural Fast Track graduate programs. AP is primarily responsible for recruitment and marketing (although the Graduate College certainly promotes these programs as well). Implementation of the Fast Track program was a campus wide collaborative effort in which faculty and staff from a wide variety of units worked to work through the technical issues required for implementing the Fast Track Program. Units involved included the Graduate College, ITS, Registrar, Financial Aid, Bursar, University Relations, Enrollment Management, Student Affairs, CITL and others. An entirely new calendar needed to be developed. 7-week courses necessitated two 7-week sessions to be created in each normal academic semester or term. Each semester contains a session A and B for Fast Track courses with corresponding start/stop dates add-drop periods, new billing cycles, census dates, etc. Student can enroll in two courses per 7-week session, and 4 courses per semester. Regular, continuous enrollment in 2 courses per 7-week session allows students to complete these programs in as little as one calendar year. In addition, potential students are not limited to applying for the start of a typical semester. Because there are two sessions (A and B) per semester, if a student misses the start of the A session, the student can apply for admission to the B session. This allows up to six entry points during the year for potential students, and does not delay students until the start of a semester to begin the program.

To assist Fast Track students the Graduate College created an online orientation program specifically for Fast Track students. This required collaborating with a number of offices and support unit across campus to ensure Fast Track students receive the same information and services that on-campus students receive. The template is shared by all AP/Fast Track programs, including the undergraduate RN-BSN program.

Initial launch for recruitment and marketing was scheduled to begin in April 2021, but technical issues delayed the launch until July. This late launch for recruitment significantly impacted anticipated initial enrollments.

Below is a chart that shows initial applications and admissions numbers. The number of applications for the Fall A and B sessions were expected to be low considering the late recruitment launch date. Applications have increased slowly, but are not at the level expected as of yet. Regular operations meetings between the Radford Fast Track Operations group and AP continue to discuss strategies for increasing the applicant pool. The MSN program waited to begin formally until spring 2022 rather than in the fall of 2021.

The second table below shows enrollment numbers in the Fast Track programs through Fall 2021 and Spring 2022. For both MBA and MSN programs continuing students in those programs prior to initiating the Fast Track program are listed as Non-AP students.

Fast Track Applications and Admissions for Fall and Spring Semester Sessions (A & B)

| | Fall A 2021 | | Fall B 2021 | | Spring A 2022 | | Spring B 2022 | |
|------------|-------------|----------|-------------|----------|---------------|----------|---------------|----------|
| | Applied | Admitted | Applied | Admitted | Applied | Admitted | Applied | Admitted |
| MBA | 12 | 10 | 9 | 4 | 21 | 14 | 21 | 9 |
| MSN | 1 | 0 | 1 | 0 | 6 | 6 | 6 | 5 |

Fast Track program enrollment by semester sessions (A/B)

| | Fall A 2021 | | | Fall B 2021 | | | Spring A 2022 | | | Spring B 2022 | | |
|-----------------------------|-------------|----|--------|-------------|----|--------|---------------|----|--------|---------------|----|--------|
| | Total | AP | Non AP | Total | AP | Non AP | Total | AP | Non AP | Total | AP | Non AP |
| MBA | 15 | 2 | 13 | 15 | 5 | 10 | 33 | 17 | 16 | 35 | 21 | 14 |
| Bus. Analytics Cert. | 5 | 1 | 4 | 4 | 1 | 3 | 7 | 2 | 5 | 7 | 2 | 5 |
| Nurs. Admin, MSN | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 4 | 2 | 12 | 10 | 2 |

New Affiliation Agreements

To assist with recruitment efforts, I have worked over the past year on continuing to cultivate new affiliation agreements with **Hollins University** in an effort to create additional pipelines for Hollins students into Radford graduate programs. An initial partnership agreement was created in early March 2021 with Hollins reserving up to 3 seats per class for qualified Hollins University graduates in the Counselor Education (COED) graduate program. I worked through the late spring of 2021 to complete similar agreements for the Master of Social Work and Master of Occupational Therapy programs with Hollins University. A fourth program partnership is currently being considered. These types of agreements can build solid relations and help drive students to our programs.

In 2019 Radford signed affiliation agreements with **Emory and Henry College** that would allow E&H students to begin taking graduate course work as accelerated students during their senior year at E&H. These agreements were with master's programs in Business Administration, English and Strategic Communications; however, to date no students from Emory and Henry have taken advantage of the agreement, and expired in August 2021. During the late spring along with Strategic Communication program faculty discussions began to rework the original agreement. Adjustments were also needed to the financial piece of the original agreement which provided no real monetary benefit to Radford. I worked with Business Office staff to develop a new financial model that would be more acceptable from Radford's point of view and still encourage E&H students to enroll. The revised agreement has not been finalized yet, but we are hopeful this new business structure will allow for a more equitable partnership and provide source of new students.

Graduate Student Support and Services

One of my goals in coming to Radford was to provide support for graduate students. Graduate students make up more than 15% of the entire Radford student population (based on fall 2021 headcount). This is a significant group of students; however, graduate students are often an invisible

population within the campus community, and often of secondary consideration. From my experiences, and in discussion with other graduate deans, this is an unfortunate universal truth on most university campuses. Since 2020 the Graduate College has tried to increase opportunities for graduate student engagement and provide more opportunities for professional development, with an emphasis during this current academic year for graduate assistants and graduate teaching assistants.

Graduate Assistants

Graduate Assistants provide a variety of service roles for the university, from graduate teaching fellows (GTFs) and teach assistants (GTAs) who help in the delivery of academic programs, to service roles as non-teaching graduate assistants (GAs) both internally within graduate programs and externally to academic and nonacademic units across campuses. Ms. Michele Ralston in the Graduate College coordinates requests and final assignments for GAs and manages disbursement of funds for tuition and stipends. Assistantships make up nearly 60% of the entire CGSR budget.

Training new GAs, GTAs and GTFs so they know what to expect in their assignments is essential to their success not only as a GA, but as a graduate student. (Training of GTAs and GTFs is required by SACSCOC). Interim Associate Dean, Dr. Amy Rubens, updated the **online orientation program in D2L for all classifications of Graduate Assistants**. Prior to the pandemic all graduate assistants attended an in-person, new GA orientation program before the start of classes. Due to the number of non-teaching GAs (~145) it was not recommended to return to the in-person orientation for such a large group. An added benefit to the online orientation is that all types of GAs, including GTAs and GTF's, share the same basic orientation. Additionally, with the online orientation GAs of all types were able to access the D2L training modules in early August rather than just prior to the start of classes. This provides more time to prepare for their roles. All GA's are required to complete Title IX training before starting the assigned duties, and this was incorporated into the online modules as well. The general online orientation works well and provides flexibility for the GA's and has been received well.

New GTAs and GTF's require additional training specifically related to working in a classroom environment. This was a much smaller group (~35 for first-time GTAs/GTFs), and Dr. Rubens and I oversaw the socially distanced, in-person orientation prior to the start of classes. This orientation provides instruction on classroom expectations, responsibilities, restrictions, additional Title IX training, ethics, how to respond to emergency situations, cheating and plagiarism, and situation/classroom management. GTAs and GTFs receive additional discipline specific training within the academic programs they are working.

This past year's new GTA orientation placed more emphasis on assisting GTAs and GTFs in **identifying potential issues in the classroom environment**. In addition to the online Title IX training, GTAs/GTFs completed, Dr. Andrea Zuschin participated in the orientation. She led discussions with GTAs/GTFs to talk about reporting requirements and processes, and answer any questions students have about the subject area and processes involved.

We added several new elements to the orientation this year and invited speakers from various support units across the university to meet to provide **new areas of training to help GTAs/GTFs in interacting with students in the classroom as well as providing guidance on self-care and coping with the stresses associate with being a GTA/GTF and a graduate student**. Below is a list of guest speakers for GTA/GTF orientation.

Charlie Cosmato/Merrie Winfrey (CITL) – Interacting with Divers Populations

Emily Fitzgerald/Cora Taylor – Student Counseling Services and SAVES

Dr. Alan Forest/Dr. Frank Napolitano – Mindful Meditation and Self-care

Student Engagement and Recognition

In the spring of 2021, the [3 Minute Thesis Competition](#) took place once again after a hiatus of several years. The 3MT competition is an exercise in communication for graduate students to demonstrate their ability to convey their work to those outside their field. Due to the pandemic the competition was offered virtually with competitors submitting video presentations describing their projects, research or capstone activities. Eighteen graduate students participated, which was much more than initially expected. A panel of judges ranked the video submissions to name Winning and Runner-up presentations. A People's Choice winner was also selected by individuals who visited the 3MT web page, viewed the video presentations and then voted for their favorite presentation. An awards ceremony was held in which the three winning videos were shared, and the winners were presented with cash awards. The 3MT competition allows the university to recognize the achievements of graduate students and hopefully encourages newer graduate students to participate as a 3MT competitor in the future.

The Graduate College initiated the **Graduate Assistant Distinction Program** in the fall 2021 semester as a program to provide more support to graduate assistants, as well as graduate students in general. The GA Distinction Program was developed following a survey of graduate teaching assistants at the end of the 2021 spring semester. GTA's expressed a desire for more support in their training after the initial GTA orientation and their program specific GTA training. With this in mind interim Associate Dean Rubens began designing a program to provide more professional development opportunities for GTAs and GTF. It was then decided to expand the program to include graduate assistant serving the university community. The Graduate Assistant Distinction Program is voluntary and primarily involves attending activities and events within four designated focus areas: Diversity and Inclusion; Professional Development; Physical and Mental Well-Being; Academic Excellence (for GAs); and the Scholarship of Teaching and Learning (for GTAs/GTFs). Events (listed at the end of this report) were hosted by the Graduate College and in many cases in conjunction with other university offices, departments or units that provide support services. Graduate assistants who complete the program (later this spring) will be invited to an awards ceremony, receive an honor chord for their hooding and commencement, and have the GA Distinction Program completion indicated on their academic transcript. All student who complete the program are also eligible for one of three Excellence awards as an outstanding GA, GTA or GTF which include cash awards.

Professional Development

GA Distinction Program professional development activities are not limited to only GAs/GTAs or GTFs. **All professional development activities or workshops are open to any graduate students wishing to participate.** Many opportunities were offered as virtual activities to allow online students or students at alternative locations (RUC, Higher Education Centers, other) to participate and increase inclusivity and a sense of belonging.

The Graduate College also produces a [Newsletter](#) as a means for communicating programming and events with graduate students. The Newsletter includes announcements and information on

upcoming events, special course offerings, and contests that students can participate in to win swag. End of semester newsletters also offer opportunities to highlight student achievements and accolades submitted by faculty about their students. The Graduate College has also increased its social media efforts to encourage engagement by various groups including current students and potential students.

Efforts in Diversity, Equity, and Inclusion

Diversity takes many forms and is not limited just to ethnic or racial backgrounds. Student and faculty perspectives and experiences vary based on a wide variety of factors. The Graduate College supports all students and faculty no matter what their ethnic, racial, sexual orientation, socioeconomic or educational backgrounds may be. This can also include the locations where students and faculty reside or are enrolled (Radford main campus, RUC, or Higher Education Centers in Roanoke or Abingdon), or whether a students or faculty are working in face-to face or on-line environments. So, the Graduate College has worked to support students with a wide variety different backgrounds or circumstances

Below is a summary of efforts made by the Graduate College or the Graduate Dean in areas related to Diversity, Equity and Inclusion on behalf of both students and faculty.

- During the late spring of 2021, all Radford Deans read and discussed the book ***From Equity Talk to Equity Walk*** by McNair, et al. as part of the Radford's *Engaging Difference* program. The Deans also participated in two workshops sponsored by *Crossroads Antiracism*.
 - o **Introduction to Systemic Racism**, June 30, 2021
 - o **Engaging Difference at Radford University**, January 13-14, 2022
- The Graduate Dean participated in a workshop titled "**Creating an Inclusive Learning Environment**", sponsored by the American Society for Biochemistry and Molecular Biology, February 12, 2022.
- The **online graduate student orientation program** in D2L is a resource for all graduate students, no matter which the campus they attend (RU, RUC or Higher Education Centers) or their mode of program delivery (online vs. face-to-face). The online orientation includes a wide variety elements available from the university to support graduate student needs.
 - o Video on transitioning to graduate studies and the impact on **work-life-studies balance, imposter syndrome and mental health**
 - o Highlighted general information about **counseling center services, substance abuse support (SAVES), Military Resource Center, Title IX Office**
 - o Highlights of activities and resources the **Center for Diversity and Inclusion** and the **Center for Accessibility Services** sponsors that would welcome graduate students
 - o Special content specifically designed to **help students transition to graduate studies**, keeping in mind that many graduate students have been "out of the classroom" and in the professional world for at least a few years.
 - o Many D2L modules included videos and **transcripts for all video content**.
- Graduate Teaching Assistant Orientation
 - o Modules in D2L (online) targeted training and facilitated on-going, in-demand access to the **cultural competency resources**.

- In person orientation included a session on **Interacting with Diverse Student Populations**
- Professional development workshop for all graduate students
 - **Tips and Tricks for Remote Library Users: What Graduate Students Need to Know**, November 10, 2021 (virtual online workshop)
 - **Amplifying Marginalized Voices: Inclusive Citation Practices for Literature Reviews**, February 15, 2022. (virtual online workshop)
- Social Media posts from the Graduate College **include “captions” for content displayed as an image to allow viewers who use screen readers.**

Budget Management

CGSR manages a budget of nearly \$3.2 million for all CGSR operating units (including SPGM and RCO). The Graduate College provides approximately \$1.9 million in funding for graduate assistantships (GAs), graduate teaching assistantships (GTAs) and graduate teaching fellowships (GTFs) in the forms of stipends and tuition support (GTAs and GTFs only). The Graduate College also provides Graduate student Professional Development Awards to support student attendance at conferences and meetings to present their scholarly efforts and professional development activities.

Reorganization for Sponsored Programs and Research Compliance.

During the spring of 2021 a decision was made for some reorganization within Academic Affairs. This included the revisioning for the Associate Provost’s responsibilities to include oversight of all research activities (in addition to the Office of Undergraduate Research and Scholarship, OURS). It was decided that the Associate Provost would assume direction of the Sponsored Programs and Research Compliance offices, thus removing them from the College of Graduate Studies and Research. The transition was scheduled to take place in January of 2020.

I spent considerable time with the Dr. Jeanne Mekolichick, who would begin overseeing the two units, discussing the operations, budgets, personnel, roles and responsibilities of each unit to help prepare her for the transition in January. We held weekly meetings throughout the fall semester to discuss how the transition would take place, planning budget adjustments and personnel related issues.

Interim Dean of Libraries

Lastly, I will briefly address my time interim Dean of Libraries. I was asked to step in to serve as Interim Dean of Libraries in March 2021, and I served in this role until January 2022 when the newly selected Dean arrived on campus. It was evident immediately that there were significant morale issues among the staff, and they were looking to be heard. Throughout the spring I conducted a listening tour among the department and staff, and at both locations (McConnell and at RUC), to learn about the various functions and programs the libraries provide. I discovered how truly dedicated the library staff are to the students and faculty at Radford. It was also evident that the University Libraries as a whole was extremely complex with a wide range of areas that it covers. The library also interacts with every corner of the university in many different ways. McConnell Library also houses two units that are not overseen directly by the Library (CITL, Harvey Knowledge Center), and some strains had been developing

between the Library and these areas, requiring some mending of relations. At the same time the Library Administrative Council decided the timing was right to form a new advisory Library Committee. Rather than simply asking for volunteers from the faculty, I asked potential volunteers to write a statement about why they wished to be part of the Library Committee. What emerged was a group of faculty who a deep love for the libraries with a wide range of interest areas related to library functions. The group that was selected was also used to select members of the Library Dean search committee (in addition to library faculty and staff).

In relation to the staff morale, a library staff meeting was called in early June in which all faculty and staff from both McConnell and RUC libraries came together for the first time in several years. Recognition was given to several staff who had earned service commendations; a few new staff members had been hired at both locations; and a promotion was announced. Updates were given in a number of areas, as well as the search process for the new dean. But the focus of the meeting was to discuss challenges the libraries were facing as well as potential strategies for managing those challenges and planning for priorities. The staff were purposefully arranged in groups to minimize concerns about pressure from supervisors and allow for free sharing of ideas from staff at all levels. At the end of day there was relative consensus on a variety of areas and possible approaches to moving forward with those challenges. Department heads reported that the meeting had been received extremely well, almost universally by the staff, and most everyone left with a positive outlook for moving forward. I knew that there were still significant issues that would continue to need attention, but I was pleased that some of the morale issues were beginning to fade.

Through the summer the search process for the new dean began to move forward. I also served as the chair of the search committee. The search committee began reviewing application in mid-July, and conducted preliminary Zoom interviews with more than 15 potential candidates in early August. Finalist interviews were conducted in September, and the final decision was made by the Provost in October.

I have only scratched the surface of working in the Library as it is not directly related to the purpose of this Dean report. Splitting time between my two areas over the past year was extremely challenging for both the Library and CGSR. I depended on both staffs to do their jobs as resident experts, especially in the Library where I was essentially an outsider thrust into an entirely new world. I learned more about library operations than I ever imagined I would need to know before being given this assignment. But I also have so much more respect for everyone in the McConnell and RUC Libraries. As challenging as the experience was, I truly enjoyed it and also believe it will lead to stronger relations and interactions between the Library and the Graduate College.

Committee Service

| | |
|--|--|
| Academic Affairs Leadership Team | Scholarly Activities Committee, Chair |
| President's Leadership Council | RUC Operations Advisory Group |
| Graduate Affairs Council, Chair, <i>ex officio</i> | Institutional Official for Research Compliance |
| Academic Policies and Procedures Committee | Library Administrative Council |
| Graduate Enrollment Management Alignment Group | RUC Operations Advisory Group |

Hazard Mitigation Planning Committee Academic Partnerships Implementation Team
Academic Program Review & Enhancement Committee Graduate Enrollment Alignment Committee
SACSCOC Academic Advisory Committee SACSCOC Student Support Advisory Committee
Library Dean Search Committee, chair

Events and Regular Meetings Attended

Board of Visitors meetings
Chemistry Department meetings
IRB and IACUC meetings
Library Admin Council meetings (weekly)
Hanover Research Grants consultation meetings (monthly)
Virginia Council of Graduate Schools (fall and spring meetings)
Academic Partnerships Operations meetings (biweekly, then monthly)
Academic Leadership Professional Development Series (monthly beginning in fall through spring)
3 Minute Thesis Competition Awards Ceremony
Christopher Newport University Graduate School Fair
Radford University Graduate School Fair
Radford University Education Career Fair
Counseling Psychology Interview Day Welcome
Hosted visiting students from Virginia State University
Waldron College Graduate Program Open House
RUC Graduate Program Open House

Graduate Assistant Distinction Program and Graduate Student Professional Development Activities

9/11

Mindfulness Meditation Retreat at Selu, 9:00 a.m. – 12:00 p.m.

9/23

Writing Literature Reviews Workshop
Campus Writing Center (in person and virtual), 2:00 – 3:00 p.m.

9/29

Distinction Program Overview and Q/A (virtual; recorded), 6:00 p.m.

10/1

Your Job Seeking Persona: Creating a Resume that Works

Center for Career and Talent Development (in person and virtual), 3:00 – 4:00 p.m.

10/14

Creating a “Research Space” in Your Writing
Campus Writing Center (in person and virtual), 2:00 – 3:00 p.m.

10/19

Library Research Tools: What Graduate Students Need to Know
McConnell Library (in person), 2:00 – 3:00 p.m.

11/10

Tips and Tricks for Remote Library Users: What Graduate Students Need to Know
6:00 – 7:00 p.m. (virtual)

11/11

Conducting Research at Radford: Research Compliance, the IRB, and the IACUC
1:00 – 2:00 p.m. (virtual)

12/1

End-of-Term Reflection Event with CITL for GTAs and GTFs

2/9

3MT Competition Information Session with Dr. Amy Rubens, Interim Associate Dean of the Graduate College, on
Wednesday, 7:00-7:30 p.m. (virtual)

2/15

Amplifying Marginalized Voices: Inclusive Citation Practices for Literature Reviews with the McConnell Library on
Tuesday, 2/15, from 6:00 - 7:00 p.m. (virtual)

2/19

Mindfulness Meditation Retreat at SELU on Saturday, 9:00 a.m. to 1:00 p.m. (in person)

2/28

Reading Scholarly Literature: Level Up Your Approach with the McConnell Library on Monday, 6:00 - 7:00 p.m.
(virtual)

Ongoing throughout the spring semester: Drop-in mindfulness meditation meetings for graduate students on
Mondays from 12:00 - 12:30 p.m. (virtual). Contact Dr. Alan Forrest and Dr. Frank Napolitano to get the Zoom link
or to learn more.