

Academic Excellence and Research Committee

February 2020

RADFORD UNIVERSITY

Board of Visitors

RADFORD UNIVERSITY

Board of Visitors

ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE

11:00 A.M. **

FEBRUARY 13, 2020

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

DRAFT **AGENDA**

- **CALL TO ORDER** Dr. Thomas Brewster, *Vice Chair*
- **APPROVAL OF AGENDA** Dr. Thomas Brewster, *Vice Chair*
- **APPROVAL OF MINUTES** Dr. Thomas Brewster, *Vice Chair*
 - December 5, 2019
- **ACADEMIC AFFAIRS REPORT** Dr. Joseph P. Scartelli, *Interim Provost and Vice President for Academic Affairs*
 - Academic Affairs Update
 - Presentation and Discussion on Academic Outreach
- **FACULTY SENATE REPORT** Dr. Jake Fox, *President of the Faculty Senate*
 - REAL Update
 - Core Curriculum Revision Overview
 - COACHE Survey Results
- **OTHER BUSINESS** Dr. Thomas Brewster, *Vice Chair*
- **ADJOURNMENT** Dr. Thomas Brewster, *Vice Chair*

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

COMMITTEE MEMBERS

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

February 2020 Meeting Materials

RADFORD UNIVERSITY

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Academic Outreach

RADFORD
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Higher Education Centers



A Partnership of Top-Ranked Universities with a Space for You.

Mission for Radford University at RHEC

- To provide opportunities for individuals to pursue degrees and certification in Nursing, Criminal Justice, Social Work, Elementary Teaching and other areas of study



RHEC Degree Programs

- Bachelor of Science in Nursing (B.S.N.)
 - Spring semester cohort
- Master of Social Work (M.S.W.)
 - Saturday program for working professionals
- VCC degree completion programs
 - Bachelor of Social Work (B.S.W.)
 - B.S. in Interdisciplinary Studies for Elementary Education
 - B.S. in Criminal Justice

RHEC Course Enrollments

RHEC Enrollment by Subject (2018-19)		
Subject	Distinct Students	Credits Generated
Criminal Justice	18	60
Education	22	417
Education - Foundations of Education	4	12
Education - Reading	27	81
Education - Special Education	8	42
English	8	24
Human Development	3	9
Nursing	138	2,345
Social Work	109	1,370
Sociology	11	33
Total	309	4,393

RHEC Professional Development

- Governmental and Nonprofit Assistance Center workshops
- Training and Technical Assistance (TTAC) workshops for educators

Vision for Radford University at SWVHEC

- To build effective, lasting community partnerships that maintain the health, vitality and economic sustainability of Southwest Virginia communities.



Strategies

- Reestablish Radford University's presence at the Southwest Virginia Higher Education Center in Abingdon
- Assess needs of the region and fill in gaps where appropriate
- Create opportunities for all Radford University colleges, departments and schools to be represented
- Offer a wide variety of professional development workshops
- Provide various community outreach opportunities to the region
- Relaunch academic programming

For Educators

- Southwest Virginia School Leaders Academy
 - Made possible through a partnership with the Comprehensive Instructional Program, Region 7 Superintendents and Radford University's Educational Leadership Program
- Training and Technical Assistance Center
 - Book Study Series, “Disrupting Poverty”
 - “Reaching and Teaching Students in Poverty-Equity Literacy” with Paul Gorski
 - Literacy Coaching Academy Series



For K-12 Education

- Undergraduate Admissions
 - On Site Reviews
 - Admitted Students Receptions
- Annual 6th Grade Girls STEM Day
- Annual Regional LEGO League Competition
- Porterfield Ensemble presents
“We are From Her: Fierce Girls, Wise Women, and Strong Sisters”
- Creative Arts Academy for Middle School Students (upcoming)



For Healthcare Professionals

- Clinical Supervision Trainings for LPCs and LCSWs
- “Guys in Crisis” (all-day multi-presenter workshop)
- Faculty presentations at the SWVA Virginia Counselors Association Fall Forum
- Substance Use Disorder Conferences
 - Substance Use Disorders in SWVA: Establishing Connections and Networks
 - Alcohol Use Disorder & Psychotropic Medications Symposium
 - Substance Use Disorder Academy Series
 - A four-part series
 - Live-streamed to various locations throughout the Commonwealth
 - Substance Use Disorders: Addressing Prevention (upcoming)

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For Business and Community

- Thinking Outside the Box with Design Thinking
- Manufacturing Leadership Academy Series
- Writing Successful Grant Proposals
- Crisis Communication
- CPR/AED/First Aid Training (upcoming)
- Motivational Interviewing (upcoming)



M.S. in Counselor Education-School Counseling

- Relunched Counselor Education in Abingdon
- Supported with funding from the Tobacco Commission
- Hybrid/blended model
- 7 continuous semesters
- Conducted needs assessment with 152 inquiries
- 32 Applications/27 Admitted
- Applicants came from a variety of backgrounds
 - School teachers
 - Community or family services board workers
 - Social services employees



Future Plans for SWVHEC

- Seek to offer additional professional development workshops and conferences
 - Include RUC faculty
- Increase programs for K-12 students
- Evaluate the need for other academic programs in Abingdon
 - M.S. and Certificate in Literacy Education
 - M.S. in Strategic Communication

Discussion

COACHE

Collaborative on Academic Careers in Higher Education

Results of the 2019 Survey

Sandra Baker, Ph.D.

Director, Office of Institutional Effectiveness and Quality Improvement

Jake Fox, Ph.D.

President, Faculty Senate

February 13, 2020

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What is COACHE?

Collaborative on Academic Careers in Higher Education (COACHE) is a nationally administered survey through the Harvard Graduate School of Education.

What is COACHE?

Comparisons are available for up to five peer institutions.

Peers for 2019 were:

Appalachian State University

James Madison University

Old Dominion University

University of North Carolina – Wilmington

Virginia Commonwealth University

Comparisons were also made to all 103 institutions taking part in survey.

What areas are included?

- Research, teaching and service
- Resources in support of faculty work
- Benefits, compensation and work/life
- Interdisciplinary work and collaboration
- Mentoring
- Tenure and promotion practices
- Leadership and governance
- Department collegiality, quality and engagement
- Appreciation and recognition

Response Rates: 2019

		overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm
Radford University	population	461	308	113	40	158	115	215	246	387	74	38	36
	responders	234	133	64	37	77	63	105	129	211	23	11	12
	response rate	51%	43%	57%	92%	49%	55%	49%	52%	55%	31%	29%	33%
Selected Comparison Institutions	population	5054	2463	988	1603	1324	1385	2605	2439	3946	1096	478	618
	responders	2495	1271	516	708	679	695	1175	1310	2019	473	185	288
	response rate	49%	52%	52%	44%	51%	50%	45%	54%	51%	43%	39%	47%
All	population	89023	47145	17211	24667	27767	24626	50116	36491	62950	23421	12021	11400
	responders	41146	22714	8202	10230	13041	11927	21599	19433	30912	10112	4565	5547
	response rate	46%	48%	48%	41%	47%	48%	43%	53%	49%	43%	38%	49%

- Radford University's 2019 response rate was down from 54% in 2016 and 62% in 2013.

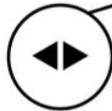
COACHE Dashboard Guide

This is the overall score (between 1 and 5) for all faculty respondents at your institution.

These columns describe how your faculty's responses compare to similar faculty at other COACHE institutions: tenured vs. tenured, men vs. men, faculty of color vs. faculty of color, etc.

These columns compare groups on your campus: pre-tenure/tenured, associate/full, women/men, white/faculty of color.

	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure	rank	gender	race	2008
Health and retirement benefits	3.43	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	full	women		
Interdisciplinary work	3.00	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	white	
Collaboration	3.46	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured		women	white	
Mentoring	3.18	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc		foc	
Tenure policies	3.64	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N<5	N/A	N/A		+
Tenure clarity	3.33	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N<5	N/A	N/A	men	



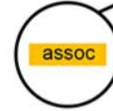
What do these triangles mean?

These symbols represent results that fit COACHE's criteria for "areas of strength" (in green) and "areas of concern" (in red).

Your ranking among peers: Your percentile among your cohort:


- 1st or 2nd ◀▶▶ Top 30%
- 3rd or 4th ◀▶ Middle 40%
- 5th or 6th ◀▶ Bottom 30%

insufficient data for reporting ◀



And these results?

Here, the faculty subgroup with the lower rating appears. Shading conveys the magnitude of subgroup differences: small effects appear as text only, moderate effects are shaded yellow, and large effects are shaded orange. Trivial differences remain blank. Change over time appears as +/-.



This result, for example, shows that your female faculty are less satisfied than are women at your peers (◀), but more satisfied than are women at 70% of other institutions (▶). Although the women at your institution are "less satisfied" than women at peers, they still fare better than most.

Regardless of your results compared to peers and others (on the left), you should direct your concern to subgroups who consistently appear here in yellow or orange shaded cells.

Benchmark Dashboard

Your results compared to PEERS ◀
Your results compared to COHORT ▶

Areas of strength in **GREEN**
Areas of concern in **RED**

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm
Nature of Work: Research	3.18	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Nature of Work: Service	3.41	▶	◀▶	▶	▶	◀▶	▶	◀▶	▶	▶	▶	▶	▶
Nature of Work: Teaching	3.73	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Facilities and Work Resources	3.63	◀▶	▶	◀▶	◀▶	▶	▶	▶	◀▶	◀▶	◀▶	▶	◀▶
Personal and Family Policies	3.07	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	▶	▶	◀▶
Health and Retirement Benefits	3.80	▶	▶	▶	▶	◀▶	▶	▶	▶	◀▶	▶	▶	◀▶
Interdisciplinary Work	2.62	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	▶	▶	◀▶
Collaboration	3.50	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Mentoring	3.03	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	▶	▶	▶
Tenure Policies	3.35	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	▶	N<5	N<5
Tenure Expectations: Clarity	3.36	◀▶	N/A	◀▶	N/A	N/A	N/A	▶	◀▶	▶	◀▶	N<5	N<5
Promotion to Full	3.98	▶	▶	N/A	N/A	▶	◀▶	▶	▶	▶	◀▶	◀▶	▶
Leadership: Senior	3.16	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	▶	▶
Leadership: Divisional	3.44	▶	▶	◀▶	◀▶	▶	◀▶	▶	◀▶	▶	◀▶	◀▶	◀▶
Leadership: Departmental	3.91	▶	▶	▶	▶	◀▶	▶	▶	▶	▶	▶	▶	▶
Leadership: Faculty	3.46	▶	▶	▶	◀▶	▶	▶	▶	▶	▶	▶	▶	▶
Governance: Trust	3.16	◀▶	◀▶	▶	▶	◀▶	▶	▶	◀▶	◀▶	▶	▶	◀▶
Governance: Shared Sense of Purpose	3.11	◀▶	◀▶	▶	◀▶	◀▶	▶	▶	◀▶	◀▶	▶	▶	◀▶
Governance: Understanding the Issue at Hand	3.02	◀▶	◀▶	▶	◀▶	◀▶	▶	▶	◀▶	◀▶	▶	▶	◀▶
Governance: Adaptability	2.96	◀▶	◀▶	▶	◀▶	◀▶	▶	▶	◀▶	◀▶	▶	▶	◀▶
Governance: Productivity	3.21	▶	◀▶	▶	▶	◀▶	▶	▶	▶	▶	▶	▶	◀▶
Departmental Collegiality	4.03	▶	▶	▶	▶	▶	◀▶	▶	▶	▶	▶	▶	▶
Departmental Engagement	3.65	▶	◀▶	▶	▶	◀▶	▶	▶	▶	▶	▶	▶	▶
Departmental Quality	3.61	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶
Appreciation and Recognition	3.29	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	▶	▶	▶

Benchmark Dashboard

Your results compared to PEERS ◀
Your results compared to COHORT ▶

Areas of strength in **GREEN**
Areas of concern in **RED**

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm
Leadership: Senior	3.16	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Pres/Chancellor: Pace of decision making	3.38	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
Pres/Chancellor: Stated priorities	3.48	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
Pres/Chancellor: Communication of priorities	3.42	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
CAO: Pace of decision making	2.87	◀	◀	◀	◀	◀	◀	◀	◀	◀	◀	◀	◀
CAO: Stated priorities	3.01	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
CAO: Communication of priorities	2.81	◀	◀	◀	◀	◀	◀	◀	◀	◀	◀	◀	◀
CAO: Ensuring faculty input	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Leadership: Divisional	3.44	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
Dean: Pace of decision making	3.53	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
Dean: Stated priorities	3.50	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
Dean: Communication of priorities	3.38	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
Dean: Ensuring faculty input	3.36	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
Leadership: Departmental	3.91	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
Head/Chair: Pace of decision making	3.85	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
Head/Chair: Stated priorities	3.81	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
Head/Chair: Communication of priorities	3.84	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
Head/Chair: Ensuring faculty input	3.94	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
Head/Chair: Fairness in evaluating work	4.09	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
Leadership: Faculty	3.46	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
Faculty leaders: Pace of decision making	3.27	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
Faculty leaders: Stated priorities	3.48	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
Faculty leaders: Communication of priorities	3.53	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
Faculty leaders: Ensuring faculty input	3.55	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶

Areas of Strength

Radford University's faculty rated higher than faculty at peer institutions and the cohort on 7 of the 30 COACHE benchmarks.

- Nature of Work: Service*
- Promotion to Full Professor
- Leadership: Divisional*
- Leadership: Departmental*
- Leadership: Faculty
- Governance: Productivity
- Departmental Collegiality*

* Also, an area of strength in 2016.

Areas of Concern

Radford University's faculty rated lower than faculty at peer institutions and the cohort on 2 of the 30 COACHE benchmarks.

- Mentoring
- Tenure Policies*

* Also, an area of concern in 2016.

Notable Differences within Faculty

- Differences by rank
 - Tenured faculty were more likely to give lower ratings than pre-tenure and non-tenure track faculty, especially in the areas of Leadership and Governance.
 - Full professors were more likely to give lower ratings than associate professors, especially in the areas of Leadership and Governance.

Notable Differences within Faculty

- Differences by gender
 - Women were more likely to give lower ratings overall than men.
 - Marked differences in Clarity of Tenure Expectations

Notable Differences within Faculty

- Differences by race/ethnicity
 - White (non-Hispanic) faculty gave lower ratings overall than non-white faculty.
 - Non-white faculty gave lower ratings than white (non-Hispanic) faculty in the area of Promotion to Full Professor.

Best Aspects of Working at Radford University

- Quality of Colleagues**
- Support of Colleagues
- Geographic Location**
- Cost of Living*
- My sense of “fit” here**

* On the 2016 list of best aspects

** On both the 2013 and 2016 list of best aspects

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Worst Aspects of Working at Radford Univ.

- Compensation**
- Lack of Support for Research/Creative Work**
- Preparation/Quality of Undergraduate Students
- Teaching Load**
- Quality of Leadership**

* On the 2016 list of worst aspects

** On both the 2013 and 2016 list of worst aspects [Page 33 of 52](#)

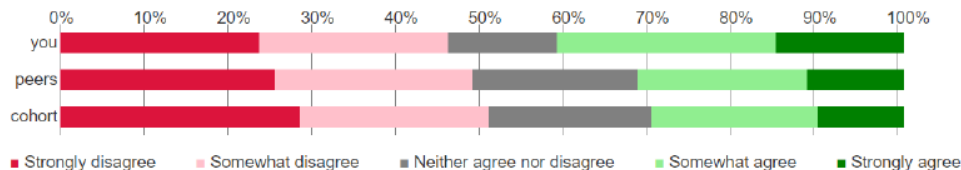
Comparison of Leadership Rankings

Institutional Leadership > Additional Analysis

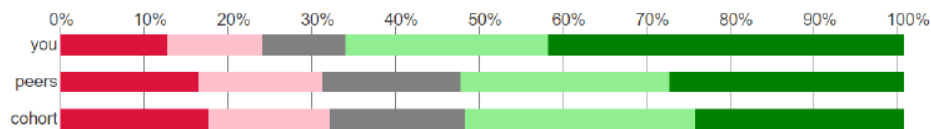
Support for faculty affected negatively by changed priorities

Faculty were asked if, in the past five years, changes in institutional priorities had a negative impact on their work. **38.7% of faculty at your institution** agreed with this statement. In comparison, **35.1% of faculty at your selected comparison institutions** and **40.0% of faculty in the cohort** agreed with that statement. As a follow up, faculty were asked to rate their level of satisfaction or dissatisfaction with the support they received from their deans as well as their department head/chair, in adjusting to those changing priorities. The bar charts below summarize the responses to those items in the survey.

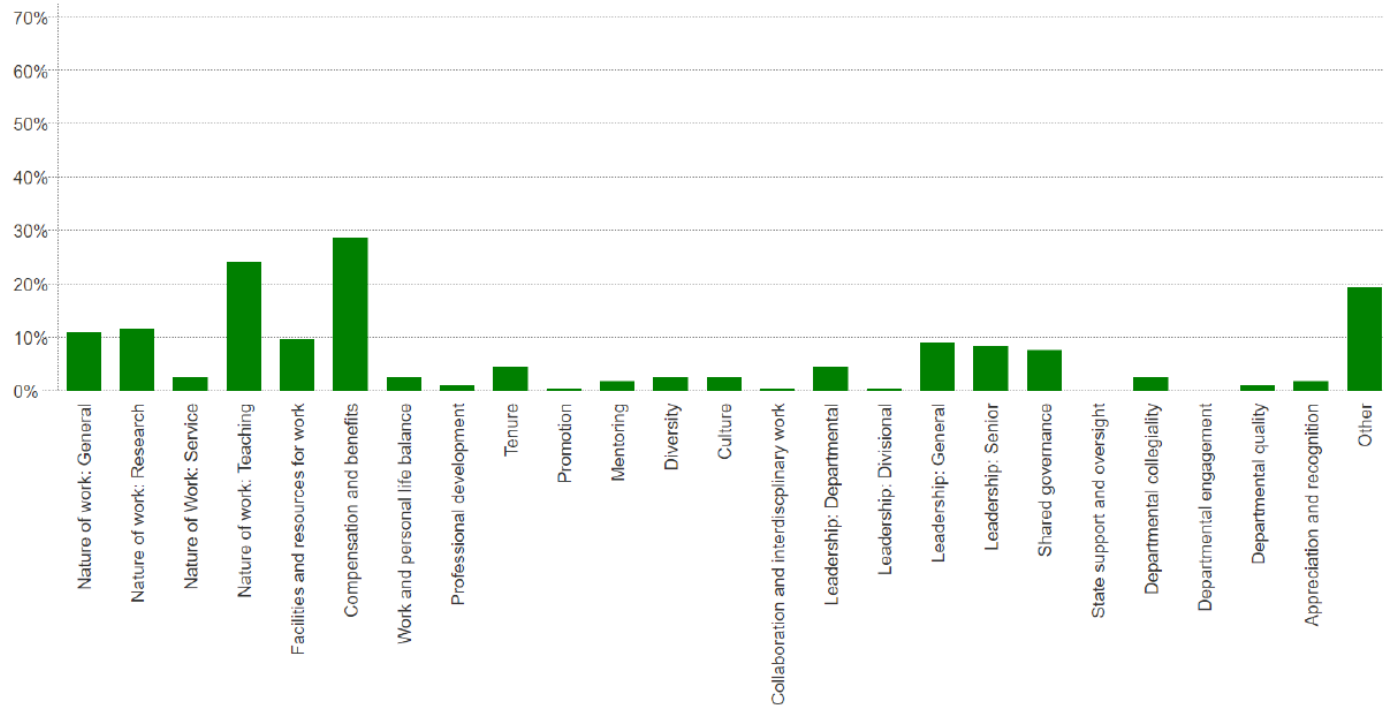
In adapting to the changing mission, I have received sufficient support from: My dean or division head



In adapting to the changing mission, I have received sufficient support from: My department head or chair



How to improve the workplace for faculty?



Questions?

December 2019 Minutes

RADFORD UNIVERSITY

Board of Visitors

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**ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE MEETING
11 A.M.
DECEMBER 5, 2019
MARY ANN JENNINGS HOVIS MEMORIAL BOARD ROOM
MARTIN HALL, THIRD FLOOR, RADFORD, VIRGINIA**

**DRAFT
MINUTES**

COMMITTEE MEMBERS PRESENT

Dr. Thomas Brewster, Vice Chair
Ms. Krisha Chachra
Dr. Rachel D. Fowlkes
Ms. Georgia Anne Snyder-Falkinham
Dr. Jake Fox, Faculty Representative (Non-voting Advisory Member)

COMMITTEE MEMBERS ABSENT

Dr. Susan Whealler Johnston, Chair

BOARD MEMBERS PRESENT

Mr. Gregory A. Burton
Ms. Nancy A. Rice
Mr. David A. Smith
Mr. Breon Case, Student Representative (Non-voting Advisory Member)

OTHERS PRESENT

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

CALL TO ORDER

Dr. Thomas Brewster, Vice Chair, formally called the Academic Excellence and Research Committee meeting to order at 11 a.m. in the Mary Ann Jennings Hovis Memorial Board Room in Martin Hall. Dr. Brewster conducted a roll call and established a quorum was present.

APPROVAL OF AGENDA

Dr. Brewster asked for a motion to approve the December 5, 2019 agenda. Ms. Georgia Anne Snyder-Falkinham so moved, Ms. Krisha Chachra seconded, and the motion carried unanimously.

APPROVAL OF MINUTES

Dr. Brewster asked for a motion to approve the minutes of the September 26, 2019 meeting of the Academic Excellence and Research Committee, as published. Ms. Snyder-Falkinham so moved, Ms. Chachra seconded, and the motion carried unanimously.

ACADEMIC AFFAIRS REPORT

Interim Provost and Vice President for Academic Affairs Kenna M. Colley, Ed.D. began her report by introducing Teresa Conner, Ph.D., who joined the Radford family on December 2, 2019 as the new Associate Provost for Health Sciences. Dr. Conner previously served as founding Dean and Professor in the College of Health Sciences and Professions at the University of North Georgia.

Dr. Colley shared information about Selu Conservancy and Selu Farm, including that, in Fall 2018, 179 Radford University students visited with 129 being for research or course-related work. In Fall 2019, there were 16 tours, representing a 33% increase in visitors, from 587 to 782, and a 19.5% increase in contact hours, from 1,164 to 1,390, compared to Fall 2018.

Dr. Colley added that the Entrepreneurship minor has been revised to be more effective to students across campus, which will lead to more Venture Lab activity and will link well with the REAL Model. Additionally, Academic Affairs has pitched an Entrepreneurship Competition to the Big South with Radford University as the first sponsor in Spring 2021. This pitch-based competition will include student teams (up to three from each of the Big South universities) with planning already underway.

Dr. Colley reported that the Southern Association of Colleges and Schools Commission on Colleges Substantive Change site visit was a very positive experience and thanked everyone for making the site visit a success at both RUC and main campus.

Dr. Colley added that Academic Affairs has been able to fund college-based research awards on the main campus and at RUC for a total amount of \$291,372. These awards are typically between \$4,000 and \$10,000 per faculty member.

Dr. Colley shared that the Dalton Eminent Scholars for 2019-2020 were recently announced, including: Donna Boyd, Ph.D., Eminent Professor of Anthropology and Co-Director of the Radford University Forensic Science Institute; Seife Dendir, Ph.D., Professor of Economics; Agida Manizade, Ph.D., Professor of Mathematics and Statistics; and Thomas Pierce, Ph.D.,

Professor of Psychology. Matthew DeCarlo, Ph.D., Assistant Professor of Social Work and Site Coordinator of the Roanoke Master of Social Work Program, was selected for the Rising Star Award.

In other Academic Affairs updates, Dr. Colley stated that on November 3-5, 2019, representatives from the Council for the Accreditation of Educator Preparation (CAEP) visited the Radford University campus to review the 24 undergraduate and graduate level educator preparation programs. The preliminary feedback from the site visitors was positive, and the program is expected to receive full accreditation after the CAEP Accreditation Council meets in April. Site visitors were especially complimentary of the program's faculty and the work they do, as well as the amazing students and the outstanding relationships Radford has with PreK- 12 partners.

Dr. Colley added that 20 students have been accepted into the Ed.D. program, which represent a diverse group of educational administrators from across the Commonwealth. This inaugural cohort will begin in January 2020. A search is underway for a founding program director with the expectation that this individual will begin in Fall 2020.

In closing, Dr. Colley reported that Radford is responding to the increased demand for school counselors. Earlier this year, legislation was passed requiring schools to provide one full-time counselor for every 250 students. To better serve students in far Southwest Virginia, Radford made a decision to reinstitute the school counseling program in Abingdon. The program will be delivered at the Southwest Virginia Higher Education Center (SWVHEC) and will begin in Spring 2020. Radford University received a \$325,000 grant from the Tobacco Region Revitalization Commission to support the program and also received a \$30,000 grant from the SWVHEC to provide scholarships to deserving students.

PRESENTATION

Jeanne Mekolichick, Ph.D., Associate Provost of Academic Programs, and Joseph Wirgau, Ph.D., Professor and Director of the Office of Undergraduate Research and Scholarship, provided an overview of *Tracking Undergraduate Research, Scholarship and Creative Activities*. The presentation began with defining the activities, followed by a description of how the activities align within the strategic plan, what data sources are available, methodology for tracking participation, five-year participation rates, and the impact the activities have on retention and graduation rates. A copy of the presentation is attached hereto as ***Attachment A*** and is made a part hereof.

FACULTY SENATE REPORT

Faculty Senate President Jake Fox, Ph.D. provided an update on the REAL Model. He stated that the Faculty Senate approved the timeline and launch for implementation in Fall 2021. The REAL Council has convened, and the work is underway. Dr. Fox stated that, at the next Faculty Senate meeting, there will be a motion for a revised core curriculum in 2020, which will provide a "bridge" for the first REAL cohort. The other actions pertaining to REAL that are currently being discussed include: developing Bachelor of Science and Bachelor of Arts rules, recommendations for advising and other support services, and course and program designation

processes. Dr. Fox also reported that the Faculty Senate approved the Civic Engagement Plan and will be working to make major revisions to the Faculty Morale Survey.

NEW BUSINESS

Dr. Rachel Fowlkes recognized Dr. Orion Rogers, Dean of the Artis College of Science and Technology, and thanked two faculty members, Dr. Francis Webster and Dr. Neil Sigmon, from the Artis College of Science and Technology for providing the "Magic of Chemistry" show and "Disguising Messages and Breaking Secret Codes" presentation to 900 sixth grade girls at the Southwest Virginia Higher Education Center in Abingdon for the annual STEM workshops on November 22, 2019.

Dr. Fowlkes also reminded the Committee of the request she made at the September meeting to have a discussion regarding what Radford is doing academically to address adult education and non-traditional students.

ADJOURNMENT

With no further business to come before the Committee, Dr. Brewster asked for a motion to adjourn the meeting. Dr. Fowlkes so moved, Ms. Snyder-Falkinham seconded, and the motion carried unanimously. The meeting adjourned at 11:40 a.m.

Respectfully submitted,

Vickie Stewart Taylor
Executive Assistant to the Provost

Tracking Undergraduate Research, Scholarship and Creative Activities (URSCA)

**RADFORD
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Defining URSCA

Undergraduate Research, Scholarship and Creative Activities:

An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. (*Council on Undergraduate Research*)



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Calculating URSCA

Student Success Goal 1.A.: Increase the number of students engaged with research, scholarship and creative activities (URSCA) within and beyond the classroom

- Heterogeneity in URSCA experiences (National Academies of Sciences, Engineering, and Medicine 2017)
- Lack of centralized tracking systems (Molinaro 2015)



Data Sources at Radford University

- Self-Reported Faculty Data (CURE)
- Self-Reported Student Data (NSSE)
- OURS Programming Data (OURS)
 - Travel Support
 - Accelerated Research Opportunities
 - Poster Printing
 - Summer Undergraduate Research Fellowships
- Registrar Data (Apprentice)



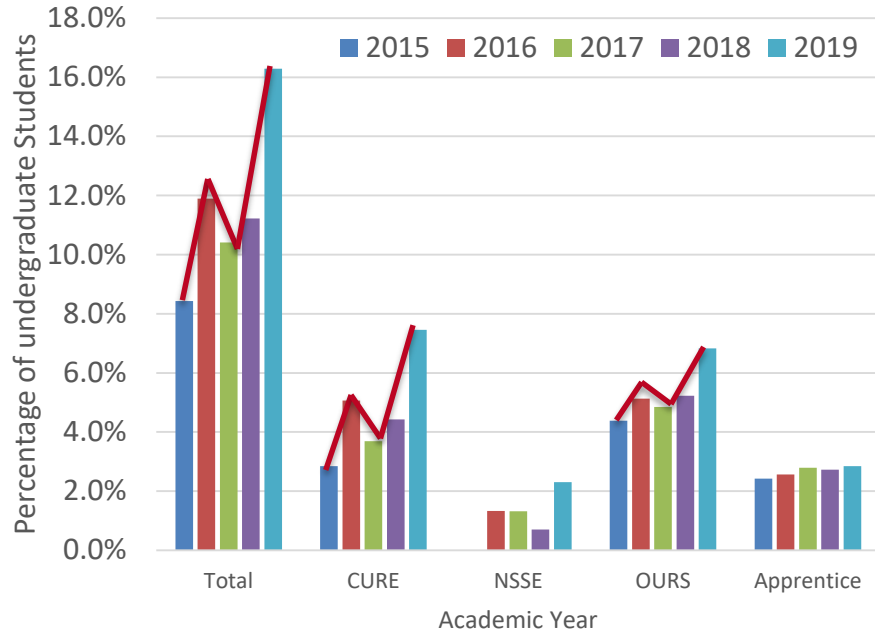
Methodology

- CURE: Students who are enrolled in courses designated by faculty as “undergraduate research”
- NSSE: Students who responded in the affirmative to having participated in research
- OURS: Students who participated in OURS programming
- Apprentice: Students who are enrolled in courses 488, 498 and “small enrollment” courses



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URSCA Participation



URSCA Impact: Fall-to-Fall Retention

5-Year Average from 2014 to 2019

Level	No Research	Any Research	Net	CURE	NSSE	OURS	Apprentice
New Freshman	72%	83%	11%	80%	84%	80%	82%
New Transfer	84%	86%	2%	83%	100%	93%	94%
Freshman	62%	78%	16%	75%	43%	67%	100%
Sophomore	84%	89%	5%	89%		91%	88%
Junior	83%	81%	-2%	81%		84%	80%



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URSCA Impact: 4-Year Graduation Rates

Undergraduate Research Participants 4-Year Graduation Rates (FTIC Entrants)										
Cohort Year	No Research	Any Research	Net		CURE	NSSE	OURS	Apprentice		
2011-2012	36%	52%	16%		42%		63%	57%		
2012-2013	34%	64%	29%		53%	58%	71%	69%		
2013-2014	31%	70%	38%		61%	65%	77%	75%		
2014-2015	32%	61%	28%		57%	76%	65%	72%		
2015-2016	26%	64%	37%		60%	48%	79%	84%		
AVERAGE	32%	62%	30%		55%	62%	71%	71%		

Undergraduate Research Participants 4-Year Graduation Rates (Transfer Entrants)										
Cohort Year	No Research	Any Research	Net		CURE	NSSE	OURS	Apprentice		
2011-2012	68%	62%	-6%		29%		76%	65%		
2012-2013	69%	88%	19%		78%	100%	89%	93%		
2013-2014	64%	86%	22%		82%	83%	92%	94%		
2014-2015	55%	88%	34%		88%	100%	92%	89%		
2015-2016	65%	87%	22%		83%	90%	88%	90%		
AVERAGE	64%	82%	18%		72%	93%	88%	86%		

Inclusion Effects of CUREs

CURE	N	Transfer	Avg Age	Female	Vet	First Gen	Pell	Minority	HS GPA	SAT
2018-2019	624	30.6 % 191	21.8	63.8 % 398	1.6 % 10	37.2 % 232	37.3 % 233	31.3 % 195	3.29	1048
2017-2018	391	29.9 % 117	21.4	63.7 % 249	2.3 % 9	39.1 % 153	32.5 % 127	30.7 % 120	3.25	1058
2016-2017	331	35.3 % 117	22.0	66.8 % 221	1.8 % 6	41.4 % 137	39.0 % 129	29.9 % 99	3.32	974

Apprentice	N	Transfer	Avg Age	Female	Vet	First Gen	Pell	Minority	HS GPA	SAT
2018-2019	238	30.7 % 73	22.5	67.6 % 161	1.3 % 3	30.3 % 72	24.4 % 88	22.7 % 54	3.60	1135
2017-2018	241	24.1 % 58	22.5	69.7 % 168	0.8 % 2	32.0 % 77	29.9 % 72	25.3 % 61	3.49	1106
2016-2017	250	29.6 % 74	22.2	62.8 % 157	0.8 % 2	34.0 % 85	30.4 % 76	22.0 % 55	3.48	1061



Discussion

End of Board of Visitors Materials

