

GRADUATE AFFAIRS COUNCIL

Friday, October 7, 2016

1:00 p.m. – Bonnie Combo Room

Attendees: Dennis Grady (*presiding*), Laura Jacobsen (*ex-officio*), Roann Barris, Brad Bizzell, John Brummette, Matthew Brunner, Virginia Burggraf, Kathleen Cox, Deneen Evans, Lauren Flora, Nicole Hendrix, Pam Jackson, Alison Armstrong for Kay Johnson, Valerie Leake, Kristin Machac, Eric Mesmer, Douglas Mitchell, Alex Siyufy, Stacey Turmel, Patricia Winter, Paul Witkowsky,

Staff: Patricia Phillips (*recorder*), Michele Ralston

1. CALL TO ORDER/INTRODUCTIONS

The meeting was called to order at approximately 1:00 p.m. by Dr. Dennis Grady.

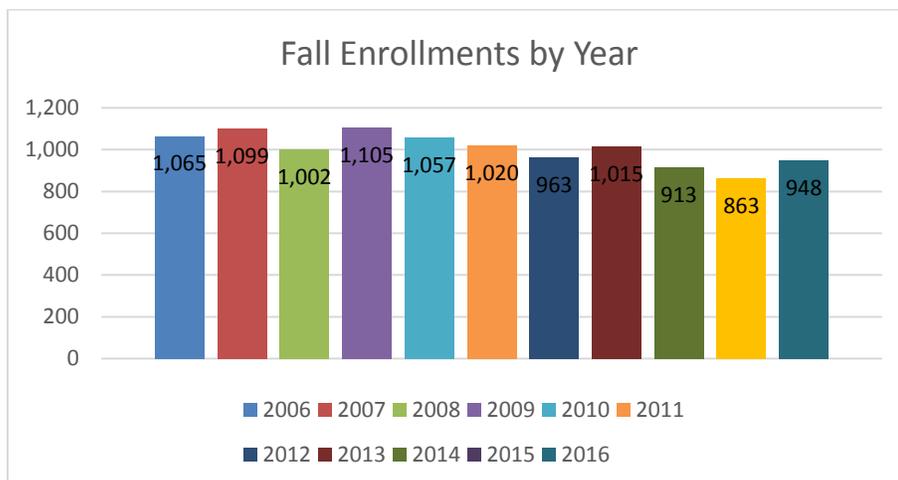
2. MINUTES

A motion was made and seconded to approve the minutes from the April 29, 2016 and September 2, 2016 meetings. The minutes were approved by consensus.

3. ANNOUNCEMENTS

- Dean Grady reminded everyone that President Hemphill's Inauguration will take place on Thursday, October 13 at 10:00 a.m. on Moffett Quad.
- Dr. Grady announced that there are two programs being reviewed by SCHEV; the Occupational Therapy Doctorate and the Education Doctorate. Radford University is looking to host a sight visit for the O.T.D. sometime in January. The Education Doctorate and the proposal for significant changes to the Corporate and Professional Communication are still circulating at SCHEV.
- Dean Grady announced that Prospect should be going live within the next week.
- It was announced that we have already committed approximately \$20,000 of the Graduate Student Professional Development Award travel budget.
- Dean Grady announced that fall enrollments are up and that the majority of students are full time. (see Chart 1 below). Dr. Jacobsen followed up on this chart later in the meeting and suggested the continuation of recruitment.

Chart 1: Fall Enrollments



- There is a new Graduate Recruitment and Retention Specialist position being filled in the Graduate College.
- Dr. Laura Jacobsen announced updates regarding Access, Inc. and what they have been working on to help exposure for the Graduate College and its programs. A large amount of funding will go to the Facebook page and the college website update.
- Dr. Jacobsen discussed Continuing Education and distributed a document regarding this report. (see attachment below)
- Dr. Jacobsen announced that the “3 Minute Thesis Competition” will be held on Wednesday, November 16, at 3:00 p.m. in Heth 014. As of today, there are no students participating.

4. OLD BUSINESS

- None

5. NEW BUSINESS

- A discussion was held on the composition of the Thesis Committee and the Comprehensive Committee. The same rules need to apply to both committee, whereas the majority of the committee need to have full graduate faculty status. This change was sent to the Policies and Procedures committee for further review.

6. SUBCOMMITTEE REPORTS

- **Graduate Faculty** – A report of 48 graduate faculty application were processed since the last GAC meeting on September 2, 2016. The report was accepted as presented. (See attached).
- **Academic Course and Program Review** – The minutes from the September 30, 2016 subcommittee meeting was presented by Dr. Laura Jacobsen. The minutes were approved as presented.

7. FOR THE GOOD OF THE ORDER

- Dean Grady and Dr. Jacobsen offered to attend department meetings by invitation.
- Dr. Virginia Burggraf handed out the new Gerontology Certificate brochure.
- Dr. Nicole Hendrix made a motion to waive the second application fee for students applying a second time. This motion was sent to the Policies and Procedures Committee.
- Nursing received their accreditation on Thursday.

8. ADJOURN

Dr. Grady adjourned the meeting at 1:54 p.m.

October 7, 2016
Graduate Faculty Application Status
 (Approved Since Last Graduate Affairs Council Meeting)

Full Graduate Faculty Status - 5 year term

| Name | Dept | Limitation(s) |
|-----------------------|-----------------------|---------------|
| Corey Cassidy | COSD | |
| Tracy Cohn | PSYC | |
| Rachel Santos | CRJU | |
| Kyshawn (Shawn) Smith | CRJU | |
| Robert Santos | CRJU | |
| Luke Hunt | CRJU | |
| Scott Dunn | COMM | |
| Jennifer Mabry | PSYC | |
| Valerie Leake | PSYC | |
| Laura Jacobsen | Mathematics Education | |
| Matthew Grimes | STEL | |
| Hwajung Lee | ITEC | |
| Sarah Smidl | OT | |
| Brent Harper | DPT | |
| Deneen Evans | SOWK | |
| Katherine Hawkins | COMM | |
| Orion Rogers | BIOL | |
| Wil Stanton | MRKT | |
| Angela Stanton | MRKT | |
| Nadine Hartig | COED | |
| Timothy Channell | MUSC | |
| Robert Trent | MUSC | |
| Kristen Jagger | DPT | |
| Alison Pack | ART | |
| Sandra Schneider | STEL | |
| Matthew Turner | COMM | |
| Jayne Bucy | PSYC | |
| Kevin Bowers | COMM | |
| Elizabeth Dore | STEL | |
| Elizabeth Altieri | STEL | |
| Allyster Blanks | STEL | |
| Sandra French | COMM | |
| Brenda-Jean Tyler | STEL | |

Associate Graduate Faculty Status - 3 year term

| Name | Dept | Limitation(s) |
|------|------|---------------|
|------|------|---------------|

| | | |
|---------------------------------|------------|---|
| Laura Mear Stirling Barfield | OT PSYC | OCTH 610, 612, 616, 622, 628, 632, 652 PSYC 640, 632, 798 |
| Christie Norris-Bowling | SOWK | SOWK 791, 792, 631, 698, 641, 642 |
| Danny Miner | PT | AHPT 862, 844, 866, 818 |
| Mike Nolan | PT | AHPT 862, 844, 866, 818 |
| Kevin Parcetich | PT | AHPT 862, 844, 866, 818 |
| Amy Hammond | COSD | COSD 640 |
| Jessica Wisman | COSD | COSD 640 |
| Kammie Galyean | STEL | EDET/EDSP 554, EDET 619, EDSP 504 |
| Nancy Schwab | STEL | EDSP 791, 792 |
| Paige Horst | ENGL | ENGL 525, 502 |
| Shara Lindsey-Walters | STEL | EDSP 781, 782 |
| Carolyn Mathews | ENGL | ENGL 502, 563 |
| Bill McFeature | COED | COED 641, 600 |
| Julie Neal | MUSC | MUSC 696, 641:642, 620, 651:652, 699 |

MINUTES
ACADEMIC COURSE AND PROGRAM REVIEW COMMITTEE
Friday, September 30, 2016
Virtual Meeting

Present: Laura Jacobsen (presiding), Brad Bizzell, Matthew Brunner, Kathleen Cox, Kay Johnson, Nicole Hendrix, Kristen Machac, Darrell Parsons, Stacey Turmel

Staff: Patricia Phillips (recorder)

I. CRJU

A. Revision of Existing Program

1. CRJU 01-17-092616 Revision of existing program requirements. **Approved**

Continuing Education

Adult, Corporate, and Community Education Services (ACCESS)

Report presented by Laura Jacobsen to the Academic Affairs Leadership Team, 9/21/16

BACKGROUND

“Continuing education” (CE) is a term that takes on different meanings in different organizations and is often narrowly conceived as classes taken by adult students (e.g., Merriam-Webster). It is important to note that in this paper, continuing education is viewed much more broadly. Here, “continuing education” spans non-degree educational offerings, outreach programs, and learning activities offered through many formats. Essentially, continuing education represents “ACCESS” to these offerings, programs, and activities provided through the university and includes:

- Adult Education
 - Programs designed to help adults gain new knowledge or skills, whether for professional preparation, degree completion, career advancement, or personal fulfillment.
- Corporate Education
 - Programs designed to enhance the knowledge, proficiencies, and credentials of business and industry professionals for leadership, management, advancement, and innovation.
- Community Education
 - Programs designed for youth, community members and groups, government agencies, nonprofits, and employers, as well as for Radford University students, faculty, and staff.

Approaching continuing education broadly as “ACCESS” has several advantages, given that the needs, services, processes, and management for each significantly overlaps. In most cases, Radford University’s offerings within each category require registration management, event website development, budget development, payment processing, attendance documentation, and distribution of certificates of participation or awarding of continuing education units (CEUs) or credits. Learning outcomes are likewise established for most CE offerings, and particularly for those resulting in the awarding of CEUs.

Thus, this vision of continuing education includes the combination of:

- Formal learning opportunities that award continuing education units (CEUs) by the university,¹
- Formal learning opportunities that provide continuing education credits by organizational sponsors (e.g., Social Work, Nursing, and Education licensure and recertification points), and
- Informal learning opportunities and programs, such as those awarding certificates of participation.

Further, continuing education is seen as integrally connected with, and mutually enhanced by, our portfolio of undergraduate and graduate program, certificate, and non-degree offerings.

¹ Note: This represents a small minority of our current offerings. Most CE provides credit through an outside organization, with Radford University as provider distributing only a certificate of participation.

WHY CONTINUING EDUCATION?

Continuing education benefits individuals, communities, and society at large by enhancing our productivity and innovation, by strengthening our economy, and by empowering us with the knowledge and expertise needed for success (Laal & Salamati, 2012).

Giving more focused attention to the development of Radford University's continuing education operations, programs, and services offers direct benefits to our institution. These benefits include creating new opportunities to generate revenue, strengthening the university's reputation within the community, supporting an entrepreneurial environment that incentivizes faculty innovation, highlighting and supporting signature academic areas, generating degree-program recruitment opportunities, and creating new entry points for university partnerships with the community, among many additional benefits.

Likewise, community members and the community at large benefits directly from our CE offerings and services. For example, our CE delivery supports participants' lifelong learning, strengthens participants' resumes and provides opportunities for professional growth or advancement, provides flexible options for broadening personal and professional horizons, builds awareness of university events and offerings that are open to the public, supports the region's economic development, and creates new entry points for community partnerships with the university. In short, continuing education creates a win-win situation.

PARTNERS

Many offices have contributed to Radford University's continuing education conversation over the past two months, and particularly to shaping the current understanding of the CE status and challenges at Radford University. Participants have included the Graduate College, academic deans from all colleges, Conference Services, and faculty from across varied academic and extracurricular programs. In academics, one or more faculty members have been involved from Counseling and Human Development, Data and Information Management, Nursing, and Social Work. Faculty have also participated representing the Government Non-Profit Assistance Center, Governor's School, Selu Conservancy, and Summer Bridge. Prior CE staff, Ellen Taylor and Matt Dunleavy, were consulted for their historical knowledge of our offerings and processes. Further, conversations have included the Budget Office, Center for Innovation in Teaching and Learning, Information Technology, Academic Assessment, and Highlands Behavioral Health of Abingdon as an outside organization.

CURRENT STATUS AND CHALLENGES

Radford University offers a wide range of continuing education opportunities, many of which are highly successful. Expansion of CE program offerings is essential but is not the focus of this report. A concerted effort to pursue new CE innovations could be carried out in full force once existing major challenges have been shored up. The focus here will be on elements needed to secure CE's bright future.

Continuing education at Radford University is currently operated in piecemeal fashion whereby programs or individual faculty members seeking to provide CE opportunities independently research and construct pathways to making those opportunities a reality. Although institutional memory remains present at Radford University, little institutional memory exists in the offices most directly involved with CE. Several faculty members have communicated unfortunate sentiments that they offer successful CE opportunities "despite" our institution's limited CE organization or support. Improvements in several key areas will be important to our future success with CE: (1) organizational structure, (2) operations and support services, and (3) budgeting. A brief summary of the current status and challenges for CE in each of these overlapping categories is provided below.

Organizational Structure

Although this has not always been the case, at present, Radford University lacks a clear institutional structure to guide and promote continuing education, to delineate related responsibilities, and to assign accountability. Faculty have expressed finding it difficult to determine which office does what, and when and how their work intersects with other offices. For example, if faculty want D2L accounts established for online CE offerings to non-students, they may approach several offices before identifying the appropriate contact. Our institution lacks a comprehensive CE policy and clearly organized and communicated CE event procedures to guide faculty seamlessly from initial CE proposal through CE delivery and evaluation.

Significant personnel turnover in CE staffing both within Academic Affairs and within Conference Services has in some cases produced, and in other cases exacerbated, structural challenges this year. In light of this turnover, several programs approached the Graduate College in summer 2016 with requests for CE support and guidance. Given this, and considering also that CE was previously housed within the Graduate College (formerly College of Graduate and Extended Education), the Provost and Deans' Council afforded the opportunity to the Graduate College to research and chair the active CE dialogue.

Operations and Support Services

Radford University currently employs a passive CE model, dependent upon individual faculty reaching out to various offices for assistance and with no clear advocate. Likewise, current CE structures tend to be labor-intensive on the part of those planning or delivering the CE, to the extent that may prove unsustainable in a competitive higher education environment. The wheel is sometimes re-created with each new CE offering. Thus, delays are also incurred in development and implementation.

Particular challenges with respect to operations and support services include the usage of multiple registration and payment collection vendors; manual process for creating D2L accounts for online CE; scattered CE offerings, with little searchability, targeted recruitment, or comprehensive marketing; and decentralization of CE administrative tasks, leaving individual programs to volunteer countless hours or to fund their own support staff.

As an example of Radford University's CE operations status, a minimum of four separate software products or sites are currently being used for registration and payment processing:

- Conference Services uses *123signup* (\$3/student + 6.75% fees to ACEware)
- Governor's School uses CampDoc (\$4/student x 400 students + a few hundred in fees)
- Center for Innovation in Teaching and Learning uses WordPress, rucitl.com/registration/
- Government Nonprofit Assistance Center uses ACEware (\$5,000/yr license)
- Some offerings organized independently, without registration software purchase (e.g., NASA Institute, Summer Bridge)

As faculty identify deficiencies with existing alternatives, or in some cases are unaware of those alternatives, some have created or purchased a new option on behalf of their particular program. An RFP process for a CE solution to address these and related challenges ended unsuccessfully last year, due largely to exorbitant costs for a top quality solution. Short-term, lesser expensive solutions are needed.

Budgeting

Several budgeting challenges surfaced during conversations with faculty involved with CE. Due partly to the relatively small scale of CE operations at Radford University, and partly to the unique needs and budgetary limitations for each program, budget and fee models are varied. In each instance of CE, a budget model is developed and fees are assessed accordingly. Charges generally appear to be low relative to other institutions but were still cited by faculty as a challenge in multiple cases. For example, some faculty indicated that CE programs requiring minimal support from Conference Services or other CE offices were charged at the same rate as those requiring full support, and that this led them to plan all aspects of CE independently from those offices designed to support it. As a second example, faculty across multiple programs

expressed concerns regarding the charge of room rentals for on-campus programs designed and implemented by our institution, including those programs having recruitment potential for our undergraduate or graduate degree offerings.

Dispersion of funds collected through *123signup* was likewise cited as a current CE challenge. Faculty reported that *123signup* requires a 90-day wait period before collected funds may be dispersed. This poses complications for prompt payment of guest speakers and for vendor services. It remains unclear whether funds from across CE offerings are, or can be, pooled to eliminate this concern.

Finally, few financial incentives exist for the development and delivery of CE by faculty, programs, and colleges. Several faculty and deans have encouraged consideration of entrepreneurial models that return some of the institution's overhead to the offering individuals, departments, or colleges. However, at this time, overhead collection remains quite limited, and in some cases non-existent, as programs are held harmless for covering overhead or reimbursing any revenue deficiencies.

RECENT PROGRESS

Directly resulting from ongoing CE conversations over the past two months, several changes are already under way to begin improving operations. Among these, Conference Services has designed a draft workflow process for CE and has also begun researching and sharing with the Graduate College sample mission, vision, policies, and procedures documents from other institutions, to support Radford University's own long-term planning and implementation of CE. Further, Conference Services is in the midst of a search for a new Manager, which will help both to stabilize CE and to provide momentum.

Gaps are also being plugged in short-term operations as, for example, the Nursing program has received significant recent support from Conference Services, the Graduate College, the Division of Information Technology, and the Budget Office, among other units, to facilitate the planned rollout of extensive online Nursing CE. The process for Nursing's CE delivery remains labor intensive – such as by requiring manual logins to *123signup* to review and pull registrant information to submit to Information Technology for D2L account creation, in addition to then manually enrolling students to particular CE sections within D2L. However, the program now has an assigned Graduate Assistant to support CE implementation and clear, detailed budget outlining charges to be assessed. This has allayed some initial concerns, despite the inability of the RFP process to identify an improved, cost-effective solution for CE.

POSSIBLE NEXT STEPS

Deans, faculty, and offices from across campus have brainstormed numerous creative possibilities in CE that, if ultimately pursued and successful, could propel Radford University's mission of outreach and support for ACCESS while also generating new revenue streams for our institution.

Radford University has the opportunity to become a recognized leader in addressing the continuing education needs of our region, the Commonwealth, and beyond.

Based on feedback from colleagues across the university and from researching other institutions, below are several items for Radford University to consider as possible next steps to improve CE:

- Policy Document(s): Build upon recent progress to develop policies and procedures guiding CE, or ACCESS, to ease communication to faculty and providers and to increase consistency of application. Conference Services seems best positioned and most knowledgeable to lead development of a first draft, in continued, close partnership with other offices and programs. We seek policies and procedures that make faculty and colleges *want* to participate, rather than participating only due to coercion, even if we do

ultimately require participation. Development of these materials could make CE operations more seamless and supportive in the years ahead.

- Structural Changes: Consider moving continuing education and conference services under the same umbrella. Possibilities are significantly wide ranging and include options such as:
 - Office of Continuing Education and Conference Services (simplest)
 - College of Graduate and Extended Education (historic relationship)
 - Division of Advanced Learning and Research – e.g., Graduate College, Conference Services, Center for Innovation in Teaching & Learning (new mixture)
- Advocacy: Identify leadership responsible to drive CE strategic planning, growth in offerings, entrepreneurial approach, service orientation, etc. Who will take the responsibility to ensure transition to an active rather than a passive model? What resources, if any, will be provided to that unit to enable success?
- Budget Model: Develop a model that is cost effective, fixed enough to be easily communicated, and flexible enough to enable offerings that may generate less revenue but still be valuable to the institution. Possibilities to consider:
 - Incentivize faculty and/or college participation, where possible (i.e., revenue sharing)
 - Tailor budget models to charge different costs for different services
 - Waive room reservation costs in selected cases, such as for on-campus programs that may offer undergraduate or graduate recruitment potential
- Software Solutions: Assess current total costs for CE and conference services delivery. Identify solutions for registration, payment collection, program website creation, and so forth that are possible within current means. Seemingly, none of our current solutions are adequate, which leaves faculty to take on the burden to identify their own unique solutions. Search for cost effective options, rather than more costly options such as *Destiny Solutions*. E.g., Would online options such as *Eventzilla*, *RegOnline*, or similar options, partnered with payment options such as *Nelnet*, be preferable to *123signup*? Further, would it be possible for Radford University to write a script that “talks with” any proposed registration software, for the purpose of automating the creation of new D2L accounts, as needed, while being cost efficient?
- Classroom Space: Which spaces on our campus might be best suited to host face-to-face CE, particularly on weekdays? How might we more effectively utilize Selu? What minor and minimally expensive space modifications might create a more welcoming environment for campus guests, such as improved furniture, decorations, or lighting fixtures in the Heth basement?

Reference: Laal, M., & Salamati, P. (2012). Lifelong learning: Why do we need it? *Procedia – Social and Behavioral Sciences*, 31, 399-403.