

# Academic Excellence and Research Committee

April 2021

**RADFORD UNIVERSITY**

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Board of Visitors



**ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE**  
**2:30 P.M. \*\***  
**APRIL 22, 2021**  
**JOSEPH P. SCARTELLI ATRIUM**  
**COVINGTON CENTER, 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*
  - February 11, 2021
  
- **ACTION ITEMS** Dr. Lyn Lepre, *Provost and Vice President for Academic Affairs*
  - Recommendation to Approve Teaching and Research Faculty Tenure for 2021-2022
  
  - Recommendation to Approve Discontinuance of the Post Graduate Certificate of Gerontology
  
  - Recommendation to Approve Discontinuance of the Post-Baccalaureate Certificate in Music Pedagogy
  
  - Recommendation to Approve to Separate the School of Nursing from the Waldron College of Health and Human Services as a Stand-Alone Academic Unit
  
- **ACADEMIC AFFAIRS REPORT** Dr. Lyn Lepre, *Provost and Vice President for Academic Affairs*
  - Promotion of Faculty
  
  - Emeriti Faculty
  
  - Academic Affairs Updates
  
  - REAL Updates and Discussion Dr. Nicole Hendrix, *Executive Director, General Education*

- **FACULTY SENATE REPORT**

Dr. Katie Hilden, *President,*  
*Faculty Senate*

- **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. Nancy Angland Rice, Vice Chair

Ms. Krisha Chachra

Dr. Rachel D. Fowlkes

Dr. Susan Whealler Johnston

Ms. Georgia Anne Snyder-Falkinham

Dr. Katie Hilden, Non-Voting Advisory Member

# April 2021 Meeting Materials

**RADFORD UNIVERSITY**

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Board of Visitors

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

**RESOLUTION OF TENURE RECOMMENDATIONS**

**April 22, 2021**

**WHEREAS**, the tenure-track faculty are appointed initially on one-year contracts and throughout the probationary period, which is normally six years, they are subject to reappointment annually upon recommendation by the Department Personnel Committee, the Department Chair, the College Dean, the Provost, and the President, and

**WHEREAS**, no later than the beginning of the fall semester of the sixth year of full-time appointment, tenure-track faculty are notified by their Department Chairs of their eligibility for consideration for award of tenure and candidates for tenure must submit to their Department Personnel Committees pertinent information regarding their qualification for tenure, including a statement justifying the granting of tenure, all past performance evaluations, including a summary of student evaluations and any peer evaluations, a current curriculum vita, and any other relevant documentation, and

**WHEREAS**, criteria for the award of tenure include: the continuing need for the individual's expertise; the individual's teaching effectiveness; effectiveness as an advisor; professional development; participation in University co-curricular activities; committee work; cooperation with colleagues; and contributions towards the objectives of the department, college, and University, and

**WHEREAS**, upon consideration of the candidate's achievement of the above criteria, the Department Personnel Committee submits its recommendation to the Department Chair, who in turn submits his or her recommendation to the College Dean. The Dean submits his or her recommendation to the Provost, and the Provost submits his or her recommendation in each case to the President. At each stage, the recommendation is added to the previous recommendations, and all are transmitted to the next level. Copies of each recommendation, together with justification, are sent to the faculty member, who has the right to appeal negative recommendations to the Faculty Grievance Committee, and

**WHEREAS**, the final authority for awarding or denying tenure lies with the Board of Visitors and all of the faculty members listed below have met the criteria for award of tenure,

**ARTIS COLLEGE OF SCIENCE AND TECHNOLOGY**

| <u>Name</u>    | <u>Department</u>       |
|----------------|-------------------------|
| Amy M. Baliija | Department of Chemistry |

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

| <u>Name</u>   | <u>Department</u>                          |
|---------------|--|
| Ryan C. Smith | School of Teacher Education and Leadership |

**COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCES**

| <u>Name</u>         | <u>Department</u>        |
|---------------------|--------------------------|
| Jamie Lynn McDaniel | Department of English    |
| Melinda A. Cruz     | Department of Psychology |
| Nicholas A. Lee     | Department of Psychology |
| Pei-Chun Tsai       | Department of Psychology |
| Joanna M. Hunter    | Department of Sociology  |

**COLLEGE OF VISUAL AND PERFORMING ARTS**

|                 |                       |
|-----------------|-----------------------|
| Robyn Lynn Berg | Department of Theatre |
|-----------------|-----------------------|

**DAVIS COLLEGE OF BUSINESS AND ECONOMICS**

|                |                          |
|----------------|--------------------------|
| Can Dogan      | Department of Economics  |
| Jae Hwan Jeong | Department of Management |

**WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES**

| <u>Name</u>                | <u>Department</u>                  |
|----------------------------|------------------------------------|
| Shala Christine Cunningham | Department of Physical Therapy-RUC |
| William H. Kolb            | Department of Physical Therapy-RUC |
| Wendy Rogister Downey      | School of Nursing                  |
| Marjorie Higgins Young     | School of Nursing                  |

**THEREFORE, BE IT RESOLVED**, it is recommended that the Academic Excellence and Research Committee recommend that the Board of Visitors approve the faculty Tenure recommendations listed above to become effective the beginning of the 2021-2022 academic year.

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

**RESOLUTION FOR DISCONTINUANCE OF THE  
POST GRADUATE CERTIFICATE OF GERONTOLOGY**

**APRIL 22, 2021**

**WHEREAS**, the School of Nursing in the Waldron College of Health and Human Services (WCHHS) at Radford University proposes to discontinue the Post Graduate Certificate of Gerontology; and

**WHEREAS**, the purpose of the Graduate Gerontology Certificate was to prepare individuals to meet the growing needs, in multiple disciplines, of an aging population that they may serve in the future;

**HOWEVER**, the availability of this certificate and the curriculum did not attract any students and no student has ever enrolled for the certificate; and

**WHEREAS**, in the four years during which the post-baccalaureate certificate has been available and in the Graduate College catalog no student has enrolled;

**NOW, THEREFORE, BE IT RESOLVED**, a decision has been made to discontinue the certificate and remove it from the Radford University degree inventory; and it is further

**RESOLVED**, that the President and/or his designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of the discontinuance of the program to the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.

### ***Proposed Intent to Discontinue***

Radford University is discontinuing the Post-Baccalaureate Certificate in Gerontology (CIP code: 30.1101).

### ***Background***

In November 2014, the Association for Gerontology in Higher Education (AGHE) adopted gerontology competencies for undergraduate and graduate education. These competencies were designed to unify approaches to the discipline of gerontology. The School of Nursing, located in the Waldron College of Health and Human Services at Radford University initiated a Post-Baccalaureate Certificate in Gerontology spring 2016 that addressed the competencies. The purpose of the Graduate Gerontology Certificate is to prepare individuals to meet the growing needs, in multiple disciplines, of an aging population that they may serve in the future. The program is designed for graduate students wishing to work in the field of gerontology/aging or community members wishing to expand their career options within a gerontology focus.

The availability of this certificate and the curriculum however did not attract any students. No student ever enrolled for the certificate.

### ***Rationale for Intent to Discontinue***

In the four years during which the post-baccalaureate certificate has been available and in the Graduate College catalog no student has enrolled. A decision therefore has been made to discontinue this certificate and remove it from the Radford University degree inventory.

### ***Critical Shortage***

This post-baccalaureate certificate is not in a critical shortage area.

### ***Teach-out Plan***

No new students are currently enrolled in the Gerontology certificate program A teach out plan is not needed.

### **“Stopped-out” Students**

Institutional records do not indicate that any students have “stopped-out” of the certificate program. No plan is needed to notify students.

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

**RESOLUTION FOR DISCONTINUANCE OF THE  
POST-BACCALAUREATE CERTIFICATE IN MUSIC PEDAGOGY**

**APRIL 22, 2021**

**WHEREAS**, the Department of Music in the College of Visual and Performing Arts (CVPA) at Radford University proposes to discontinue the Post-Baccalaureate Certificate in Music Pedagogy; and

**WHEREAS**, the purpose of the certificate was to prepare teachers to take graduate coursework in music to enhance their professional development and acquire the latest skills and knowledge in music pedagogy; and

**WHEREAS**, the Post-Baccalaureate Certificate in Music Pedagogy was initiated in 2010 and no student were ever enrolled in the certificate program;

**HOWEVER**, the availability of this certificate and the curriculum did not attract any students and no student has ever enrolled for the certificate; and

**NOW, THEREFORE, BE IT RESOLVED**, a decision has been made to discontinue the certificate and remove it from the Radford University degree inventory; and it is further

**RESOLVED**, that the President and/or his designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of the discontinuance of the program to the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.

### ***Proposed Intent to Discontinue***

Radford University is proposing the discontinuance of the Post-Baccalaureate Certificate in Music Pedagogy (CIP code: 50.0912). The certificate is located in the College of Visual and Performing Arts.

### ***Background***

The Post-Baccalaureate Certificate in Music Pedagogy was initiated in 2010. No students were ever enrolled in the certificate program. In fall 2020, faculty members along with the College's administration discussed options. It was determined that the certificate program be discontinued.

### ***Rationale for Intent to Discontinue***

The purpose of the Post-Baccalaureate Certificate in Music Pedagogy was to prepare teachers to take graduate coursework in music to enhance their professional development and acquire the latest skills and knowledge in music pedagogy. The certificate was never approved by the National Association of Schools of Music so no students were ever enrolled.

### ***Critical Shortage***

The program is not in a critical shortage area.

### ***Teach-out Plan***

No students are enrolled in the Music Pedagogy certificate program. A teach-out plan is not needed.

### ***“Stopped Out” Students***

Institutional records indicate that no students have “stopped out” of the certificate program. No plan is needed to notify students.

**TO:** Brian O. Hemphill, President  
**FROM:** Carolyn R. Lepre, Provost  
**Cc:** Academic Affairs Leadership Team (AALT)  
Katie Clouse, President, Faculty Senate  
**DATE:** April 9, 2021  
**RE:** Approval of Motion to Recommend Separation of the School of Nursing from  
Waldron College as a Stand-Alone Academic Unit

I am writing to inform you that the motion to recommend approval for the Separation of the School of Nursing from Waldron College as a Stand-Alone Academic Unit (motion attached), as amended by the Faculty Senate is hereby approved. The motion has been reviewed and recommended to move forward by the Academic Leadership Team.

If you approve the motion will move to the Academic Excellence and Research Committee to recommend approval by the full Board of Visitors.

Please let me know if you have questions.

Thank you.



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Approved by Brian O. Hemphill

4/9/21

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Date

## **20-21.156: Motion to Recommend Separation of the School of Nursing from Waldron College as a Stand-Alone Academic Unit**

**Referred by:** Senators Dr. Katie Katz and Dr. Sarah Gilbert

### **MOTION:**

Faculty Senate recommends that the School of Nursing separate from Waldron College to form a stand-alone academic unit, **providing it is a budget neutral decision.**

### **RATIONALE:**

The proposed organizational change is necessary because of the following: the increased complexity in function and governance of the Radford University School of Nursing post-merger, as well as the increased number and size of academic programs.

#### **Complexity**

The Radford University School of Nursing is currently too large and complex to function as a college department or school within another academic unit (Waldron College of Health and Human Services). The undergraduate and graduate nursing programs require accreditation by multiple state and national organizations. accreditations of degree programs, concentrations, and the simulation centers. Radford University School of Nursing's current structure requires that all the functions (admissions, progressions, graduations, curriculum, etc.) for each degree program and concentration to be ratified at the degree level, the school level, and the college level. These duplicative functions are increasingly complex to manage across multiple instructional sites. The proposed change would streamline the function of the Radford University School of Nursing and improve the responsiveness to the dynamic nature of the healthcare industry needs related to nursing education.

#### **Size**

With the Jefferson College and Radford University merger, undergraduate nursing enrollment in the Radford University School of Nursing increased by 268.4 percent while graduate nursing enrollment at Radford University School of Nursing increased by 281.6 percent. In 2018, 234 undergraduate nursing students and 38 graduate nursing students were enrolled in Radford University School of Nursing. In 2019, 628 undergraduate nursing students and 107 graduate nursing students were enrolled in Radford University School of Nursing. The Radford University School of Nursing now includes 60 full-time faculty, 41 adjunct faculty, and 5 full-time staff. The current Radford University School of Nursing student body and faculty size is more comparable to the other departments in the Waldron College of Health and Human Services departments combined as well as to the Artis College of Science and Technology and the College of Humanities and Behavioral Sciences.

## **Academic Programs in Radford University School of Nursing**

At Radford University most departments have only one or possibly two degree programs (if a masters is offered) so three degree programs with three undergraduate tracks and four graduate concentration tracks is a large number of offerings for an academic unit that is not independent. The best option for addressing the large enrollment, faculty, and increasing complexity resulting from managing the mix of three degree program levels and multiple concentrations and maintaining compliance with the Virginia Board of Nursing is to create departments within the Radford University School of Nursing based on instructional sites. for SON separation from Waldron College

The proposed organizational change is necessary because of the following: the increased complexity in function and governance of the Radford University School of Nursing post-merger, as well as the increased number and size of academic programs.

## **Institution**

Radford University

## **Nature of Proposed Change**

Radford University proposes to change the organization of the Waldron College of Health and Human Services which currently includes the School of Nursing, to establish the School of Nursing as a separate academic unit.

Appendix A presents the current organizational structure of the Waldron College of Health and Human Sciences

Appendix B presents the proposed organizational structure of the School of Nursing

## **Background**

In 1966, Radford University (then Radford College) was granted approval by the State Council of Higher Education for Virginia and the Virginia Board of Nursing to develop a nursing program. The first students were admitted to the undergraduate program in 1969. Following a rapid period of growth, the nursing program gained School status in 1982 and College status in 1984. As a result of institutional reorganization in 1997, the School of Nursing became a part of the Waldron College of Health and Human Services.

The Jefferson College of Health Sciences and Radford University were merged on July 10, 2019. With merger, the School of Nursing increased in size and now includes 60 full-time faculty, 41 adjunct faculty, and 5 full-time staff.

Discussion among faculty and leadership ensued that the School of Nursing was too large and complex to function as a school within the Waldron College of Health and Human Services. The Dean of the Waldron College of Health and Human Services, the Interim Director of the School of Nursing and nursing faculty agreed that School of Nursing needed a separate Dean and should function as an independent academic unit instead of as a school within the Waldron College of Health and Human Services. This proposed change, including the hiring of a Dean instead of a School Director was initiated by the faculty and was supported by the University President, and the Interim Provost. A Dean search committee was convened in Fall 2019, a national search was conducted during Spring 2020 and a Dean was hired effective August 3, 2020.

During Fall 2020 the Dean of the Waldron College of Health and Human Services and the Dean of the School of Nursing worked with university leadership to develop the plan to propose establishing the School of Nursing as an independent academic unit. This is consistent with other Virginia universities comparable to Radford University School Nursing in size and function. These include University of Virginia School of Nursing and Virginia Commonwealth University School of Nursing.

The proposal was approved by the faculty of the Waldron College of Health and Human Services on March 16, 2021. The Dean of the Waldron College of Health and Human Services approved the organizational structure change and forwarded it to the Faculty Senate, which recommended the change to the Provost.

The Provost and the President of the University approved the proposed organizational change on April 9, 2021.

## Purpose of Proposed Change

The purpose of the proposed organizational change is to establish a school as an independent academic unit.

## Mission

The mission of Radford University is:

As a mid-sized, comprehensive public institution dedicated to the creation and dissemination of knowledge, **Radford University empowers students from diverse backgrounds by providing transformative educational experiences, from the undergraduate to the doctoral level, within and beyond the classroom.** As an inclusive university community, we specialize in cultivating relationships among students, faculty, staff, alumni and other partners, and in providing a culture of service, support and engagement. We embrace innovation and tradition and instill students with purpose and the ability to think creatively and critically. We provide an educational environment and the tools to address the social, economic and environmental issues confronting our region, nation and the world.

The proposed organization change aligns with the mission of Radford University. The proposed change to have the School of Nursing function as an independent academic unit aligns with the institution's mission by providing students with "...transformative educational experiences, from the undergraduate to the doctoral level, within and beyond the classroom." For students, faculty and staff the school functioning as an independent academic unit will be better positioned to "...embrace innovation and tradition and instill students with purpose and the ability to think creatively and critically" and be responsive to the changing healthcare environment. Thus, the proposed change is indicative of how at Radford University can "provide an educational environment and the tools to address the social, economic and environmental issues confronting our region, nation, and the world."

## Institutional Nomenclature

At Radford University "school" is defined as an academic unit that has a special curricular/programmatic function and identity with research and outreach components. While schools may be housed within colleges, when the size and function of a school more closely resembles that of a college, it may function separate from a college as a separate academic unit.

## Rationale for Proposed Change

The proposed organizational change is necessary because of the following: the increased complexity in function and governance of the Radford University School of Nursing post-merger, as well as the increased number and size of academic programs.

### Complexity

The Radford University School of Nursing is currently too large and complex to function as a college department or school within another academic unit (Waldron College of Health and Human Services). The undergraduate and graduate nursing programs require accreditation by multiple state and national organizations. accreditations of degree programs, concentrations, and the simulation centers. Radford University School of Nursing's current structure requires that all of the functions (admissions, progressions, graduations, curriculum, etc.) for each degree program and concentration to be ratified at the degree level, the school level, and the college level. ~~These~~ 15 of 62 duplicative functions are increasingly complex to manage across multiple instructional sites. The

proposed change would streamline the function of the Radford University School of Nursing and improve the responsiveness to the dynamic nature of the healthcare industry needs related to nursing education.

### Size

With the Jefferson College and Radford University merger, undergraduate nursing enrollment in the Radford University School of Nursing increased by 268.4 percent while graduate nursing enrollment at Radford University School of Nursing increased by 281.6 percent. In 2018, 234 undergraduate nursing students and 38 graduate nursing students were enrolled in Radford University School of Nursing. In 2019, 628 undergraduate nursing students and 107 graduate nursing students were enrolled in Radford University School of Nursing. The Radford University School of Nursing now includes 60 full-time faculty, 41 adjunct faculty, and 5 full-time staff. The current Radford University School of Nursing student body and faculty size is more comparable to the other departments in the Waldron College of Health and Human Services departments combined as well as to the Artis College of Science and Technology and the College of Humanities and Behavioral Sciences.

### Academic Programs in Radford University School of Nursing

At Radford University most departments have only one or possibly two degree programs (if a masters is offered) so three degree programs with three undergraduate tracks and four graduate concentration tracks is a large number of offerings for an academic unit that is not independent. The best option for addressing the large enrollment, faculty, and increasing complexity resulting from managing the mix of three degree program levels and multiple concentrations and maintaining compliance with the Virginia Board of Nursing is to create departments within the Radford University School of Nursing based on instructional sites.

## Academic Programs

The proposed organizational change will not impact curricular offerings administered by the school. No academic programs will relocate to the school as a result of the proposed change. No changes to the academic programs will be made as a result of the proposed change. The proposed School of Nursing will administer the academic programs currently offered by the existing school.

Academic programs currently located in the Waldron College of Health and Human Sciences that will be functionally moved to the independent School of Nursing include the following:

- Bachelor of Science (BSN) in Nursing
- Master of Science in Nursing
- Master of Science Family Nurse Practitioner
- Master of Science Nursing Administration
- Doctor of Nursing Practice
- Post Master's Certificate Psychiatric Mental Health Nurse Practitioner

## Space

Radford University has adequate space for the reorganized academic unit including offices, meeting rooms, student space, and labs. The School of Nursing occupies space in Waldron Hall on the main campus, at the Radford University Carilion building in Roanoke and the Roanoke Higher Education Center, in Roanoke.

## **Resources/Budget**

The School of Nursing budget and organizational structure will be similar to the current structure except for the addition of an associate dean, two unit heads and the elimination of the Director position. The budget accommodates the administrative salaries and salaries for faculty with a total proposed increase of \$37,517. This budget for the proposed School of Nursing will be administered within the structure of the Office of Academic Budgets in the Office of the Provost.

### Administration

The proposed School of Nursing will be led by a Dean (full-time, 12 month). The Dean reports to the Provost. The Dean manages the budget of the School of Nursing and functions as the chief nurse administrator of the School of Nursing including the Simulation Center at Cook Hall at Radford University in Radford, Virginia and the Simulation Center at Roanoke Higher Education Center. The Dean consults with faculty and other communities of interest (clinical agency representatives, preceptors, employers, other disciplines across the university, Virginia Board of Nursing, relevant professional organizations, etc.) to make decisions to accomplish the mission, goals, and expected program outcomes. The Dean is an effective leader of the nursing unit who works closely with Radford University's Institutional leaders and faculty both vertically and horizontally to strategically plan for the School of Nursing needs and to accomplish the mission, goals, and expected program outcomes. The Dean collaborates and works with leaders in clinical agencies to secure clinical partnerships and with the university foundation and other philanthropic organizations for funding for School of Nursing simulation center, equipment, operations, and overall academic support. The Dean's teaching responsibilities are primarily associated with graduate leadership courses and nurse practitioner courses. The salary for this position will be \$188,000 and fringe benefits, \$48,397.

An Associate Dean of the School of Nursing will assist and report to the Dean of the School of Nursing. The Associate Dean provides oversight to the operations within the School of Nursing and assists the Dean in duties within Radford University and related activities within the academic unit. The responsibilities of the Associate Dean include administrative oversight of operations and areas of accreditation and evaluation; assisting the dean with strategic planning, business operations, program and instructional development, distance learning, continuing education, diversity and inclusion, and faculty development. The salary for this position will be \$111,315 and fringe benefits of \$34,126. The position will be filled by an existing faculty member so that the headcount of faculty will decrease by one.

### Unit Heads

The proposed School of Nursing would include two unit heads, one at each of the two sites – Radford and Radford University Carilion. The duties will include evaluating faculty, overseeing existing track coordinators, serving on university and School of Nursing committees, teaching a minimum of six credits per academic year, participating in professional organizations, and working with the Associate Dean to maintain and evaluate curriculum integrity and accreditation. Each Unit Head will be a full-time faculty who would receive a stipend of \$12,000 and fringe benefits of \$918.

### Track Coordinators

Faculty are assigned as Track Coordinators for concentrations within the degree programs. Faculty selected for these positions will continue to receive a course release of up to 6 credits per semester depending on track enrollment.

### Faculty

The proposed School of Nursing will include 59 full-time faculty and 43 adjunct faculty. The current program cost for full-time and adjunct faculty is \$5,139,422 and fringe benefits of \$830,447.

Student Support

Student work study positions are currently utilized in the School of Nursing at the Radford and Roanoke Carilion sites. Work study position duties include filing, copying, scanning, screening and routing telephone calls, retrieving and sorting mail, taking messages, as well as clerical support for faculty projects and administrative assistants.

Travel/Faculty Development

The School of Nursing is allocated \$1400 for travel for each full-time faculty member and the Associate Dean for travel to and from clinical agencies beyond regular work commutes and for conference registrations and other faculty developmental needs and opportunities. These costs are neither in addition to nor related to the proposed organizational changes.

Professional Development

The School of Nursing engages outside consultants as needed to meet leadership development, pedagogical support, accreditation assistance, as well as other areas as needs are realized.

Other costs

Other costs to for the School of Nursing include updating equipment for skills labs, classrooms, and simulation centers. These costs are neither in addition to nor related to the proposed organizational changes.

Miscellaneous

An initial one-time cost of \$815 for changing stationary and internal signage, and other supplies associated with the proposed organizational change are required. Costs will be accommodated by the School of Nursing budget.

|              |              |
|--------------|--------------|
| Stationary   | \$315        |
| Signage      | \$500        |
| <b>Total</b> | <b>\$815</b> |

Resources to support the proposed School of Nursing will be reallocated from the existing School of Nursing in the Waldron College of Health and Human Services. Radford University and the School of Nursing in the Waldron College of Health and Human Services have adequate and sufficient resources to establish and operate the proposed independent School of Nursing academic unit. No new resources will be requested from the state to initiate or sustain the organizational change to for the School of Nursing to be an independent academic unit.

Budget

The proposed School of Nursing budget presents current expenditures for the School of Nursing in the Waldron College of Health and Human Services and proposed expenditures for the first three year of the School of Nursing.

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

**RESOLUTION TO RECOMMEND SEPARATION OF THE SCHOOL OF NURSING  
FROM WALDRON COLLEGE AS A STAND-ALONE ACADEMIC UNIT**

**APRIL 22, 2021**

**WHEREAS**, the School of Nursing in the Waldron College of Health and Human Services (WCHHS) at Radford University proposes to separate the School of Nursing from Waldron College of Health and Human Services as a stand-alone Academic Unit; and

**WHEREAS**, the proposed organizational change is necessary because of the following: the increased complexity in function and governance of the Radford University School of Nursing post-merger, as well as the increased number and size of academic programs; and

**WHEREAS**, the School of Nursing is currently too large and complex to function as a college department or school within another academic unit; and

**WHEREAS**, the undergraduate and graduate nursing programs require accreditation by multiple state and national organizations. accreditations of degree programs, concentrations, and the simulation centers. The School of Nursing's current structure requires that all the functions (admissions, progressions, graduations, curriculum, etc.) for each degree program and concentration to be ratified at the degree level, the school level, and the college level. These duplicative functions are increasingly complex to manage across multiple instructional sites; and

**WHEREAS**, the proposed change would streamline the function of the Radford University School of Nursing and improve the responsiveness to the dynamic nature of the healthcare industry needs related to nursing education; and

**WHEREAS**, the proposed organizational change is necessary because of the following: the increased complexity in function and governance of the Radford University School of Nursing post-merger, as well as the increased number and size of academic programs.;

**NOW, THEREFORE, BE IT RESOLVED**, that the President and/or his designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of the Separation of the School of Nursing from the Waldron College of Health and Human Services as a stand-alone Academic Unit, to the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.

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

**2021-2022 PROMOTIONS WITH SALARY INCREMENTS**

The following Teaching and Research faculty members have been recommended for promotion by their respective Department Promotion Committees, Department Chairs, and College Deans and approved by the Provost and President.

**ARTIS COLLEGE OF SCIENCE AND TECHNOLOGY**

| <u>Name</u>               | <u>Proposed Rank</u> | <u>Department</u>                 |
|---------------------------|----------------------|-----------------------------------|
| Amy M. Balija             | Associate Professor  | Department of Chemistry           |
| Christine Margit Mitchell | Senior Instructor    | Department of Geospatial Sciences |

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

| <u>Name</u>            | <u>Proposed Rank</u> | <u>Department</u>                          |
|------------------------|----------------------|--|
| Dean Tamara K. Wallace | Professor            | College of Education and Human Development |
| Ryan C. Smith          | Associate Professor  | School of Teacher Education and Leadership |
| Brad E. Bizzell        | Professor            | School of Teacher Education and Leadership |
| Amanda R. Bozack       | Professor            | School of Teacher Education and Leadership |

**COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCES**

| <u>Name</u>          | <u>Proposed Rank</u> | <u>Department</u>               |
|----------------------|----------------------|---------------------------------|
| Tay Keong Tan        | Professor            | Department of Political Science |
| Eric Scott Snow      | Senior Instructor    | Department of Criminal Justice  |
| Melinda A. Cruz      | Associate Professor  | Department of Psychology        |
| Nicholas A. Lee      | Associate Professor  | Department of Psychology        |
| Pei-Chun Tsai        | Associate Professor  | Department of Psychology        |
| Jared J. Caughron    | Professor            | Department of Psychology        |
| Ruth J. Riding-Malon | Professor            | Department of Psychology        |
| Joanna M. Hunter     | Associate Professor  | Department of Sociology         |
| Leigh Kelley         | Senior Instructor    | School of Communication         |

### **COLLEGE OF VISUAL AND PERFORMING ARTS**

| <u>Name</u>       | <u>Proposed Rank</u> | <u>Department</u>     |
|-------------------|----------------------|-----------------------|
| Kenneth L. Smith  | Professor            | Department of Art     |
| Robert M. Sanderl | Professor            | Department of Music   |
| Robyn Lynn Berg   | Associate Professor  | Department of Theatre |

### **DAVIS COLLEGE OF BUSINESS AND ECONOMICS**

| <u>Name</u>    | <u>Proposed Rank</u> | <u>Department</u>        |
|----------------|----------------------|--------------------------|
| Can Dogan      | Associate Professor  | Department of Economics  |
| Jae Hwan Jeong | Associate Professor  | Department of Management |

### **WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES**

| <u>Name</u>                | <u>Proposed Rank</u> | <u>Department</u>                  |
|----------------------------|----------------------|------------------------------------|
| Shala Christine Cunningham | Associate Professor  | RUC-Department of Physical Therapy |
| William H. Kolb            | Associate Professor  | RUC-Department of Physical Therapy |
| Wendy Rogister Downey      | Associate Professor  | School of Nursing                  |
| Marjorie Higgins Young     | Associate Professor  | School of Nursing                  |

It has been the practice of Radford University to recognize faculty promotions at the beginning of the next academic year with a salary adjustment according to rank. The following increments were approved by you and are recommended for 2021-2022 academic year.

|                                  |         |
|----------------------------------|---------|
| Promotion to Senior Instructor   | \$1,500 |
| Promotion to Assistant Professor | \$3,500 |
| Promotion to Associate Professor | \$5,500 |
| Promotion to Professor           | \$8,000 |

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

**APRIL 22, 2021**

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

|                                      |                         |
|--------------------------------------|-------------------------|
| Associate Professor Victoria Bierman | School of Nursing       |
| Professor Joel Hagen                 | Department of Biology   |
| Professor William “Bill” Kennan      | School of Communication |

- 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 Research and Excellence Committee**  
**Written Report**  
**Dr. Lyn Lepre, Provost and Vice President of Academic Affairs**  
**April 2021**

**From the Provost:**

As we close in on the end of the academic year, it is exciting to reflect back on some of the tremendous accomplishments in Academic Affairs. For my report, I am pleased to share with you some of the many achievements by our dedicated and talented faculty, staff, and students.

**ARTIS COLLEGE OF SCIENCE AND TECHNOLOGY**

- A Memorandum of Understanding was signed with Southwest Virginia Governor's School and Radford University on December 21, 2020, to allow Southwest Virginia Governor's School students to receive dual enrollment credit at Radford University for select astronomy and mathematics courses taken as high school students at Southwest Virginia Governor's School.
- Dr. Amy Baliya, Assistant Professor of Chemistry at Radford University, was recently named Chair of the Women Chemists Committee of the American Chemical Society, the world's largest scientific society and the home of professional chemists with more than 155,000 members in over 130 countries.
- The Blue Ridge Highlands Regional Science Fair was held March 5-13, 2021, utilizing the Radford University campus as a home base. Co-Chairs Dr. Christine Hermann and Dr. Kimberly Lane from the Department of Chemistry developed a D2L site that allowed the annual event to be conducted virtually.
- Dr. Christine Hermann, Chair of the Department of Chemistry, took a leadership role in formalizing a partnership with Dabney S. Lancaster Community College that has resulted in an articulation agreement and pathway document signed on March 16, 2021, to allow transfer students to complete their B.S. degree in Chemistry at Radford University.
- The Medical Laboratory Science Program, directed by professor Laura Link, has received a \$160,000 grant from the Commonwealth Transfusion Foundation to purchase supplies and equipment for laboratory instruction.

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

- For the fifth consecutive year, 100% of seniors in Radford University's Nutrition and Dietetics program applying to accredited dietetic internships have been accepted and placed in prestigious programs throughout the United States. The program continues to exceed the national placement rate. These competitive yearlong internships are a part of the credentialing process to become registered dietitian nutritionists (RDN). After successful completion of the internship, students are eligible to take the national RDN exam. One hundred percent of our program graduates who go on to complete the internship and the credentialing exam are employed as Registered Dietitian Nutritionists.
- Dr. Theresa Burriss was awarded a prestigious Fulbright Teaching and Research grant for the 2021 – 2022 academic year. During her sabbatical this fall, Dr. Burriss will be in Romania teaching Appalachian Literature at Transylvania University-Brasov. She will

continue her line of research in the coalmining region of the Jiu Valley, which is in the Carpathian Mountains of Romania. Dr. Burriss plans to conduct ethnographic studies of the residents within the region to further her understanding of their lived experiences as well as how those experiences are similar to and different from the residents of the coalmining regions in Central Appalachia. Dr. Burriss is a tenured Associate Professor in the School of Teacher Education and Leadership and directs the Appalachian Studies program. She also serves as director of the Appalachian Outreach Center in Southwest Virginia.

### **COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCES**

- In response to the events in the nation’s capital, faculty within the College of Humanities and Behavioral Sciences hosted an online, real-time conversational forum for students. More than 58 participants from across campus joined in for “After January 6: A Discussion about Pursuing Deliberative Democracy.” Dr. Steven Fesmire, from the Department of Philosophy and Religious Studies, and Dr. Eric Williams, from the Department of Political Science, facilitated.
- The Women’s and Gender Studies program is commemorating 20 years of study and service at Radford University. The program also celebrated Women’s History Month with two dozen online programs throughout the month of March.
- The Department of History, the College of Humanities and Behavioral Sciences, and McConnell Library are wrapping up their year-long speaker series commemorating World War II. Thus far the series has incorporated experts from the region and across the nation and featured artists, scholars, and Holocaust survivors, to name but a few of its guests. Started before the pandemic, the series has successfully migrated online to continue to serve the intellectual community.
- The Department of Political Science held its annual POLI SCI Days in late February. One highlight of this event was the presence of Radford alumni who joined in on presentations preparing current students for future careers in government service and the discipline.
- The Department of English has partnered with the School of Computing and Information Sciences in the Artis College of Science and Technology to pilot a new science writing initiative. This spring, Dr. Robert Williams, Chair, is embedded in Dr. Jeff Pittges’ ITEC 442 to support disciplinary writing. Next fall a grant will incorporate additional writing tutors in other upper-division courses.

### **WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES**

- Our Doctor of Physical Therapy program saw a licensure board passage rate of 100%, and a graduation rate of 97% in 2020.
- Faculty in the Waldron College published six journal articles, and participated in more than 10 academic presentations during the 2020-2021 academic year.
- A new concentration in Clinical Research Administration, offered as part of the Master of Science in Health Sciences, has been developed and will be offered starting in the Fall 2021.

## **SCHOOL OF NURSING**

- Since students were not able to go into long-term care, assisted living, and memory care units during COVID-19 pandemic, Dr. Sarah Gilbert and Dr. Darleen Hoffert developed and implemented gerontology clinicals where students chose elderly family members, family friends, or community members where they completed their clinical activities as part of a “Porch Project.” Students met on the elderly patients' porches to make health assessments, including taking health histories and discussing health concerns, the aging process and implications of aging with nursing students. Follow ups are planned related to student and patient perceptions of how this experience and knowledge impacted their lives and nursing practice going forward and reflecting about the impact of patients having human contact and socially distanced, outdoor visits.
- Undergraduate nursing students spent community-related clinical hours each week in addition to faculty volunteers working in VDH-sponsored COVID-19 vaccination clinics in large and small venues (Berglund Center, community pharmacies, etc.) across the New River Valley and Roanoke areas. We estimate that students and faculty are participating giving approximately 250 to 500 vaccine doses per week.

## **COLLEGE OF VISUAL AND PERFORMING ARTS**

- Four graphic design majors won "Addy" awards for the Western Virginia Region of the American Advertising Federation. The Student Best of Show Award and a Gold Addy were presented to Austin Marcus Greene '21 for “Paula Scher Homage,” a poster design. The Student Judges Choice Award and a Silver Addy went to Lauren Renee Slough '20 for “Slough Portfolio Artbook,” a graphic design portfolio. She was also presented with a Silver “Addy for Mutt Brewing Co.,” a print guide to brewing process and specifications. Brooke Gorman '21 was presented with a Gold Addy for the packaging design, “Olive Garden,” and a Gold Addy for “Krueger & Toll,” a visual identity booklet. Justin Creasy '21 received a Silver Addy for the illustration, “Creativity in the Wild.”
- We completed a successful exhibition, ARTGAWK, that showcased the breadth of the RU Art Museum art collection (and its many donors). The exhibition received excellent publicity and resulted in the donation of a large work of Gond art from India. The RU Art Museum will continue working on several complementary exhibitions and an international conference scheduled for Fall 2022. These joint exhibitions will be the world’s first to focus on the Dalit myths and artistry of Mithila, a region in northeast India and southeast Nepal famous for its ancient and contemporary traditional arts and culture.
- Interior design student Karizma Woods '21 was profiled in Metropolis Magazine’s Future 100 list, which recognizes the top 100 graduating students from architecture and interior design programs across the United States and Canada

## **Theatre**

- The Department was able to deliver it’s full season of productions despite the pandemic through a variety of streaming technologies. Each performance was presented “live” to remote audiences that actually extended well beyond the Radford campus. These performances, as well as rehearsals, were all conducted in manners that were done safely and in full compliance with University COVID guidelines. This was done in a year when

many others, not only universities but professional and community theatres, simply shut down.

- With the streaming of our productions came a variety of new learning opportunities and technologies for both the faculty and students. This included: use of the actual streaming technologies of Zoom productions and webinars, use of multiple camera technologies for performances (both as performers and technicians), new ticketing systems, etc. Each production became more sophisticated as new equipment was introduced to our steaming capabilities and our continual learning from past experiences.
- The Porterfield Ensemble, under the guidance and professor Wesley Young, developed a new play in observance of the 75<sup>th</sup> anniversary of the end of World War II. *Powder, Pies, and a Place Called Home* is based on local connections to the Radford ammunitions plant and surrounding region during that time. Though the original plan was to create a video recording of the show in a Radford University studio and to distribute it to local schools, due to the pandemic we were not able to make the recording but are hoping to pick up on the project once again at some point in the future.

### **DAVIS COLLEGE OF BUSINESS AND ECONOMICS**

- The Radford MBA program was ranked by U.S. News & World Report in two categories: best online programs and best part-time programs.
- The BBA in Finance program was selected by CFA (Chartered Financial Analysts) Institute for “University Affiliation Program” designation. Tangible benefits include visibility through being listed on their website, as well as eligibility of our students for their scholarships. The other College of Business programs that have earned this affiliation are Virginia Tech, the University of Virginia, Virginia Commonwealth University and George Mason University.
- The Truist Global Capitalism Lecture was held on March 18, 2021, with keynote speakers Mr. Christopher Shockley ’92, President and Chief Executive Officer of Virginia Credit Union and Christopher Saneda, Senior Executive Vice President and Chief Operating Officer of Virginia Credit Union. The Truist Leadership Symposium was held on April 2, 2021, with keynote speaker Mr. Claude Silver of VaynerMedia. Over 100 participants participated.
- The Davis College’s 2020-21 Distinguished Alumni is Mr. Kevin Bloomfield ’93, who is also 2021 winner of SWVA Business Hall of Fame Award. He is the principal of Bloomfield Partners (<https://www.bloomfield-partners.com/>), an investment company.

### **REAL/GENERAL EDUCATION UPDATES**

- Under the leadership of Dr. Nicole Hendrix, executive director of general education, every undergraduate department has aligned their majors (and all but two minors) to the new REAL guidelines. Each program of study covers at least one REAL area.
- The faculty have held several workshops and are planning others to support the launch of the REAL Curriculum. With support from Academic Affairs and the Office of Budget and Financial Planning, resources were allocated to support this important work of promoting, aligning, and engaging with the opportunities of the REAL Curriculum. Sessions have focused on new registration and degree documentation systems, creating new visions for academic programs under the REAL Curriculum, digital tools to engage

students and faculty, and others are planned on orientation and advising for REAL success.

### **ACADEMIC SUCCESS CENTER**

- Since opening its doors in July 2020, the Academic Success Center has engaged directly with students through 3,936 individual appointments. Students were also served through an additional 2,724 touchpoints, as recorded in Starfish, including brief Zoom meetings, telephone consultations, and communication via email. These connections have addressed a wide range of student needs, ranging from academic improvement, time management and study skills, goal setting, change of major or minor, course withdrawal, questions about majors, minors, and/or careers, schedule adjustments, and graduation requirements.
- A fully integrated student experience will be implemented for all incoming students, beginning with a pre-Quest experience, known as Ready.Set.Radford!, continuing with in-person, comprehensive Quest (student orientation) programming in the summer of 2021, and moving seamlessly into academic advising support and student outreach in the Center.

### **ACADEMIC PROGRAMS**

- As discussed at the last Academic Excellence and Research Committee meeting in February 2021, the Intensive English Program (IEP) was recently fully approved. The McGlothlin Center for Global Education and Engagement is excited to begin the recruitment process for this valuable institutional resource. Advancing the strategic plan, the approval of the IEP program will allow Radford University to recruit students who lack English proficiency.
- The Citizen Leader program continues to grow with new Fall 2021 course offerings, including *Leaders for a Better World* (CLP 200) and *Citizen Leader Capstone* (CLP 400), finalizing designation in the Personal and Professional Development category for the new general education program, REAL, and a 157 percent increase in two years (from seven to 18 offerings).
- The Elevate Research Program, funded by an \$100,000 Jessie Ball duPont Foundation grant, successfully recruited the first cohort of 10 faculty fellows and 10 student mentors. They will begin professional development and redesign work to infuse undergraduate research, scholarship and creative inquiry into courses for Fall 2021 in alignment with the strategic plan to grow access, diversify engagement, and increase retention and graduation rates. This is a collaboration between the Offices of Undergraduate Research and Scholarship, Faculty Development, and Academic Programs.
- The Office of Undergraduate Research and Scholarship is preparing to fund a record number of Summer Undergraduate Research Fellow (SURF) awards and introducing undergraduate research student and mentor awards. The office is also in the process of organizing the 30<sup>th</sup> Student Engagement Forum, which will include 400 participants.
- The Harvey Knowledge Center is preparing additional exam supports for undergraduate students by coordinating student-led study and review sessions focused on content, accountability, individualized engagement, effective strategies, and a research-supported study timeline.

- In response to increasing online learning options due to the pandemic, the Learning and Writing Center at Radford University Carilion has created a central location for academic support resources available to RUC students through a D2L course, including handouts, presentations, and external resources. Topics covered include general academic skills, writing assistance, and course-specific material. The Testing Center is in the process of creating an additional D2L Course that will deal with common troubleshooting questions, how-to's, etc. related to common D2L testing issues. All of these advances will help support our student success and retention efforts.
- Faculty Development, inclusive of Center Innovative Teaching and Learning, continues to support faculty to cultivate and facilitate high impact and inclusive pedagogies and a culture of professional development with upcoming summer institutes across the arc of the professorate, continuing to advance the goals of the strategic plan.

### **OFFICE OF INSTITUTIONAL EFFECTIVENESS AND QUALITY IMPROVEMENT**

- The Office of Institutional Effectiveness and Quality Improvement is actively involved with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Reaffirmation Preparations. As part of Radford University's SACSCOC reaffirmation process, the University is expected to develop and implement a new Quality Enhancement Plan (QEP) to support our commitment to continuous improvement. Based on identified needs of an institution, the QEP is a five-year initiative that focuses on improving student learning and/or success and offers the opportunity to make a difference through accreditation by enhancing the university's educational quality.
- The QEP Identification Committee, comprised of faculty, administrators, and staff from across the campus are currently reviewing seven QEP pre-proposals submitted by faculty and administrators. The committee will select the final QEP topic selection occurring on July 1, 2021.
- In addition to QEP identification, the Office of Institutional Effectiveness and Quality Improvement is currently completing an audit of faculty qualifications and working with University Relations to create a SACSCOC Accreditation website that will update the campus community on reaffirmation activities. Next steps in the reaffirmation process is to convene advisory committees to assist in the gathering of evidence and documents needed to demonstrate compliance with the SACSCOC standards and requirements.

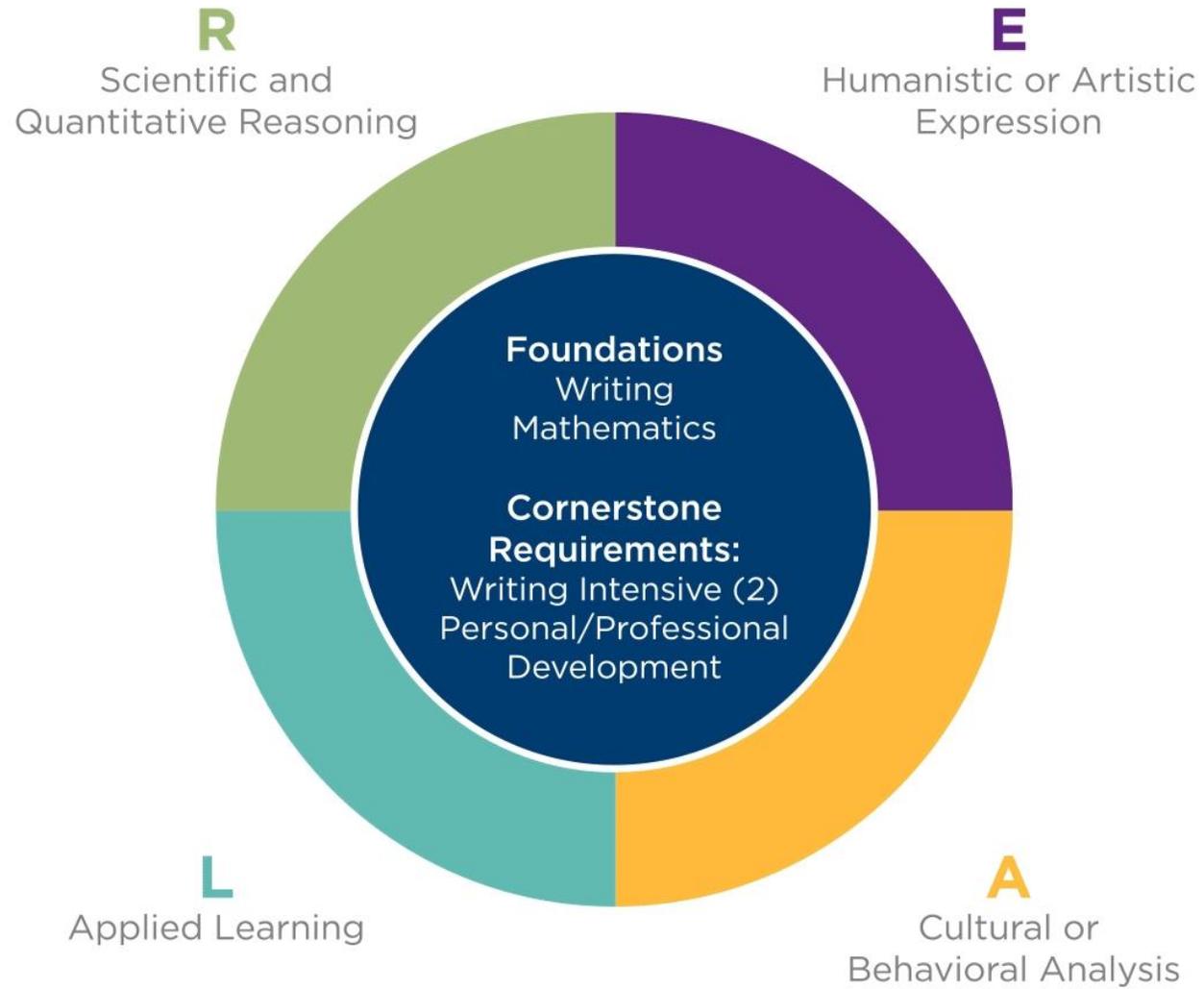


# Becoming a REAL Highlander

Dr. Nicole Hendrix, Executive Director, General Education



**REAL** is more than  
general education.



Select majors or minors below to build your own **REAL** Curriculum!

**R**

Scientific and Quantitative  
**REASONING**

**E**

Humanistic or Artistic  
**EXPRESSION**

**A**

Cultural or Behavioral  
**ANALYSIS**

**L**

Applied  
**LEARNING**

Hover on or tap the letters above to see the subjects that fulfill these areas of study. Click or tap on the subjects below to see the degrees associated with each.

# REAL

## Student Support

# Economics

EVERYWHERE YOU WANT.

**The Science of Desire and Sacrifice**

Economics is the study of how people manage limited ("scarce") resources, and the consequences of those choices. All kinds of resources are scarce: money, time, energy, land, natural resources, effort, talent, etc. We can't possibly produce all the things that we desire because of our limited inputs, so we must make choices about what our resources get used for. To get one thing, something else must always be sacrificed. Economic decisions appear everywhere... everywhere there is want.

Allocating scarce resources is a social activity; people must interact with each other, and their decisions affect one another. Economists must study the system of social and commercial interactions (how it works, how it is created, how it changes over time) to really understand decision-making. As a result, Economics also looks deeply into the behavior of groups of people (consumers, firms, governments), the structure of markets/industries, and the performance of national economies.

**What you get: The Economics Toolbox**

The "Economic Toolbox" is a set of competencies that students build when they study Economics. The toolbox includes critical thinking (putting pieces together), analytical thinking (breaking things apart for analysis), quantitative thinking (understanding and using data and mathematical methods), inquiry and argument (creating convincing arguments supported by evidence), scientific thinking (testing hypotheses with evidence), behavioral analysis (understanding people), social analysis (understanding societies/communities) and problem solving (identifying better paths forward).

**REAL Economics**

The programs offered by the Economics Department at Radford University participate in the REAL General Education Program as follows:

|                                  | R | E | A | L |
|----------------------------------|---|---|---|---|
| ECONOMICS BS .....               | ● | ● | ● | ● |
| ECONOMICS BBA .....              | ● | ● | ● | ● |
| ECONOMICS MINOR .....            | ○ | ○ | ○ | ○ |
| ECONOMIC FORECASTING MINOR ..... | ○ | ○ | ○ | ○ |



**Foundations**

Math Foundation: **MATH 125**  
Writing Foundation: **ENGL 111**

Start here with Economics...

- **ECON 105** - Principles of Macroeconomics
- **ECON 106** - Principles of Microeconomics
- **STAT 200** - Introduction to Statistics
- **MATH 126/169/171** - Calculus

**Writing Intensive**

There are many writing-intensive courses you can use to fulfill the writing requirements.

The following writing-intensive courses go especially well with the Economics major:

- **ENGL 112** - Critical Reading/Writing
- **ENGL 306** - Professional Writing
- **MKTG 201** - Critical Inquiry in Marketing
- **POSC 231** - Comparative politics

See the course catalog for additional options.

**Personal/Professional Development**

There are many PPD courses and activities you can use to fulfill the PPD requirements.

The Economics Department offers the following PPD-designated course to ALL Radford Students:

**ECON 101** - The Economics of Everyday Life.

See the course catalog for additional options.

**Activities for Economics Students**

Economics students enjoy participating in the following:

- **The Economics Student Association** (club)
- **Omicron Delta Epsilon** (honors society)
- **Phi Beta Lambda - Future Business Leaders of America** (club)
- **Study Abroad** (program)
- **Student Research** (program)

**The R Area**  
*Scientific/Quantitative Reasoning*

The Economics BS, Economics BBA and the Economic Forecasting Minor all cover the R area. The following R majors/minors can complement your studies:

Math Major/Minor  
Statistics Minor  
Environmental Studies Minor  
Global Perspectives Minor  
Geospatial Science Major  
Computer Science Minor

Consider these programs when deciding how to spend your academic credits.

**The E Area**  
*Humanistic/Artistic Expression*

The following E-area majors/minors especially complement Economics:

English Major/Minor  
History Major/Minor  
Philosophy Minor  
Design Major/Minor  
Art Major/Minor  
Art History Major/Minor

There are additional options for E programs. See the course catalog for additional choices.

**The A Area**  
*Cultural/Behavioral Analysis*

The Economics BS, Economics BBA and the Economic Minor all cover the A area. The following A majors/minors can complement your studies:

Anthropology Major  
History Major/Minor  
Political Science Major/Minor  
Sociology Major/Minor

There are additional options for A programs. See the course catalog for additional choices.

**The L Area**  
*Applied Learning*

The Economics BBA covers the L area. The following L majors/minors can complement your studies:

Information Systems Minor  
Finance Minor  
Management Minor  
Marketing Minor  
Theatre Minor  
Political Science Major

There are additional options for L programs. See the course catalog for additional choices.



More than 150 majors and minors aligned with REAL

R area:  
More than  
40 majors and  
10 minors

E Area:  
More than 25  
majors and 20  
minors

A Area:  
More than 30  
majors and 25  
minors

L Area:  
More than 50  
majors and 20  
minors

Our future is...

REAL

# Faculty Senate Update

Katie Hilden, Ph.D.

RADFORD  
UNIVERSITY

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# Faculty Senate Update

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- Total of 157 motions considered:
  - Criteria and benchmarks for minor inclusion in REAL
  - Catalog language
  - DEI Action Plan
- Ad hoc committee to revise T&R Handbook on fiscal exigency policy has been convened.
- Discussions continue around course minimums and we plan to collect data in Fall 2021.

# Faculty Morale Survey Results 2019-2020

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- Administered in April 2020
- 140 responses
- Pilot of revised version
- Questions added:
  - Student section
  - Consistent questions across leadership levels
  - Additional questions about campus environment and overall satisfaction

# Themes

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- Diversity at the department level is low (2.73).
- There was confusion about which Provost to evaluate.
- Positive jumps in questions about the campus environment.
- Increases in positive perceptions about the University's image in the local and regional community.
- Continued concerns over faculty salaries and compensation.

# In Recognition and Appreciation

*Faculty Senate expresses its appreciation and gratitude for President Hemphill's advocacy for, service to, and leadership of Radford University.*

***Thank you,  
Provost Lepre!***

# Looking Forward To 2021-2022

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- Accounting for minors
- Supporting multi-disciplinary programs
- Academic Program Review process
- Faculty teaching load
- Presidential search

# Food Pantry

- Partnership between Sociology faculty, students, and HEHROS program in Student Affairs.
- On-going, collaborative, experiential course-based learning.



Casey McClelland, graduating senior and intern in Sociology

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# Only the Beginning...

- Partnered with Feeding Southwest Virginia
- Student run and organized:
  - Student volunteers
  - Social media campaign
  - Food insecurity manual



# Minutes

**RADFORD UNIVERSITY**

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Board of Visitors



**ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE**

**2:15 P.M.**

**FEBRUARY 11, 2021**

**JOSEPH P. SCARTELLI ATRIUM  
COVINGTON CENTER, RADFORD, VA**

**DRAFT**  
**MINUTES**

**COMMITTEE MEMBERS PRESENT**

Dr. Thomas Brewster, Chair  
Ms. Nancy Angland Rice, Vice Chair  
Dr. Rachel D. Fowlkes  
Dr. Susan Whealler Johnston  
Dr. Katie Hilden, Non-voting Advisory Member

**COMMITTEE MEMBERS ABSENT**

Ms. Krisha Chachra  
Ms. Georgia Anne Snyder-Falkinham

**OTHER BOARD MEMBERS PRESENT**

Mr. Robert Archer, Rector, joined at 2:44 p.m.  
Mr. Gregory A. Burton

**OTHERS PRESENT**

Dr. Brian O. Hemphill, President  
Dr. Lyn Lepre, Provost and Vice President for Academic Affairs  
Ms. Karen Castele, Secretary to the Board of Visitors and Special Assistant to the President  
Mr. Allen T. Wilson, Senior Assistant Attorney General, Office of the Attorney General

**CALL TO ORDER**

Dr. Thomas Brewster, Chair, formally called the meeting to order at 2:15 p.m. in the Joseph P. Scartelli Atrium in the Covington Center, Radford, VA.

**APPROVAL OF AGENDA**

Dr. Brewster asked for a motion to approve the February 11, 2021 agenda, as published. Ms. Nancy Angland Rice so moved, Dr. Rachel D. Fowlkes seconded, and the motion carried unanimously.

## **APPROVAL OF MINUTES**

Dr. Brewster asked for a motion to approve the minutes of the December 3, 2020 meeting of the Academic Excellence and Research Committee, as published. Dr. Susan Whealler Johnston so moved, Ms. Rice seconded, and the motion carried unanimously.

## **ACADEMIC AFFAIRS REPORT**

Provost and Vice President for Academic Affairs Lyn Lepre, Ph.D. reported that the spring semester is off to a strong start, and she acknowledged the incredible faculty for all their hard work, resiliency, and tenacity during this tumultuous time. Provost Lepre stated students are benefitting greatly from faculty dedication, and she is very thankful to be working with such an amazing group. Provost Lepre also recognized President Hemphill, the vice presidents, and academic leadership team members for their help and support at work to make the academic experience at Radford an extraordinary one.

A written Academic Affairs report is included in the Board materials. Additionally, Provost Lepre elaborated on Spring 2021 academics. Provost Lepre shared that classrooms have been upgraded, including improved audio/visual systems, and put in place other “in-person” classroom supports, such as work-study students and a proctored test center, designed to assist students impacted by COVID-19. Additionally, a wide range of support services for faculty and students to assist with instruction and learning were added. One standout activity was the “Our Turn” training week, held from January 5 through January 8. Five to 10 sessions were held each day, some taught by faculty, others by administrators and Center for Innovative Teaching and Learning staff. Topics included:

- Best practices for recording lectures and presentations in PowerPoint;
- Maintaining academic integrity in a digital age;
- Online engagement; and
- Creating inclusive communities in online courses.

In addition to the “Our Turn” week, webinars and support group sessions are being held throughout the semester, on topics such as:

- Innovative teaching;
- Recognizing and responding to students in distress; and
- Promoting diversity, equity and inclusion in the classroom.

Provost Lepre offered thanks to Executive Director of Faculty Development Heather Keith, Ph.D. and Associate Provost of Academic Programs Jeanne Mekolichick, Ph.D. for their tireless work to provide these programs for our university community.

## **International Initiatives Presentation**

Provost Lepre introduced Assistant Provost for Global Education and Engagement Ismael Betancourt who updated the Committee on the McGlothlin Center for Global Education and Engagement. Mr. Betancourt shared that though global efforts have been hindered because of COVID-19, work has continued on initiatives and programs designed to both increase the number of international students studying on campus and opportunities for our students to have a study abroad experience. Mr. Betancourt added that all of the work ties back to the strategic plan and that initiatives include new academic partnerships and collaborations with international

universities and improved international admissions and recruitment. A copy of the presentation is attached hereto as *Attachment A* and is made a part hereof.

### **FACULTY SENATE REPORT**

Faculty Senate President Katie Hilden, Ph.D. began her report by sharing that, since the last Board meeting, Faculty Senate has had two meetings. Dr. Hilden stated that she shared with Faculty Senate the Board Resolution passed in December recognizing faculty for their incredible efforts during the pandemic. The response from faculty was positive and appreciative. Dr. Hilden said it was a great way to start the new year and thanked the Board again for acknowledging faculty's work.

Dr. Hilden continued by sharing that the work of Faculty Senate continues to be dominated by motions related to the new REAL curriculum, which embeds general education within majors and minors. This focus on credentialing through depth of study is unique. No other university in the Commonwealth has such an innovative approach. Dr. Hilden added that departments and faculty from across main campus and RUC have been working to complete proposals ahead of the March 1 catalog deadline. Currently, Faculty Senate has passed 67 curriculum-related motions. This includes ten new minors and 51 motions aligning programs with the REAL Curriculum.

Dr. Hilden provided a snapshot scope of work that the REAL Council has accomplished. The governing body has approved over 700 individual course proposals and 174 program proposals. Even more impressive is considering that all of these proposals have gone through multiple rounds of vetting prior to arriving at REAL Council, and that many proposals have been revised and resubmitted. All of this has been accomplished through Zoom meetings. Dr. Hilden added that this avalanche of proposals demonstrates the faculty's commitment to making REAL a reality for the students.

Dr. Hilden continued by saying that this work goes far beyond the numbers. Faculty have worked collaboratively to redesign the curriculum in order to build new personalized pathways for the students. A few examples of the innovative ways include departments creating new minors such as Theatre and Design took an existing minor and separated it into two minors, that highlight different skillsets. Students will now be able to take a Theater Performance minor for expression "E" or a Theater Production minor for applied learning "L."

Dr. Hilden shared that over 90 courses have been approved to receive the Writing Intensive designation. These courses will build students' abilities to write professionally in their disciplines. History has designated nearly all of their 300 level courses as Writing Intensive, thereby making them attractive to students across the campuses.

For the first time, applied programs, like education and nursing will participate and own a piece of General Education. A new education minor allows students to earn a minor credential that will contribute to General Education (A and L), while also satisfying licensure requirements in secondary education programs.

Dr. Hilden continued by saying that, when REAL was designed, the hope was that it would inspire the creation of interdisciplinary programs between departments and colleges, and faculty are beginning to see the fruits of these interdisciplinary seeds. All of this innovative and creative curriculum will only work if we have a strong foundation and infrastructure to support it. To this end, we are seeing REAL ripple effects across the University. For example, the massive curriculum changes related to REAL have triggered a complete overhaul of the academic catalog and student audit in the Registrar's Office that involves standardizing program descriptions in ways that make it frankly easier for students to strategically navigate their way through their degrees. In practical terms, we are building clearer, more visible guideposts and maps for our students.

Dr. Hilden closed by sharing that all of the amazing work accomplished in the past two years is a testament to how faculty will create and own such an innovative curriculum when given the chance to dream and build it with the administration's support. Dr. Hilden shared that she believes that the boldness and creativity of faculty can positively reshape Radford's future, but it cannot be done alone. Dr. Hilden shared that REAL builds on our strengths and reinforces the relationships with students. REAL is an opportunity to re-envision what Radford University could contribute to higher education, the futures of our students and the Commonwealth. Together, we are redesigning Radford University's collective future and impacting the lives of upcoming Highlanders. A copy of the presentation is attached hereto as ***Attachment B*** and is made a part hereof.

#### **ADJOURNMENT**

With no further business to come before the Committee, Dr. Brewster adjourned the meeting at 3:00 p.m.

Respectfully submitted,

Vickie Stewart Taylor  
Executive Assistant to the Provost and Vice President for Academic Affairs

# International Initiatives

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# Strategic Plan

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## Strategic Enrollment Growth - Goal 6

Radford University will grow international student headcount enrollment by 50 students annually through the 2023-24 academic year.

- Strategy 6A: Establish dual/double degree programs with international universities.
- Strategy 6B: Launch worldwide commission-based network of agents.
- Strategy 6C: Implement an English language and culture program that will prepare students for Radford University degree programs.

# Academic Partnerships and Initiatives

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## Potential collaborations:

- Graduate program in Music Therapy with Heidelberg University (Germany)
- Undergraduate program in Ballet with Busan Women's College (South Korea), Osaka City University (Japan) and Ashiya University (Japan)
- DBA program with Paris School of Business
- Potential Cybersecurity training in Burkina Faso and Benin (Sponsored by U.S. Department of State)
- Opportunities with Stella Maris College (India) and Eton College (Canada)
- Exchange program with the Universität Flensburg (Germany)

# International Admissions

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- International admissions and recruitment now under McGlothlin Center for Global Education and Engagement
- Recruitment approaches
  - Current and new academic partnerships
  - College fairs and other recruitment events
  - Building a network of recruitment agents
- Expansion of English proficiency tests
- New comprehensive admissions website

# Intensive English Program

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- Wholly-owned and operated by Radford University
- Three levels of instruction for expanded recruitment
  - Beginner
  - Intermediate
  - Advanced
- Conditional admission to certain academic programs at Radford University upon completion
- Goal: Self-sustaining within two years

# Education Aboard

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- Focus on accessibility and affordability
- New services
  - Passport acceptance facility (in progress)
  - Passport photos
  - Notary services
- Restructure of the McGlothlin International Education Fund
- Faculty-led programs

# Discussion

# Faculty Senate Report

Katie Hilden, Ph.D.

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# REAL Update

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- Faculty Senate has considered and passed 67 motions related to curriculum this year. This includes:
  - 10 minors; and
  - 51 recommendations for REAL program alignment.
- To date, REAL Council has approved:
  - 736 REAL course proposals; and
  - 174 program proposals.



# Student-Centered Curriculum Redesign

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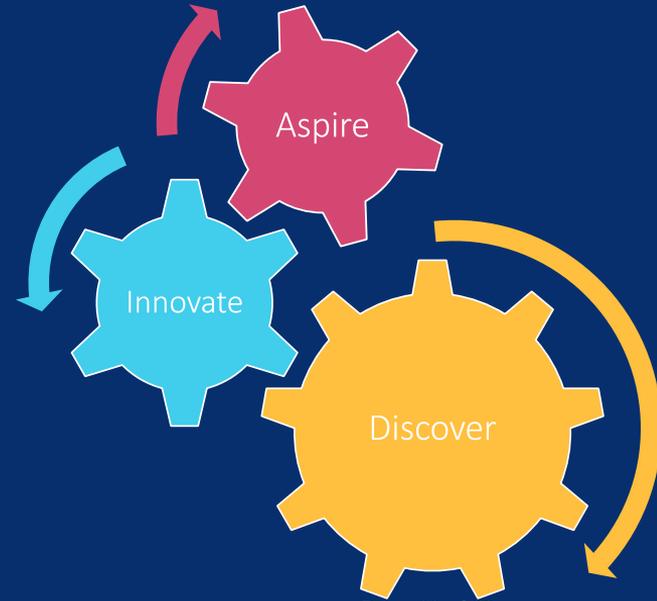
- Creative new minors
- Writing intensive courses
- Applied programs participating in General Education
- Deeper interdisciplinary connections



# Building Support and Structure

- Academic catalog
- Academic Success Center
- Marketing of programs in REAL
- Faculty development

**REAL**  
*Exploratorium*



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***Building on our strengths  
to redesign our future***

# End of Board of Visitors Materials

