

RADFORD UNIVERSITY

Board of Visitors

ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE MEETING

11 A.M.

FEBRUARY 13, 2020

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

DRAFT **MINUTES**

COMMITTEE MEMBERS PRESENT

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

COMMITTEE MEMBERS ABSENT

Ms. Krisha Chachra
Dr. Susan Whealler Johnston, Chair

BOARD MEMBERS PRESENT

Mr. Robert Archer, Rector
Mr. Gregory Burton
Dr. Debra K. McMahan
Ms. Nancy Rice
Mr. David A. Smith
Ms. Lisa Throckmorton
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
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
Dr. Joe Scartelli, Interim Provost and Vice President for Academic Affairs
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 10:55 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 February 13, 2020 agenda. Ms. Georgia Anne Snyder-Falkinham so moved, Dr. Rachel Fowlkes seconded, and the motion carried unanimously.

APPROVAL OF MINUTES

Dr. Brewster asked for a motion to approve the minutes of the December 5, 2019 meeting of the Academic Excellence and Research Committee, as published. Ms. Snyder-Falkinham so moved, Dr. Fowlkes seconded, and the motion carried unanimously.

ACADEMIC AFFAIRS REPORT

Academic Outreach

Interim Provost and Vice President for Academic Affairs Joe Scartelli provided an overview of the University's academic outreach programs, specifically at the Roanoke Higher Education Center (RHEC) and the Southwest Virginia Higher Education Center (SWVHEC). At RHEC, Radford University provides opportunities for individuals to pursue degrees and certifications in nursing, criminal justice, social work, elementary education and other areas of study. The vision at SWVHEC is to build effective, lasting community partnerships that maintain the health, vitality and economic sustainability of Southwest Virginia communities. Several initiatives are offered for educators, healthcare professionals, businesses and the community and continue to evaluate the needs for various professional development opportunities in the region. A copy of the report is attached hereto as *Attachment A* and is made a part hereof.

FACULTY SENATE REPORT

Faculty Senate President Jake Fox, Ph.D. began his presentation by thanking Dr. Joe Scartelli for his leadership as interim. Dr. Fox continued by updating the Committee on the work of the Faculty Senate and the recent work related to the REAL model. It stated that a lot of work remains but they are still on target for implementation in Fall 2021. Dr. Fox also shared that Faculty Senate has passed a core curriculum revision which reduces the size of the curriculum and required credits. Rector Archer extended his appreciation for the hard work that has taken place toward the implementation of the REAL model. Dr. Scartelli added that Dr. Fox's leadership has been instrumental in getting to this point.

Dr. Jake Fox and Dr. Sandra Baker, Director of Institutional Effectiveness and Quality Improvement, presented the results of the 2019 COACHE Faculty Job Satisfaction Survey. The COACHE Survey, administered through the Harvard Graduate School of Education, provides information about faculty working conditions, such as pay and benefits, teaching loads and support for research. The survey was completed by 51% of the full-time faculty, which is down slightly from the 54% response rate of the last administration in 2016. Results of the survey indicated that faculty felt that the quality and support of their colleagues, the geographic location of the institution, the cost of living in the area and their sense of "fit" were the "best" aspects of

working at Radford University. It was also noted that full professors and faculty with tenure were more likely to give lower ratings than other categories of faculty. When asked about what could be done to improve the workplace, the most frequent responses included improving pay and benefits, reducing teaching loads, and providing more support for research. A copy of the report is attached hereto as *Attachment B* and is made a part hereof.

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 12:07 p.m.

Respectfully submitted,

Vickie Stewart Taylor
Executive Assistant to the Provost

Academic Outreach

RADFORD
UNIVERSITY

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)

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

- Relaunched 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

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	



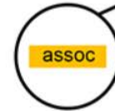
What do these triangles mean?

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

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

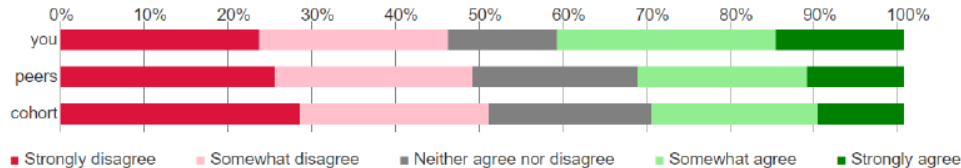
Comparison of Leadership Rankings

Institutional Leadership > Additional Analysis

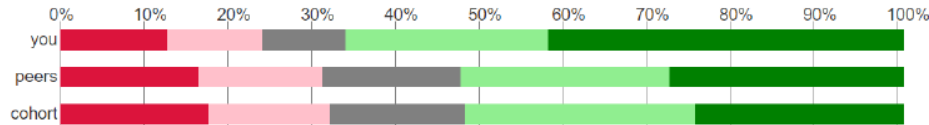
Support for faculty affected negatively by changed priorities

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.

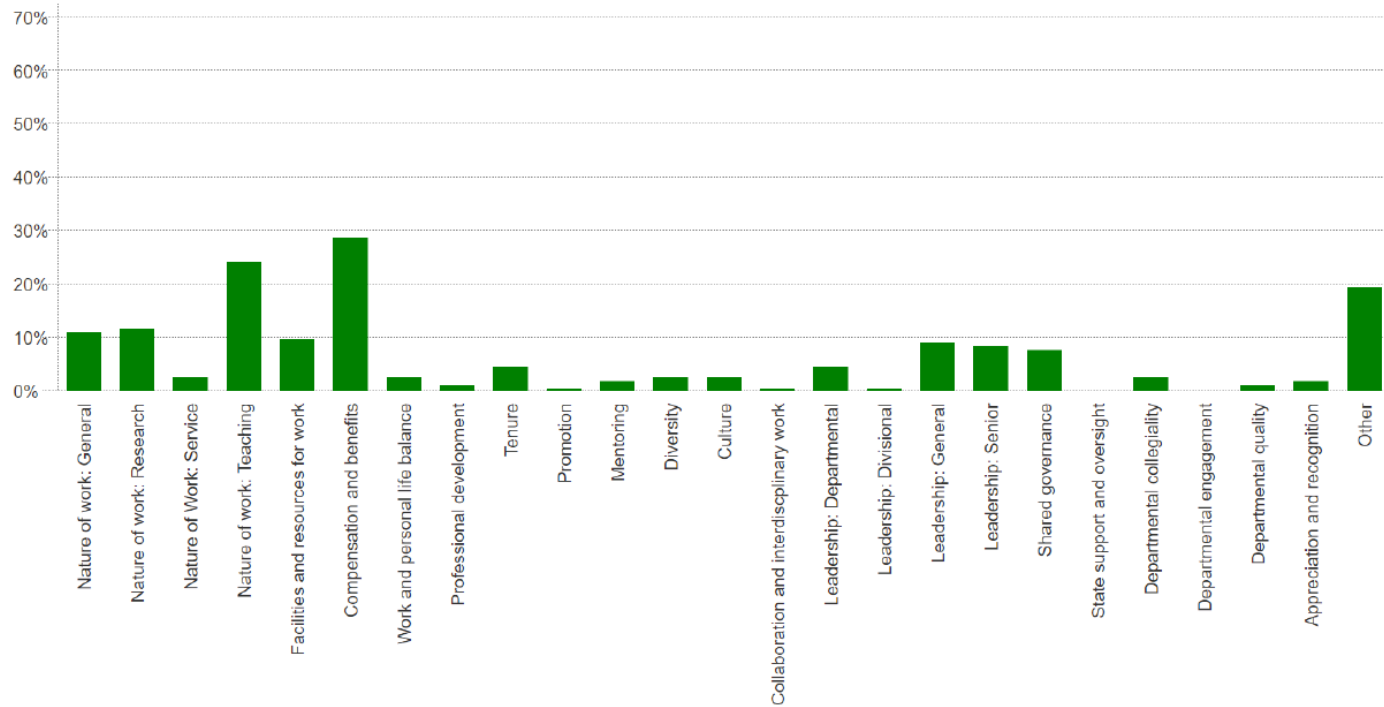
In adapting to the changing mission, I have received sufficient support from: My dean or division head



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?

End of Board of Visitors Materials

