

Academic Excellence and Research Committee

September 2021

RADFORD UNIVERSITY

Board of Visitors

RADFORD UNIVERSITY

Board of Visitors

ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE

2:30 P.M.**

SEPTEMBER 9, 2021

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

DRAFT AGENDA

- **CALL TO ORDER** Dr. Thomas Brewster, *Chair*
- **APPROVAL OF AGENDA** Dr. Thomas Brewster, *Chair*
- **APPROVAL OF MINUTES** Dr. Thomas Brewster, *Chair*
 - April 22, 2021
- **ACADEMIC AFFAIRS REPORT** Dr. J. Orion Rogers, *Interim Provost and Vice President for Academic Affairs*
 - Academic Affairs Update
 - Emeritus Faculty
 - Summer Outreach Programs
 - Honors College
 - REALISE Program Research
- **OTHER BUSINESS** Dr. Thomas Brewster, *Chair*
- **ADJOURNMENT** Dr. Thomas Brewster, *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. Thomas Brewster, Chair
Ms. Georgia Anne Snyder-Falkinham, Vice Chair
Ms. Charlene A. Curtis
Dr. Rachel D. Fowlkes
Mr. David A. Smith
Dr. Katie Hilden, Non-Voting Faculty Advisory Member

September 2021 Meeting Materials

RADFORD UNIVERSITY

Board of Visitors

Academic Research and Excellence Committee
Written Report
Dr. J. Orion Rogers, Interim Provost and Vice President of Academic Affairs
September 9, 2021

- **From the Interim Provost**

I am honored to serve Radford University as Interim Provost and Vice President for Academic Affairs during 2021-22. I am truly fortunate to be working with extraordinary colleagues in the Academic Affairs Leadership Team and faculty, to be supported by exemplary administrative assistants and staff in the Office of the Provost and to continue learning from the outstanding leadership of Interim President Lepre. I am excited to contribute to the successes that the 2021-22 academic year will bring through implementing the REAL curriculum, preparing for our SACSCOC reaffirmation, developing our Quality Enhancement Plan of Diversity, Equity and Inclusion, and exploring learning opportunities for faculty and students through the strategic investment proposals and open educational resources. I look forward to working together to achieve our missions of creating and disseminating knowledge to transform the lives of our students.

- **Open Educational Resources**

Radford University was selected as one of 66 institutions across the nation to participate in a new Association of American Colleges and Universities (AAC&U) Institute on Open Educational Resources (OER), <https://www.aacu.org/events/2021-2022-institute-open-educational-resources>, that began as a virtual kickoff from July 26-27, 2021 and will conclude with a capstone closing event on July 25-27, 2022. The only other institution selected in Virginia was the University of Virginia. Open educational resources (OER) are educational materials that are free for faculty and students to use, revise and share, and they range from single lessons to textbooks. Open educational resources save students money and provide equitable accessibility to resources resulting in enhancing performance and reducing course withdrawals and failing grades. The work of developing, expanding, and facilitating campus adoption of free and affordable instructional materials supports the requirements of HB454, the Radford University 2018-2023 Strategic Plan, the Virginia Plan for Higher Education, and our recently announced Quality Enhancement Plan of Diversity, Equity and Inclusion. The goal for this project is to implement ambitious OER plans to lower costs, increase student engagement, and expand access to our courses and programs. The action areas include the following steps.

1. Partner with academic departments to designate courses and/or programs utilizing low-cost and no-cost open educational resources;
2. Enhance infrastructure to discover, author, and host OER;
3. Develop faculty learning communities for OER;
4. Work with internal governance to finalize no/low material-cost designations for courses;
5. Reward and recognition for OER development and/or utilization, and
6. Celebrate and disseminate progress and impacts of OER adoption

The Radford University OER Team members are:

Alyssa Archer, Instructional Librarian, McConnell Library

Charley Cosmato, Director, Center for Innovative Teaching and Learning
Laurie Cubbison, Professor, Department of English
Keith Gentry, Assistant Professor, Department of Occupational Therapy
Angela Mickle, Athletic Training Education Program Director, Professor of Health and Human Performance
Orion Rogers, Interim Provost and Vice President for Academic Affairs

- **SACSCOC Reaffirmation Update**

Fall 2021 will commence the process for Radford University to seek reaffirmation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) through the decennial comprehensive review. This fall Dr. Sandra Baker, Director of Institutional Effectiveness and Quality Improvement and SASCOC Liaison, Ms. Melanie Fox, Associate Director of Institutional Effectiveness and Quality Improvement and Ms. Kathy Thompson, SACSCOC Accreditation Coordinator, will make presentations to division leadership teams, college leadership teams, campus senates and student government. Town Hall meetings will be conducted, and a reaffirmation website will be developed. The Reaffirmation Advisory Committees will also be established. They consist of the Reaffirmation Leadership Team, the Governing Board and Administration Advisory Committee, the Student and Academic Support Advisory Committee, the Academic Advisory Committee, the Finance and Facilities Advisory Committee and the Quality Enhancement Plan Development Committee.

The Compliance Certification Report is due to SASCOC by September 2022, and the Off-site Review is conducted in November of 2022. In early spring of 2023, the Focused Report is due, and the Quality Enhancement Plan (QEP) is due in spring 2023. The onsite review will be conducted from March 27-30, 2023, the response to the Visiting Committee Report is due five months following the onsite review, and review by the SACSCOC Board of Trustees occurs in December of 2023.

The Quality Enhancement Plan has been selected. There were seven pre-proposals submitted, and three were selected to submit full proposals. The topic selected by the QEP Topic Identification Committee is Diversity, Equity, and Inclusion. A QEP Development Committee is being formed that will be co-chaired by Dr. Sarah Kennedy, Associate Professor of Chemistry and Ms. Merrie Winfrey, Instructional Designer and Learning Architect in the Center for Innovative Teaching and Learning.

- **Introduction of New Chairs and Directors**

Academic Affairs proudly welcomes the following Department Chairs and School Directors:

- Dr. Chapman Rackaway as the new Chair in the Department of Political Science. Dr. Rackaway comes to us from the University of West Georgia where he served as the chair and was a professor in the Department of Political Science. He earned a Bachelor of Arts degree in Political Science and a minor in German from Millikin University, a Master of Arts and his Ph.D. in Political Science from the University of Missouri.

- Dr. Jennifer Walton as the new Director in the School of Communication. Dr. Walton comes to us from Ohio Northern University where she served as the chair in Communication and Media Studies and was a Professor in Communication Studies. She earned a Bachelor of Science in Speech Communication and Theater Education and a minor in Communication Studies and a Master of Arts in Communication General Studies from Indiana State University and her Ph.D. in Communication Studies from Bowling Green State University.
- Dr. Kevin Chui will be welcomed in November as the new Chair in the Department of Physical Therapy at Radford University Carilion. Dr. Chui comes to us from Pacific University where he served as the Associate Dean of Faculty Affairs in the College of Health Professions. He earned a Bachelor of Science in Health Sciences and a Master of Science in Physical Therapy from Long Island University, a Ph.D. in Pathokinesiology from New York University and a Doctor of Physical Therapy from Massachusetts General Hospital Institute of Health Professions.

Several Interim placements are:

- Dr. Art Carter as the Interim Dean in the Artis College of Science and Technology
 - Dr. Jake Fox as the Interim Associate Dean in the Artis College of Science and Technology
 - Dr. Jerry Kopf as the Interim Chair in the Department of Management
 - Dr. Wil Stanton as the Interim Chair in the Department of Marketing
 - Dr. Jeff Pittges as the Interim Director in the School of Computing and Information Sciences
 - Dr. Shala Cunningham as the Interim Chair in the Department of Physical Therapy until Dr. Chui's arrival in November.
- **New Faculty for Fall 2021**
Radford University welcomed 41 new faculty of which 19 are brand new faculty to Radford for the 2021-2022 academic year. These faculty represent a number of disciplines and come as far away as Florida, Georgia, Illinois, Indiana, Maine, Maryland, Missouri, Montana, Mississippi, Ohio, Oregon, Pennsylvania, Texas and West Virginia, and as well as a number from here in Virginia. We wish them a successful year and welcome them to the Highlander family.

**RADFORD UNIVERSITY BOARD OF VISITORS
ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE
EMERITUS FACULTY**

SEPTEMBER 9, 2021

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

Professor Glen Martin	Department of Philosophy and Religious Studies
Professor Kay Jordan	Department of Philosophy and Religious Studies
Professor Iain Clelland	Department of Management
Professor Grigory Ioffe	Department of Geospatial Sciences

- Criteria for the awarding of emeritus faculty status are:
 - A minimum of ten years of service to Radford University;
 - Evidence of effective teaching; and
 - Significant professional contributions.

- The privileges and responsibilities attached to emeritus status include:
 - Use of the library;
 - Use of those athletic facilities available to regular faculty;
 - Use of a university computer account;
 - A Radford University identification card and special event discounts available with it; and
 - Attendance at University functions that are open to all regular faculty

Academic Excellence and Research

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Summer Outreach

Summer outreach programs develop the **sense of campus-community belonging** in prospective students.

In summer of 2021, outreach programs were offered in:

Artis College of Science and Technology

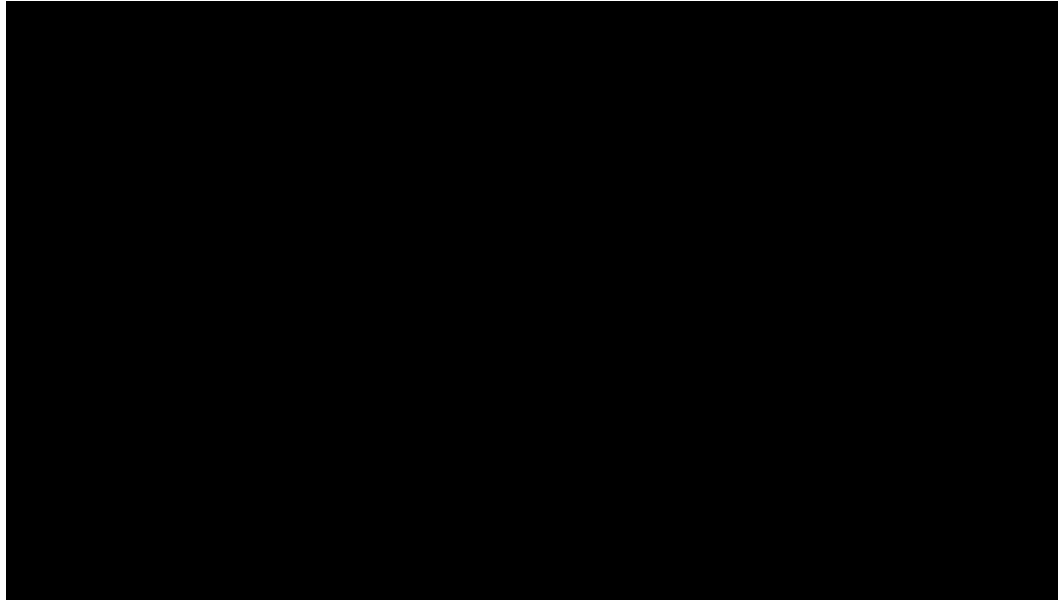
College of Humanities and Behavioral Sciences

College of Visual and Performing Arts

Waldron College of Health and Human Services

Summer Outreach

Summer Bridge Women in STEM - Artis College of Science and Technology



Summer Outreach



Summer Outreach

Demographics of Summer Bridge Women in STEM Participants

Home for students

NOVA - 37%
Central VA - 37%
Southwest VA - 13%
Out of state - 13%
(MD, NC, Bulgaria)

Race

Asian - 34%
White - 33%
African American - 17%
Multiple and Latino - 16%

Family education

Prospective first generation - 44%
One or more parent with
bachelor's degree - 14%
One or more parent with
graduate degree - 42%

Summer Bridge



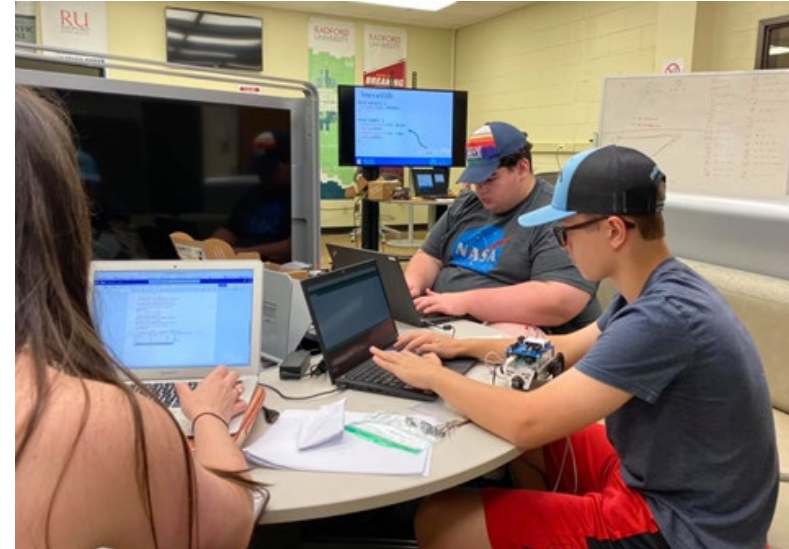
“ ... allowed me to experience STEM in a way that I never had before and **inspired me to challenge myself** and others to make changes in this world.”

“ ... helped me **be more confident** in my ability to pursue a STEM career. The hands-on experiences were helpful in seeing the real-life methods of creating these cool inventions.”

Summer Outreach

Summer Bridge Cyber Camp

- More than 200 students
- Engaged in online capture the flag competitions
- Used physical “MicroBit” pocket computers to learn coding and other skills



Summer Outreach

Summer Bridge Cyber Camp

Radford High School- learned to program small robots utilizing microprocessors

Goal - pipeline of students
path to a college
employment



Summer Outreach



The College of Humanities and Behavioral Sciences hosted 100 students from June 27 through July 24 who were selected from among over 300 applicants.

Summer Outreach

- Students met 16 College of Humanities and Behavioral Sciences faculty.
- Students from both Governor's Schools also engaged with 24 counselors and Residence Life staff who were mostly Radford University alumni.



Summer Outreach

Students took courses that explored:

- environmental issues
- leading change
- comedy's role in everyday life
- social change
- American religious leadership
- disability and film
- poetry, game studies and hip-hop culture



Summer Outreach



The College of Visual and Performing Arts hosted 150 students from June 27 through July 24.

They were selected from among over 1200 applicants/auditions.

Summer Outreach

Students enrolled in the visual and performing arts section take courses in:

- music
- theatre
- dance and
- visual arts

They learned from Radford University faculty and guest artists. Maestro David Stewart Wiley is pictured rehearsing with the Governor's School Symphony Orchestra.



Summer Outreach

International Summer Dance Intensive (ISDI)



ISDI provides extraordinary dance experiences for students in Southwest Virginia, elevates the reputation of Radford University internationally, and serves as a recruiting program for Radford University.

Summer Outreach

Under the direction of Professor Inessa Plekhanova, the IDSI has served:

- 290 students
- 96 Japanese national students
- 54 students who were introduced to Radford University and become dance majors



Summer Outreach



Summer Camps were hosted at RUC by Master of Occupational Therapy students in Waldron College of Health and Human Services from June 7 through June 24.

Children ages 3-5 and 6-14 engaged in “purposeful play.”

Summer Outreach

- Campers improve their occupational skills.
- MOT first-year students gained real-world clinical experience.
- MOT students design and conduct activities to understand how children interact with their environments.



Summer Outreach

The children participated in problem-solving games, crafts, and physical activities including playing with kickballs and hula hoops.

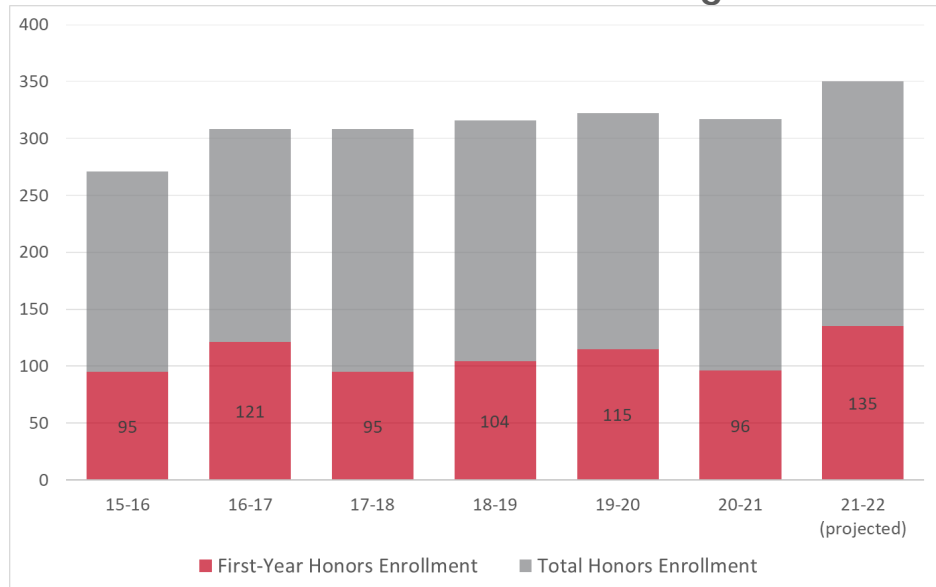


Honors College

The Honors College develops social belonging, academic belonging and campus-community belonging to our currently enrolled students.

Dr. Niels Christensen serves as Director of the Honors College.

Total and first-year honors enrollment are the highest since 2015-16.



REALISE Research

RADFORD UNIVERSITY

Realising Inclusive Science Excellence

Our Challenge

- Radford University is a microcosm of national STEM education.
- Too many students leave our natural sciences programs within their first year.
- This attrition reflects uninspiring entry-level courses and a cold social environment.

REALISE Research

Environments

- Science contexts and cultures are constructed via **implicit** and **explicit signals** of **exclusion** or **welcoming**.

Sense of Self

- Science identities are **developed within** these environments via various **social psychological constructs**.
- Our definitions of self and situations influence our actions and have **consequences**.
- There is **opportunity for us to change self and the environment**.

REALISE Research

Social psychological constructs measured

Sense of belonging (Bollen & Hoyle 1990)

Ability Uncertainty (Lewis & Hodges 2015)

Science Identity...

- Salience (Merolla et al 2012)
- Prominence (Stets et al 2017)
- Affective commitment (Merolla et al 2012)
- Interactional commitment (Merolla et al 2012)

Institutional Commitment (Hausmann, Scholfield & Woods 2009)

REALISE Research

Social psychological constructs measured

Sense of belonging

- The degree to which individuals feel valued, needed and significant in a group, system or environment.
- High scores indicate a greater sense of belonging.
 - I feel a sense of belonging to Radford University.
 - I feel that I am a member of the Radford University community.
 - I see myself as part of the Radford University community.

Bollen, K. A., & Hoyle, R. H. (1990). Perceived cohesion: A conceptual and empirical examination. Social Forces, 69, 479-504.

REALISE Research

Preliminary Data - Spring 2019

RADFORD UNIVERSITY

Realising Inclusive Science Excellence

61%

Juniors and Seniors

362

Student Responses

39%

Freshmen and
Sophomores

59%

Women



31%

Non-White

42%

Pell Eligible

28%

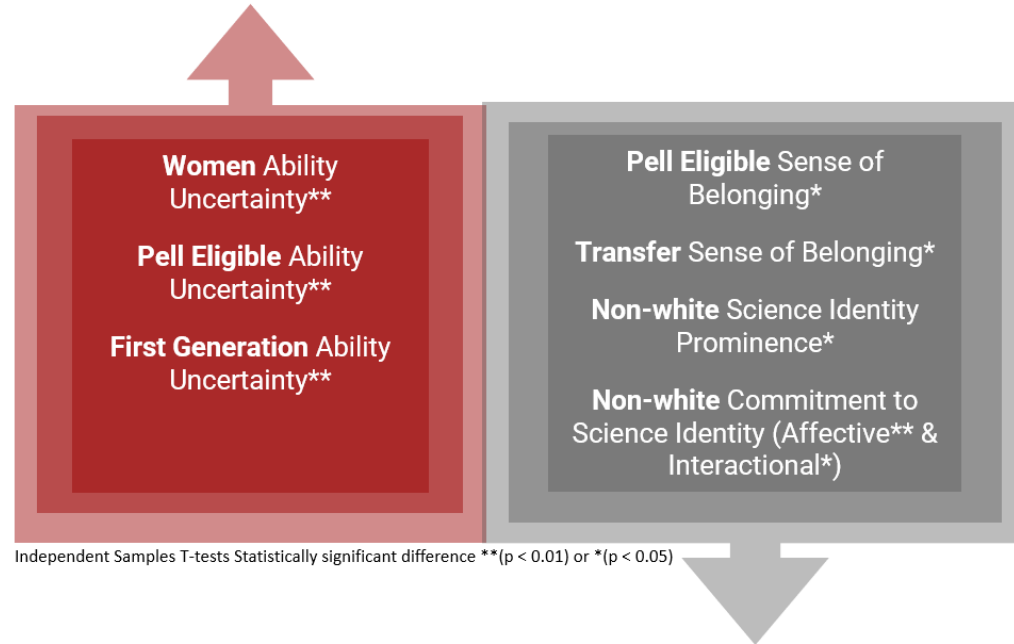
Transfer

34.5%

First Generation

REALISE Research

Preliminary Data - Spring 2019 Social Constructs by Demographics

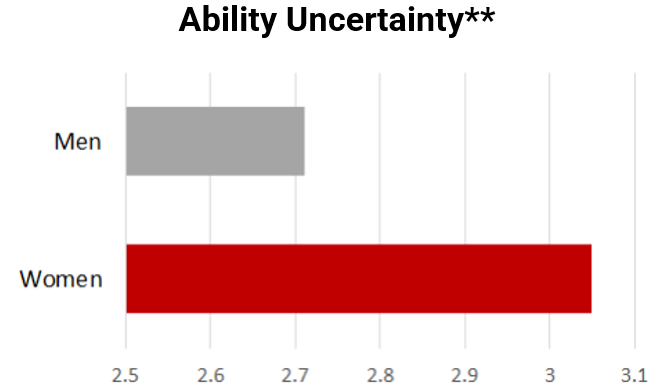
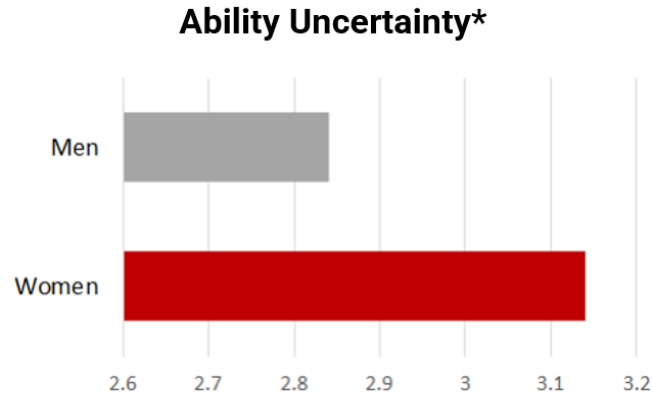


REALISE Research

Preliminary Data - Spring 2019

Differences in Gender in Lower-level Students

Differences in Gender in Upper-level Students



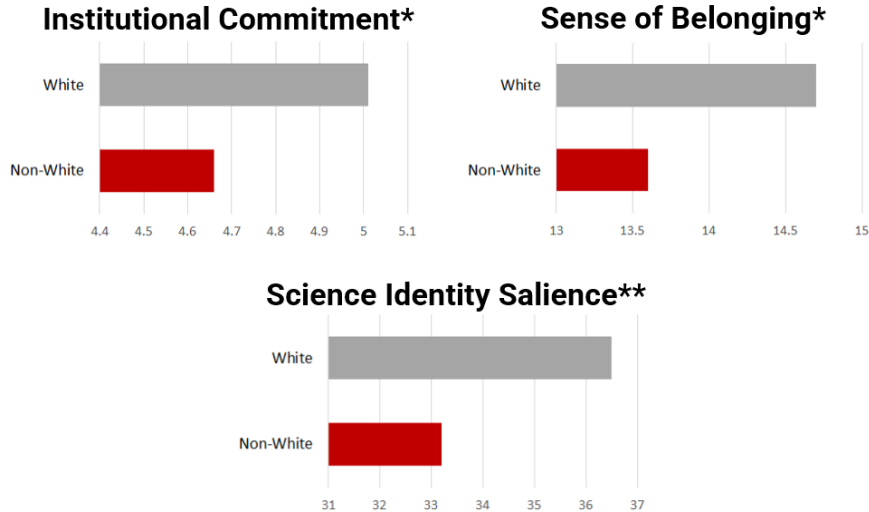
Independent Samples T-test Statistically significant difference*($p < 0.05$)

Independent Samples T-test Statistically significant difference**($p < 0.01$)

REALISE Research

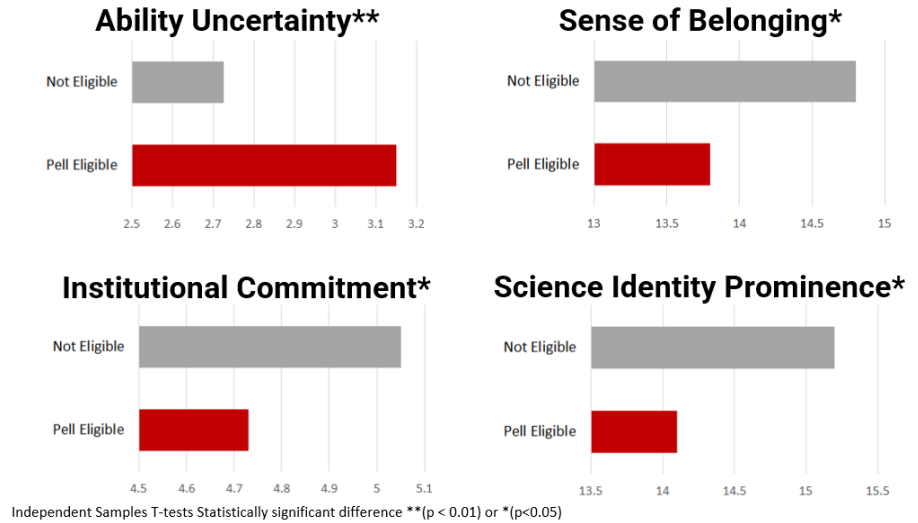
Preliminary Data - Spring 2019

Differences in Minority Upper-level Students



Independent Samples T-tests Statistically significant difference **($p < 0.01$) or *($p < 0.05$)

Differences in Pell Eligible Upper-level Students



Independent Samples T-tests Statistically significant difference **($p < 0.01$) or *($p < 0.05$)

REALISE Research

Looking Forward

- Our baseline data are reflective of **national trends**.
- Data exploration continues.
- Instrument
 - Adaptations for faculty and department usage.
- Future data collection to explore **persistence, GPA** and changes to social psychological constructs.

REALISE Research

We are hypothesizing the following pathway:

Ability uncertainty

- predicts both science identity salience and science identity prominence

Science identity salience and science identity prominence

- predicts sense of belonging and institutional commitment

Quality Enhancement Plan (QEP)

The QEP goals are:

- Goal 1: Increase students' sense of belonging in classrooms.
- Goal 2: Increase students' sense of belonging in residence halls.
- Goal 3: Increase students' self-efficacy and academic confidence.
- Goal 4: Increase student retention, progression, and graduation rates.