



# Realizing Inclusive Student Excellence: Highlanders RISE Together

Radford University

Quality Enhancement Plan

On-Site Review: March 27-30, 2023

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## Executive Summary

Radford University's next Quality Enhancement Plan (QEP) is Realizing Inclusive Student Excellence: Highlanders RISE Together. The RISE QEP grew out of concerns about racial and ethnic equity gaps along with low retention and graduation rates for all students and is closely related to the student success goal in Radford's Strategic Plan. Strategic plan strategy C for the Student Success Goal is to examine courses with high DFW (grade of D, failed or withdrawn) rates and to determine a strategy to improve course outcomes. Strategy D is to engage with nationally recognized experts in diversity, access, and equity literacy; and Strategy E is to institute an expectation of continuing pedagogy education for all faculty.

Examination of 100- and 200-level required courses and their success rates were disaggregated by race. The results of the equity gap analyses point to durable racial inequities in students' experiences in required 100- and 200-level courses. Namely, White students have an advantage in successful completion of these required 100- and 200-level courses and Black students have the worst outcomes.

The seed of the RISE program was the success of the Howard Hughes Medical Institute-funded (HHMI) Inclusive Excellence REALISE (REALising Inclusive Science Excellence) grant. REALISE is a program including faculty development and student support to create inclusive academic environments in biology, chemistry and physics. The RISE QEP is an opportunity to scale up the inclusive pedagogy training for faculty in order to increase student success and sense of belonging across the university. Implementation of inclusive teaching practices and active learning along with an increase in students' sense of belonging will help to close equity gaps in student performance and increase all students' performance.

Instructors of 100- and 200-level required courses will be targeted for invitation to participate in the RISE Faculty Institute (FI). Each year, 20 full-time faculty will participate in the year-long FI. The Institute includes a semester and summer of workshops and modules followed by a semester implementing what they have learned in a redesigned course and engaging in a community of practice (CoP). The CoP continues after the formal end of the Institute as a source of support and continued professional development for faculty members. In addition to the classroom elements of the plan and based on the research and student input to the plan, we have designed RISE Community Action Teams (R-CATs) to address sense of belonging outside the classroom. These groups will provide activities and events based in each College with the goal of creating a greater sense of campus community.

Radford has identified one student success outcome: 1) Undergraduate students who take the RISE-redesigned 100- and 200-level required courses will show significant increases in course success; and two student development outcomes A) Students in RISE Faculty Fellows courses will exhibit evidence of behavioral and affective academic belonging and B) Students will exhibit behavioral campus belonging.

To achieve these goals, Radford University has broad-based support of its stakeholders, allocation of sufficient resources, and a well-designed assessment plan to ensure continuous improvement. Radford has also identified an organizational structure to manage the plan with a QEP Program Director, QEP Assessment Director, Advisory Committee, and a Diversity, Equity, and Inclusion (DEI) Instructional Designer. The Program and Assessment Director positions will report to the Office of Institutional Effectiveness and Quality Improvement (IEQI) director, who reports to the President, demonstrating the importance of these activities to Radford University.

## Definitions

For the sake of clarity, below are defined terms that are used in this document.

**Academic Belonging:** students feel comfortable and confident in class so that they are able to engage in the course. This includes asking questions and contributing to class discussions, discussing course concepts and academic performance with faculty outside of class, and feeling like a valued member of the class.

**Belonging:** “students’ perceived social support on campus, a feeling or sensation of connectedness, and the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the campus community or others on campus such as faculty, staff and peers” (Strayhorn, 2019).

**Campus Belonging:** allows students to be comfortable in different settings around campus such as a classroom, the library, the dining hall, a residence hall or at a campus event. This includes students feeling comfortable, valued and part of the community of campus

**Diversity:** We understand diversity as the differences that define our community. We value our differing experiences and perspectives extending beyond legally protected categories, including but not limited to race, ethnicity, socioeconomic status, geographical origins, education, religion, sex, sexual orientation, gender identity, gender expression, nationality, age, language, veteran status, marital status, genetic information, abilities, disabilities, and cognition.

**Equity:** We strive to identify, interrogate, and redress outcomes of systemic inequities. We understand equity to mean a process in which we eliminate barriers that prevent full participation in university life such as academic, extra-, and co-curricular activities, and create effective opportunity structures for all.

**Inclusion:** We understand inclusion to mean embracing and honoring diversity and protecting vulnerable members of our community.

**Inclusive Excellence:** We seek to cultivate a culture of inclusive excellence where all voices are valued, respected, and integrated into the fabric of our community. “The action of making excellence inclusive requires that we uncover inequities in student success, identify effective educational practices, and build such practices organically for sustained institutional change.” From the AAC&U, quoted in *From Equity Talk to Equity Walk*

**Inclusive Pedagogy:** a learner-centered teaching method that considers how course climate—the “intellectual, social, emotional, and physical environments in which our students learn”—impacts students and their learning (Ambrose, et al., p. 170).

**Student Success:** Students will complete required 100 and 200 level courses required for their major and/or general education with a grade of A, B or C and will retain from the first year to the second year.

**Systemically Disadvantaged:** The policies, practices, resources, and culture of an organization, institution, industry, or government which create or perpetuate unfair treatment within or barriers to access to the organization, institution, industry, or government. In this document, when we use “systemically disadvantaged,” we are referring to the people who have encountered or continue to encounter barriers in higher education, specifically Black, Hispanic, and Multiracial students.

## Chapter 1 – Focus of the QEP

Radford University, founded in 1910 as The State Normal and Industrial School for Women at Radford, is a mid-sized comprehensive public institution. Per its mission (Appendix A), Radford specializes in “cultivating relationships among students, faculty, and staff” and provides an “educational environment and the tools to address the social, economic, and environmental issues confronting our region, nation, and the world.” Radford University is student-focused and promotes a sense of “caring and of meaningful interaction among all members of the University community.” The core values of Radford University include **student empowerment and success, excellence, inclusiveness, and innovation**, among others. The defining characteristics of the Highlander community are: Responsive, Resilient, and Real. The RISE QEP embraces and is guided by the mission and core values of the University and the defining characteristics of Highlanders. RISE compels our community to:

- be real and authentic about the racial inequities we see in student success
- be responsive to these inequities through programming and innovation
- be resilient by taking concrete, solution-focused actions

Taking a real, responsive, and resilient approach to crafting the RISE QEP vision and outcomes requires that we, as a community, deal squarely with uncomfortable truths, past and present, that shape student success. The RISE QEP grew out of concerns from the faculty and administration at Radford about racial and ethnic equity gaps in course success for required 100 and 200 level courses, low retention and graduation rates in general, and a recent trend of equity gaps in retention during the past 2 years. As we dug further into the data, we also noted a lower sense of academic belonging for our Black, Hispanic, and multiracial students. Full details about the identification of the topic through our ongoing, comprehensive planning and evaluation processes can be found in Chapter 2.

The vision of the RISE QEP is in the name—Realizing Inclusive Student Excellence. The use of the term “realize” is intentional. We want to make inclusive student excellence a reality in the academic lives of students and faculty so that they clearly understand what it is to invite all students to achieve their best.

This QEP is an opportunity to grow a culture of data-driven equity practices, creating a welcoming environment for all undergraduate students. The long-term vision is that the welcoming environment created in and out of the classroom will, in addition to increasing student success in required 100 and 200 level courses, lead to an increase in retention and graduation rates. However, for the purpose of this QEP, due to the long gap between implementation and when the first cohort would graduate, the focus of the plan is on undergraduate student success in these required 100 and 200 level courses and sense of belonging. Specifically, we seek to reduce equity gaps for Black, Hispanic, and Multiracial students.

To fulfill the vision of the RISE QEP, the **student success outcome** is as follows:

- 1) Students who take the RISE redesigned 100- and 200-level required courses will show significant increases in course success:
  - a. At least 80% of students in 100-level RISE courses will successfully complete their course with a grade of C or better. (At baseline these course success rates are 69-75%)
  - b. At least 90% of students in 200-level RISE courses will successfully complete their course with a grade of C or better. (At baseline these course success rates are 70-81%)
  - c. Equity gaps in course success by race/ethnicity will reduce by 5% in RISE Faculty Fellow Courses so that Black, Hispanic, and Multiracial students are succeeding near or at the same rate as White students (At baseline these gaps range from 6-9% in 100-level courses and 4-8% in 200-level courses)

To identify a mechanism to increase student success in required 100 and 200 level courses, we looked to our successful REALISE (REALising Inclusive Science Excellence grant) program which is a 6-year \$1M Inclusive Excellence grant program funded by the Howard Hughes Medical Institute and awarded to Radford University in 2017. REALISE aimed to create a learning environment that is student-ready, welcoming, and inclusive for all students. Through faculty development and student support, the grant focused on the departments of biology, chemistry, and physics. The two main parts of the REALISE program are Faculty Learning Communities (FLCs) and a student peer mentor program (REALISE Students).

Thirty-five biology, chemistry, and physics faculty (representing >50% of each department) participated in the six FLC cohorts, receiving faculty development training in areas of inclusive pedagogy—including backward course design, project-based learning, effective teamwork, and identifying and disrupting microaggressions and implicit bias. While engaging in training, faculty created an action plan to redesign one course to include elements of inclusive pedagogy. The Faculty Learning Communities in REALISE were successful in increasing the number of inclusive pedagogy strategies employed as well as in transforming the approach that faculty take toward understanding their students. More details about this is available in Chapter 2.

To enhance social and academic belonging, REALISE students provide programming to create community and to provide support for STEM students. Signature events include 100- and 200-level classroom visits and Fresh Fruit Fridays, where REALISE students can provide mentorship and facilitate conversation with students.

In addition to our own experiences and attempts to reduce equity gaps in student success through REALISE, there have been two main scholarly influences on the development of our action plans: *College Belonging: How First-Year and First-Generation Students Navigate Campus Life* (2021) by Lisa M. Nunn and *From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education* (2020) by Tia Brown McNair, Estela Mara Bensimon, and Lindsey Malcom-Piqueux. These works in conjunction with our REALISE grant experience led us to identify the following strategies to increase student success in required 100 and 200 level courses:

- Scale up inclusive pedagogy training for faculty through the new Faculty Institute (FI).
- Inclusive pedagogies will result in higher levels of academic belonging in courses
- Implement activities through the new college-based Community Action Teams (R-CATs) which will complement the inclusive practices in the classroom and increase campus belonging

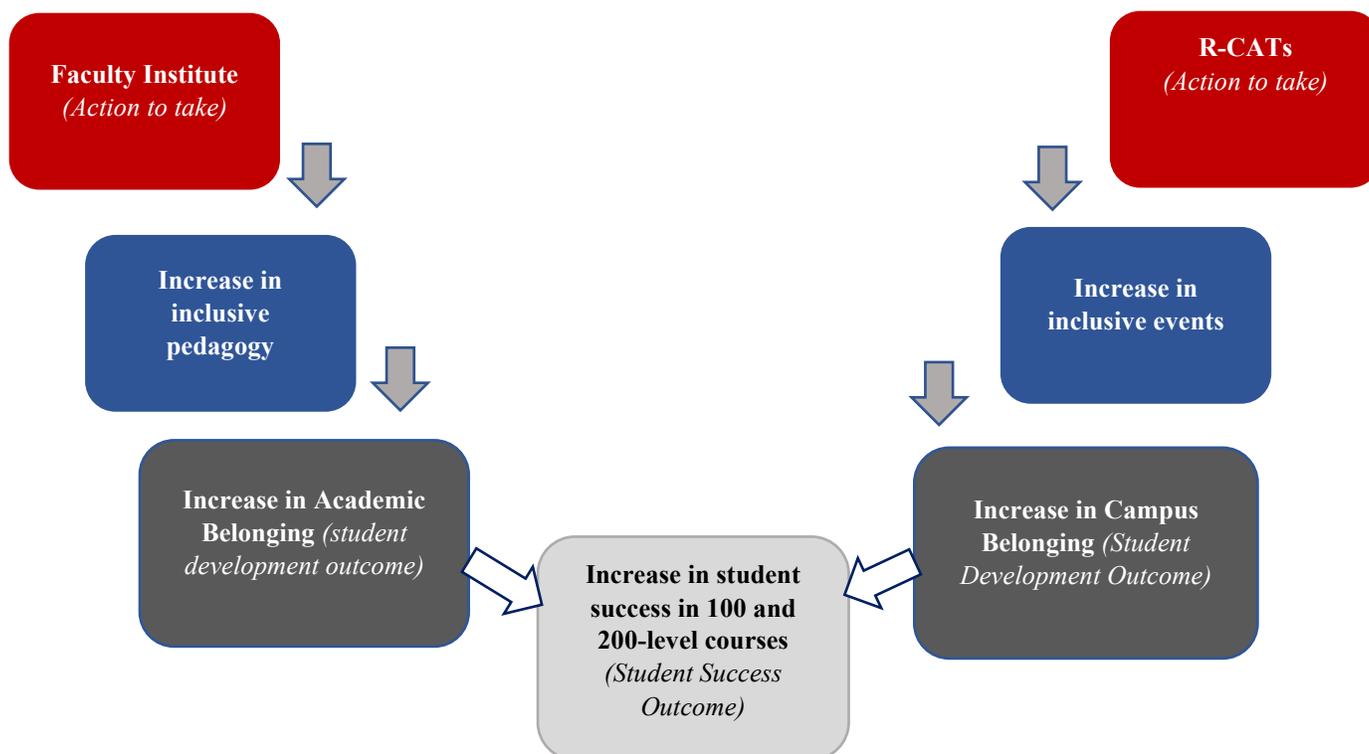
Increasing academic belonging and implementing inclusive teaching practices will help to close equity gaps in student performance and increase student performance overall. Success in required 100 and 200 level courses plus increases in campus belonging will help longer term to close equity gaps in retention and increase retention and graduation rates overall. To this end, we have also identified two **student development outcomes**:

- A. Students in RISE Faculty Fellows courses will exhibit evidence of behavioral and affective academic belonging.
  - 1) 75% of students in RISE Faculty Fellow Courses will exhibit evidence of behavioral academic belonging in the classroom. (At baseline institutional level data shows an average of 65.2%)

- 2) 50% of students in RISE Faculty Fellow Courses will exhibit evidence of behavioral academic belonging with faculty. (At baseline institutional level data shows an average of 36.7%)
  - 3) 90% of students in RISE Faculty Fellow Courses will report affective academic belonging. (At baseline institutional level data shows an average of 81%%)
- B. Students will exhibit behavioral campus belonging
- 1) 50% of students will participate in one or more R-CAT events
  - 2) 95% of students will report feeling comfortable to be themselves at Radford University (At baseline NSSE data shows an average of 90%)
  - 3) 85% of students will report feeling valued by Radford University (At baseline NSSE data shows an average of 77.5%)
  - 4) 85% of students will report feeling like part of the community at Radford University. (At baseline institutional level data shows an average of 76.7%)

Over the course of the five years of this plan, five cohorts of twenty faculty each will go through the faculty institute resulting in 100 faculty trained in these inclusive pedagogies. We have 255 full-time faculty who teach one or more of the required 100 and 200 level courses, therefore, approximately 40% of faculty will be trained in inclusive pedagogies during the five years. Given the average class size in Spring 2021 (22) and Fall 2022 (25), we conservatively estimate that the QEP will impact over 7,050 student experiences in required 100- and 200-level courses over the life of the QEP We do expect that faculty who undergo training may expand the inclusive practices to other courses they teach, so the impact could be even larger.

The RISE QEP is a data-based invitation to belong for our all our undergraduate students, and particularly our Black, Hispanic, and Bi-and Multiracial undergraduates. The graphic below demonstrates the pathway from our actions to our student success outcome.



## Chapter 2- Identification of the Topic

The RISE QEP grew from the mission, core values, strategic plan, efforts from the Diversity and Equity Action Committee (DEAC), and other inclusive excellence initiatives of Radford and from data showing equity gaps in course success in required 100 and 200 level courses. The QEP aligns with the university's plans for achieving student success and is founded on institutional data and evaluation of that data.

### Ongoing Comprehensive Planning and Connection to Mission

The RISE QEP will further the mission of the university. In part Radford's mission is to "empower students from diverse backgrounds by providing transformative educational experiences." Additionally, "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." The QEP is designed to intentionally invite students into environments where they feel valued and comfortable, so that their educational experiences can be transformational, and relationships can be cultivated and sustained. While designed for improving all students' success, based on the literature the plan is expected to help Black, Hispanic and Multiracial students in particular feel support and engagement.

Radford's core values drive its mission. The core values are as follows:

- **Student Empowerment and Success** — We engage and support our students in the discovery and pursuit of their own unique paths.
- **Excellence** — We expect our community to strive for the highest standards.
- **Inclusiveness** — We are committed to a spirit of cooperation and collaboration, embracing and honoring the diversity of our community.
- **Community** — We foster relationships and a culture of service within and beyond our university community.
- **Intellectual Freedom** — We encourage and defend a fearless exploration of knowledge in all its forms.
- **Innovation** — We inspire and support creativity in research, scholarship, pedagogy and service.
- **Sustainability** — We are committed to integrating sustainable practices into all aspects of our operations and engage students across the curriculum to learn, discover and contribute to positive current and future environmental solutions.

The RISE QEP exemplifies Radford's core values of student empowerment and success, excellence, inclusiveness, and community. This plan is focused on student success, striving for teaching and learning inclusive excellence. The RISE QEP is also aligned with Radford's student success and enrollment growth strategic goals. From the beginning of this QEP's development, thoughtful consideration was given to how the QEP fits into current institutional planning.

The first goal for Student Success in Radford's 2018-2023 Strategic Plan (appendix B) is to "assist students in becoming more independent, self-confident and effective learners who disseminate knowledge, innovate and solve problems creatively." The QEP's use of inclusive pedagogy and academic belonging to increase student success in required 100 and 200 level courses will also help students to become more self-confident and effective learners. In Maslow's hierarchy of needs, belonging falls right in the middle of the pyramid after physiological and safety needs and before esteem (including self-confidence and achievement) and self-actualization (which includes creativity and problem-solving) needs. Students must feel a sense of belonging before they can be self-confident and effective learners.

The Strategic Plan identifies strategies to achieve the goals. For the above student success goal, there are three strategies that are relevant to the QEP—Strategies C, D, and E (p. 32). Strategy C is to “examine the courses with high DFW (grade of D, failed or withdrawn) rates to determine the best strategy for improving course outcomes, achieving success, and providing access to appropriate academic support.” Strategy D is to “engage with nationally recognized experts in diversity, access and equity literacy to create a diversity policy and a training center for faculty development,” and Strategy E is to “institute an expectation of continuing pedagogy education for all teaching faculty.” The RISE Faculty Institute, designed to increase faculty use of inclusive pedagogy in the classroom, combines these strategies related to DFW rates, faculty development, and continuing pedagogy education in order to improve student success. These strategies has been shown in the literature to increase sense of belonging which in turn increases student achievement.

Based on the recommended analysis in chapter three of *Equity Talk to Equity Walk*, each faculty member going through the RISE Faculty Institute will complete an equity gap analysis looking at successful completions (course grades of As, Bs, and Cs) and DFW rates in the required 100- or 200-level course they are electing to redesign. Then, they will continue through the Institute, learning and exploring research-based inclusive teaching strategies to reduce or eliminate any equity gaps and to improve student performance in their course. Making a permanent hire of a Diversity, Equity, and Inclusion Instructional Designer at the Center for Innovative Teaching and Learning will institutionalize and sustain the RISE Faculty Institute during and beyond the life of the QEP.

The second goal for Student Success in the Strategic Plan is to “increase student engagement in both the social and academic arenas to enrich the Radford experience and increase student retention and success.” Both parts of the QEP, the RISE Faculty Institute and the RISE Community Action Teams, will help achieve this goal. Inclusive pedagogy increases engagement in courses for all students, but particularly for systemically disadvantaged students (Dewsbury et al., 2022). The R-CATs are organized by college to represent students’ academic homes and to increase their engagement and sense of belonging within their colleges.

Finally, goal eight of Radford’s Strategic Enrollment Growth goals is to “increase academic success of the undergraduate student population.” The RISE QEP seeks to increase successful completions in required 100- and 200-level courses, thereby reducing or eliminating racial equity gaps in successful course completions and fostering a sense of belonging for all students. Achieving these goals will increase retention for undergraduate students, and help Radford achieve its enrollment goals.

### Existing DEI Initiatives

The Diversity and Equity Action Committee (DEAC) is a standing administrative shared governance committee of the university. Its designated administrator is the Provost and Senior Vice President for Academic Affairs. Administrative committees have charges to assist in carrying out management functions related to implementing Radford University’s core academic mission. The DEAC’s charge, in part, is to serve as an advisory group to the President’s Cabinet and to recommend and review policy and procedures concerning equity issues. After a two-year review and drafting process, the DEAC presented to the shared governance senates and the President a Diversity, Equity, and Inclusion Action Plan (found in Appendix C) related to the recruitment and retention of faculty and staff. In Spring 2021, the Faculty Senate, the Administrative/Professional Faculty Senate, the Staff Senate, and the Student Government Association all endorsed the submission of the action plan to the President. This demonstrates the support for DEI initiatives at Radford University.

The RISE QEP is consistent with the DEAC’s action plan (Appendix C), which had broad-based support. One of the goals of the action plan was to “Help make Radford University a welcoming campus for all students, thereby increasing retention, progression, and success of minoritized and first-generation students.” One of the recommended actions was to “promote diversity and equity training for students, faculty, and staff.” The RISE QEP seeks to foster academic belonging and student-faculty relationships through faculty development and through the college-based Community Action Teams.

In addition to the REALISE grant discussed in the previous chapter and the DEAC action plan, the QEP topic is aligned with other recent efforts to address equity and inclusion at Radford University. The university has received two additional grants to address equity and inclusion. In 2020, Radford received a grant from Howard Hughes Medical Institute for diversity, equity, and inclusion training aimed primarily at deans and other administrators, called Engaging Differences. The activities associated with that grant were conducted in the 2021-2022 academic year. About 60 administrators and faculty participated in a series of DEI trainings facilitated by an external consultant group. Additionally, participants from that group and the QEP development group participated in a book study for the book *From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education* (2020) by Tia Brown McNair, Estela Mara Bensimon, and Lindsey Malcom-Piqueux. This book has greatly influenced the RISE QEP programming and assessment. In-person discussions with author Tia Brown McNair, alumna of Radford University, were extremely thought provoking and critical to the direction of the QEP.

A second grant, The Jessie Ball duPont Fund award, established the Elevate Research program. Launched in 2021, the Elevate Research program seeks to close opportunity and access gaps for systemically disadvantaged, low-income, first-generation, and non-traditional students with respect to undergraduate research. Through the grant, cohorts of 10-12 faculty members receive professional development to revise courses aimed at first- and second-year students to include a course-based research experience (CURE). Each faculty member has a student peer research mentor for their revised course who is from a systemically disadvantaged student population. The grant so far has served 21 faculty members. The QEP is part of these efforts that address the needs of systemically disadvantaged students but which also have benefits for the entire university.

### Ongoing Research and Evaluation Processes

The selection of RISE as the QEP was informed by the convergence of several phenomena: an increased ethnic diversity among students, particularly black students; falling retention rates; and equity gaps in student success. Although Radford University is a predominantly White institution (PWI) of higher education, the racial composition of students enrolled at Radford has changed dramatically in the past decade. As Figure 1 indicates, whereas White students constituted 74% of the student population in (2012), White students constituted only 60% of all students in Fall 2021. Further, the proportion of Black, Hispanic, and Multiracial students increased significantly during this period. The proportion of Black students increased from 9.6% in 2012 to 19.7% in 2021. The proportion of Hispanic students increased from 6.7% in 2012 to 9.4% in 2021. Finally, the proportion of Multiracial students (students who self-identify with two or more races) increased from 5% in 2012 to 6% in 2021.

**Figure 1.** Trends in Student Body Composition by Race/Ethnicity (Fall 2012-Fall 2021)

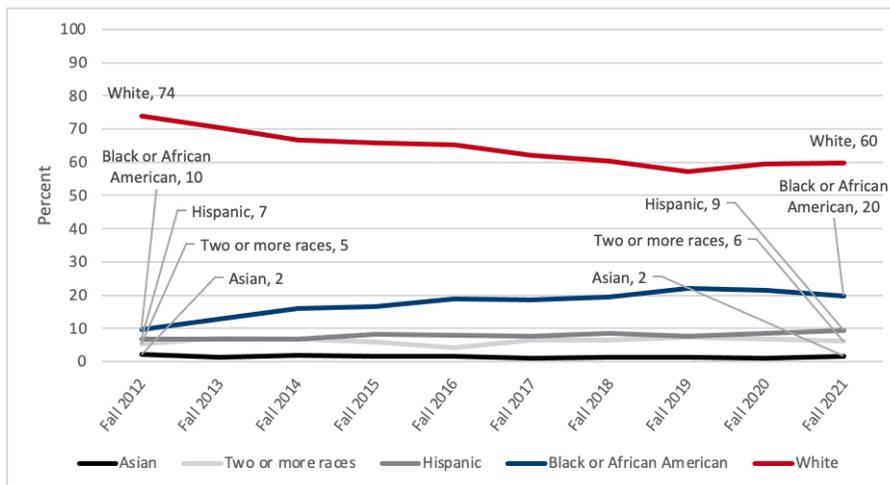
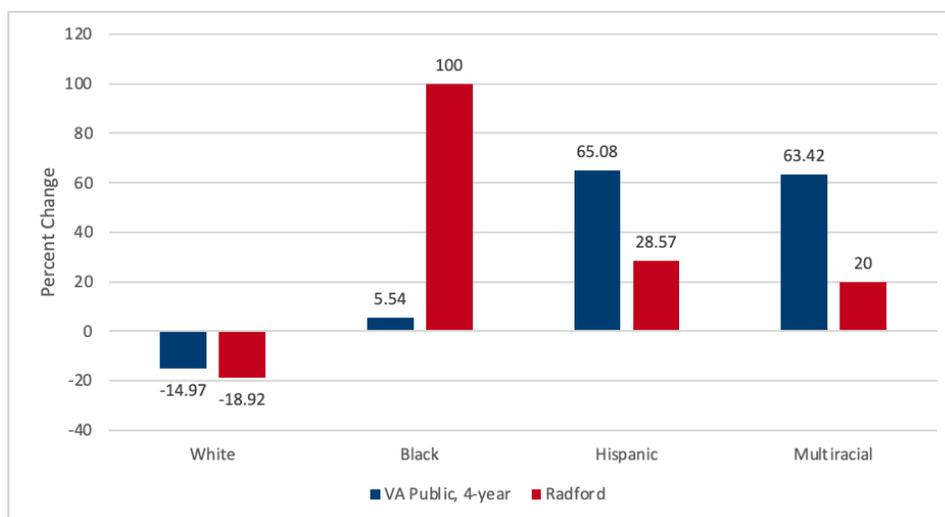


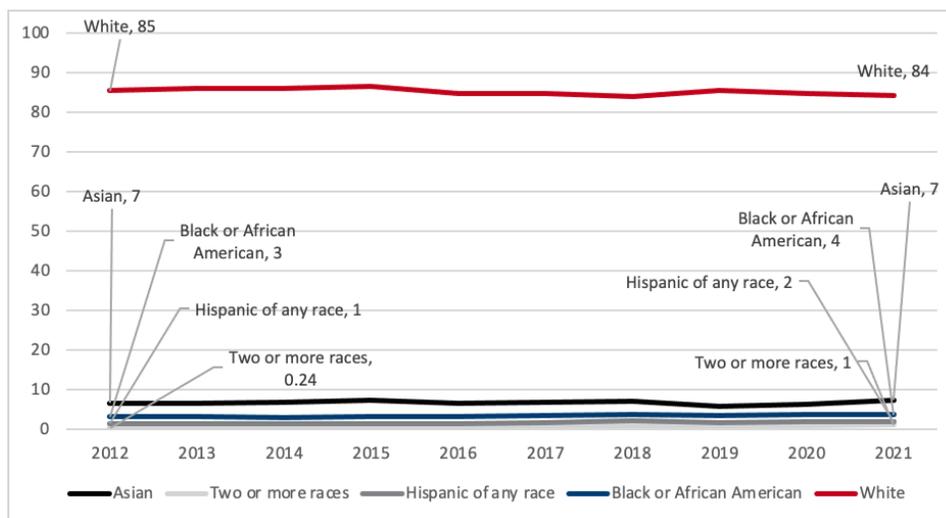
Figure 2 illustrates the changes in racial composition of students at Radford University and all 4-year, public institutions in the Commonwealth (SCHEV, 2021). Although all public 4-year institutions in the Commonwealth have witnessed changes in the racial composition of students during the period from 2012 to 2021, Figure 2 suggests that the changes at Radford have been particularly pronounced compared to other institutions. Whereas other institutions experienced a 5.5% increase in Black students, Radford experienced a 100% increase during the same period. Radford experienced a smaller relative increase in the proportion of Hispanic (29% compared to 65%) and Multiracial (20% compared to 63%) students during this period. The proportion of White students at Radford University declined 18.92%, compared to a 14.97% decline at other public 4-year institutions.

**Figure 2.** Percentage Change in Enrollments by Race: Radford and 4-year VA Public Institutions (Fall 2012 to Fall 2021)



Importantly, the transformation of the student body over the past decade occurred within the context of a PWI where most employees of the institution are White. Figure 3 displays the historical racial composition of Teaching and Research Faculty at Radford University; the Teaching and Research faculty are, and always have been, predominately White. White faculty constitute 85% or more of the Teaching and Research faculty at Radford University during this period. The proportion of Black (~3%), Hispanic (~2%), and Asian (~7%) Teaching and Research faculty remained virtually unchanged over the past decade. As such, the racial composition of students enrolled at Radford University changed dramatically, while the racial composition of the faculty teaching students did not.

**Figure 3.** Trends in Teaching and Research Faculty by Race/Ethnicity (Fall 2012-Fall 2021)



As part of our ongoing research and evaluations processes, Radford university regularly analyzes retention data and disaggregates this data by race and ethnicity, first generation, and pell recipient status with the goal that retention of historically marginalized groups is equal to that of white students.

**Table 1: Historical retention rates by Race/Ethnicity Fall 2014 to Fall 2021**

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
American Indian or Alaska Native	100%	60%	57%	60%	50%	71%	80%	67%
Asian	58%	70%	75%	80%	71%	74%	60%	52%
Black or African American	73%	73%	76%	70%	73%	75%	64%	55%
Hispanic	83%	69%	71%	70%	65%	76%	65%	71%
Native Hawaiian or Other Pacific Islander	100%	100%	40%	100%	100%	---	---	---
White	76%	76%	77%	72%	72%	75%	69%	73%
Two or more races	72%	73%	75%	66%	66%	70%	56%	64%
Nonresident Alien	78%	60%	67%	65%	71%	86%	67%	88%
Race and Ethnicity Unknown	67%	73%	89%	67%	77%	72%	73%	71%
<b>Total</b>	<b>75%</b>	<b>74%</b>	<b>76%</b>	<b>71%</b>	<b>71%</b>	<b>75%</b>	<b>67%</b>	<b>68%</b>

The disaggregated analyses for retention reveal that while Black students’ retention historically was in line with that of white students, even higher in some years. However, in the past two cohort years (Fall 2020 and Fall 2021) Black student retention has fallen to 20% below that of white students. A similar effect is in play for multiracial students (along with Asian, American Indian, and native Hawaiian - though the N for these groups is quite small). Hispanic retention varies considerably over time, but for 2 out of the past 4 years it has been significantly lower than white student retention.

As with Race and ethnic minorities, Pell grant recipients have historically been within a few percentage points of the retention of non-Pell recipients and in the Fall 2018 cohort Pell recipient retention was even higher than non-Pell recipients. However, in the two most recent cohorts (fall 2020 and fall 2021) there are significant differences between Pell recipients and non-Pell with Pell recipients having almost a 10-percentage point difference in retention from non-Pell students.

**Table 2 – Retention Rates by Pell Status**

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Pell Recipient	72%	72%	75%	68%	73%	74%	63%	63%
No Pell	76%	76%	76%	73%	70%	75%	70%	72%
<b>Total</b>	<b>75%</b>	<b>74%</b>	<b>76%</b>	<b>71%</b>	<b>71%</b>	<b>75%</b>	<b>67%</b>	<b>68%</b>

McNair and colleagues (2020) note that “...the institution’s own context, and the broader social and historical context in which that institution is embedded, should inform the specific racial/ethnic categories used,” and “...minority-serving institutions may have to consider what categories make sense given the demographic makeup of their student population” (p. 59). The RISE QEP focuses on the following racial/ethnic categories of the student population at Radford University: White, Black, Hispanic, and Multiracial. As previously discussed, the composition of the student population has changed most dramatically for each of these groups, and the proportional changes among these groups has changed more rapidly and dramatically at Radford University compared to other public, four-year institutions in the Commonwealth of Virginia. In addition to the dramatic change, the largest equity gaps in retention are for Black, Hispanic, Asian and Multiracial students. While there is a recent gap between Pell and non-Pell retention, this gap is smaller than that for Black students. Moreover a regression analysis of retention indicated that Race (including Black, Hispanic, and Multiracial) was a stronger predictor of first semester academic success than Pell status, therefore our program is designed to focus on students who are Black, Hispanic and Multiracial.

In addition to analyzing retention data, our ongoing planning and evaluation processes have been focusing on DFW rates in courses and first year student GPAs. For example, Strategy C for our Strategic Plan goal of Student Success (appendix B) is to “examine the courses with high DFW (grade of D, failed or withdrawn) rates to determine the best strategy for improving course outcomes, achieving success, and providing access to appropriate academic support.” Likewise, McNair et al. (2020) suggest that practitioners (faculty) may benefit from looking at course completion data or other data “close to practice” that can illustrate “... how everyday indicators of what is happening in the classroom can highlight where different groups experience barriers and momentum points (p. 67). Further, scholars who champion an equity-minded approach emphasize that moving from institutional-level student success outcomes (retention and graduation) is critical for practitioner change by providing clear and actionable

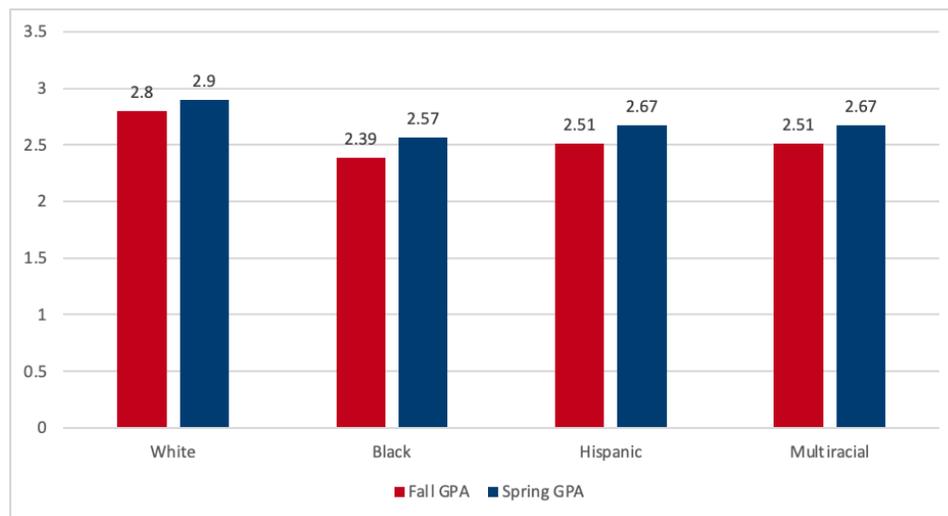
changes in their own pedagogical approaches in the classroom to close equity gaps in successful course completion (Dowd & Bensimon 2015; Dowd et al. 2018). McNair et al. (2020) assert that

using data in the classroom can uncover racialized patterns that occur within our classrooms and cause practitioners to think more critically about taken-for-granted assumptions that can have a disproportionately negative impact on racially minoritized students. Data close to practice provides a critical tool for identifying campus-specific and classroom-specific actions needed to realize equity. (p. 67)

In keeping with the suggestion to move closer to practice and reap the benefits of that move, the QEP Development Team reviewed course success data such as variations in GPA. The dataset reviewed by the team includes cumulative fall and spring GPAs for all first-time, first-year students from Fall 2012 – Fall 2021 (N=17,611). The dataset also includes the following variables: Pell Grant status, first-generation status, sex, and race. Analysis of the data occurred in two phases. One-way ANOVA tests with post-hoc contrasts were conducted to test for significant racial differences in GPA in the fall and spring semesters. The next phase involved conducting an ordinary least squares regression; these analyses permit simultaneously controlling for the effects of other variables.

Figure 4 displays the average GPA by race and semester for the period from Fall 2012 – Fall 2021. As Figure 4 makes clear, White students have the highest cumulative GPAs in both semesters and Black students have the lowest GPAs. Additionally, all students, regardless of race, demonstrate improvement, on average, between the fall and spring semesters. The results of the one-way ANOVA test for fall GPA indicate statistically significant differences associated with race for both semesters, Fall  $F(3) = 162.20$ ,  $p < .001$ , and Spring  $F(3) = 155.939$ ,  $p < .001$ .

**Figure 4.** Average First-Year GPA by Semester and Race, Fall 2012 – Fall 2021



Post-hoc contrasts indicate that White students have a significantly higher GPA, on average, than all other students in both semesters. Black students have significantly lower GPAs, on average, compared to all other students in both semesters. The cumulative GPAs of Hispanic and Multiracial students are significantly lower, on average, than those of White students, but significantly higher than the cumulative

GPA's of Black students in both semesters. These results are not surprising given retention analyses that indicate racial equity gaps.

### Student Success: Successful Course Completions

For an even more proximal look at student success Radford University analyzed successful course completions for required 100 and 200 level courses. We defined successful course completion, final course grade of A, B, or C, as our measure of student success. Analyses revealed that successful course completions for 100-level courses has a range of 69%-75% A, B, or C grades over the past seven semesters. The rate in 200-level courses is higher, with a range of 70% to 81% A, B, or C grades over the past seven semesters. As previously discussed, the disaggregated analyses of retention rates among Radford University students indicated some racial gaps. As such, we elected to focus on student success in gatekeeper courses as our student success outcome. We defined successful course completion, final course grade of A, B, or C, as our measure of student success.

A review of DFW rates for Radford University revealed that the highest DFW rates were in required 100 and 200 level courses with rates from 30% to 67%. As such, we elected to focus on student success in these courses. Therefore, in this deeper dive for the QEP we constrained our analyses to course grades in required 100- and 200-level courses in all majors across campus. These required courses are early opportunities for success. There are 316 required 100- and 200-level courses in the 97 majors offered at Radford University. We not only disaggregated successful completions by race, but also by faculty type. Data indicated three primary types of faculty teaching required 100- and 200-level courses: Teaching and Research faculty (Assistant, Associate, and Full Professors), Instructors (Senior Instructors and Instructors), and Adjunct faculty. Although the data suggest substantial differences in successful course completions by faculty type, we will constrain the focus of QEP activities to all Teaching and Research faculty (tenured, tenure-track, and special purpose faculty) due to their lower success rates as a group. Our analysis of the impact of the QEP and the Faculty Institute will not continue to disaggregate results based on faculty. Rather, we will focus exclusively successful course completions disaggregated by race.

The data for these analyses, provided by the Office of Institutional Research, was the final course grade for every student who had completed one of the 316 required 100- or 200-level courses during the period from Fall 2012 to Spring 2021. The final dataset included 21,780 required 100-level courses and final grade information for 173,536 student enrollments. The final data set also included 21,429 200-level courses and final grades for 102,860 student enrollments.

Figure 5 displays successful course completion rates by student race and faculty type for required 100-level courses. As is clear from Figure 5, White students have a considerable advantage in successful course completions (successful completion range of 73% - 81%) and Black students have a considerable disadvantage (successful completion range of 67% - 72%), for all faculty types. Importantly, the relative advantage/disadvantage for racial groups is consistently associated with faculty type. More specifically, students in classes taught by Professors are less likely to successfully finish the course (successful completion range of 67%-76%) compared to other faculty types (successful completion range of 69%-80%).

**Figure 5.** Successful Course Completions by Race and Faculty Type: Required 100-level Courses (Fall 2012-Spring 2021)

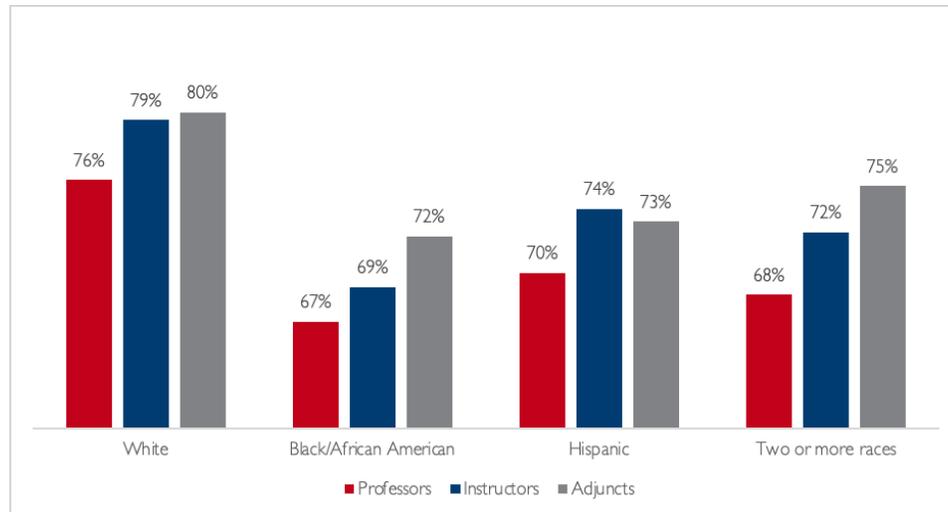


Figure 6 displays the proportion of successful course completions in required 200-level courses taught by faculty type and student race. As is clear from Figure 6, White students have a considerable advantage in successful course completions (81%- 86%) and Black students have a considerable disadvantage (73% - 80%), for all faculty types. Compared to 100-level classes, all students are more likely to successfully complete required 200-level courses, but the results in Figure 6 suggest the presence of durable inequities.

**Figure 6.** Successful Course Completions by Race and Faculty Type: Required 200-level Courses (Fall 2012-Spring 2021)

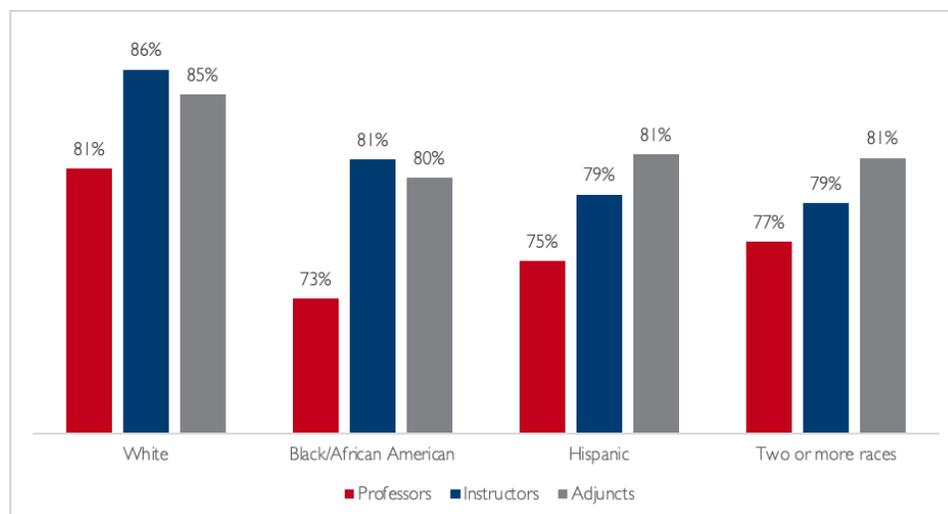


Figure 7 depicts the racial equity gaps in successful completions for required 100-level courses taught by Professors. The analyses indicate that White students had the highest rate of successful completion (76%); as the highest performing group, White students do not appear in Figure 8. Comparatively, Black students

experience the largest equity gap, 9 percentage-points (67%). Hispanic students (70%) and Multiracial students (68%) experience similar equity gaps in successful completion. To close the equity gap, 13% (N=1226) of Black students who otherwise unsuccessfully finished courses would have had to receive an A, B, or C to have successful completion rate comparable to White students. The proportions are similar for Multiracial (11%; N=346) and Hispanic (8%; N=346) students.

**Figure 7.** Successful Completion Equity Gaps by Race: Required 100-level Courses (FA12-SP21)

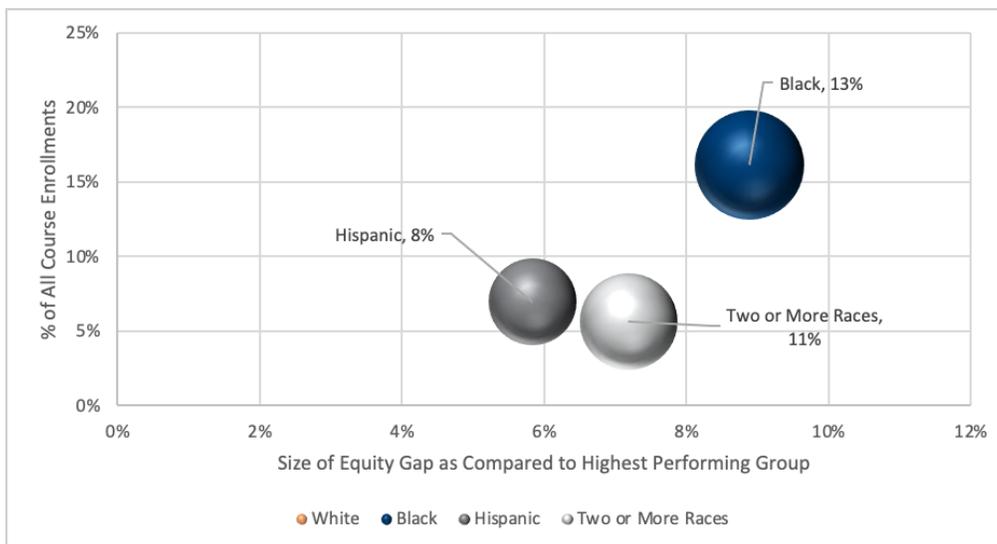
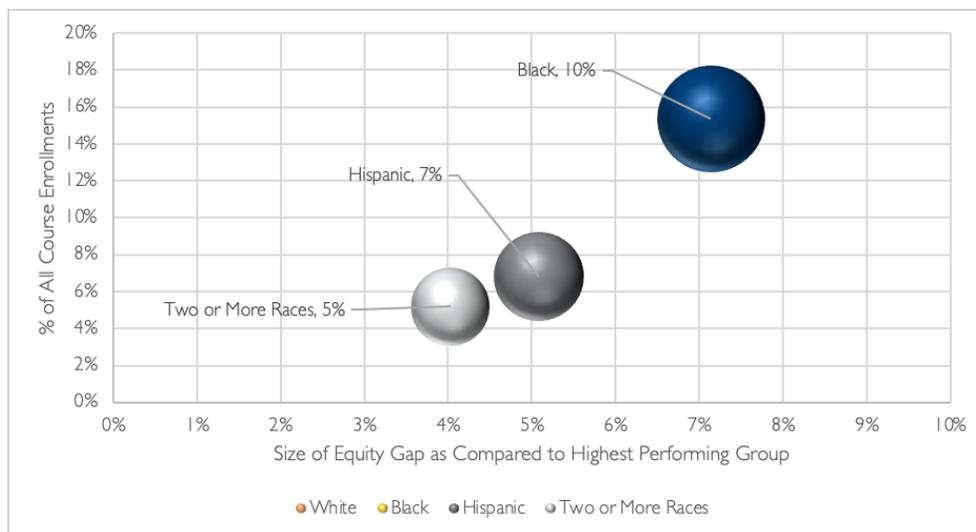


Figure 8 depicts the racial equity gaps in successful completions for required 200-level courses taught by Professors. The analyses indicate that White students had the highest rate of successful completion (81%); as the highest performing group, White students do not appear in Figure 9. Comparatively, Black students experience the largest equity gap, 8 percentage-points (73%). Hispanic students (75%) and Multiracial students (77%) experience slightly smaller equity gaps in successful completion. To close the equity gap, 10% (N=624) of Black students who otherwise unsuccessfully finished courses would have had to receive an A, B, or C to have a successful completion rate comparable to White students. The proportions are similar for Multiracial (5%; N=119) and Hispanic (7%; N=197) students.

**Figure 8.** Successful Completion Equity Gaps by Race: Required 200-level Courses (FA12-SP21)



The results of the equity gap analyses point to durable racial inequities in students’ experiences in required 100 and 200 level courses. Although all students generally perform better in required 200-level courses, the patterns of racial inequities for both types of courses are persistent. Namely, White students have an advantage in successful completion of these courses and Black students have the worst outcomes. The pattern of inequities is consistent across faculty type. That is, the final grades assigned by all faculty advantage White students and disadvantage Black, Hispanic, and Multiracial students, though Black students experience the largest disadvantages. Moreover, the final grades assigned by Professors consistently place Black students in the most disadvantaged position regarding successfully completing required 100 and 200 level courses.

Therefore, Radford has determined that the best course of action is for the RISE QEP to focus required 100- and 200-level courses for all majors across the institution to improve successful course completions, reduce racial equity gaps in successful course completions, and increase sense of belonging. With that decision made, we needed to identify the mechanism to achieve it. The inspiration came from our REALISE Grant program. This grant utilized a significant faculty development component alongside student support in the majors of Biology, Chemistry, and Physics. While engaging in training, faculty created an action plan to redesign one course to include elements of inclusive pedagogy. The Faculty Learning Communities in REALISE were successful in increasing the number of inclusive pedagogy strategies employed as well as in transforming the approach that faculty take toward understanding their students. In spring 2019 and fall 2019 (the final two semesters before covid) the average DFW rate for faculty who had been through training and redesigned a course was 30% while it was 42% in the same courses with faculty who had not been through the training. Unfortunately, COVID occurred during the middle of the grant, causing some unusual DFW rates for the university overall between pass fail grading options in the spring of 2020 and then we noted an overall increase in DFW rates for the next two academic years. Data from spring 2022 and fall 2022 indicate that the DFW rate for required 100 and 200 level courses in these three majors was lower than before the pandemic (23% vs 33%) likely due to the additional faculty trained during those years. Additional analyses revealed that these three majors had an increase in retention from 72% over the five years before implementation of the grant to 74% during the first three years after implementation.

Based on our experiences with REALISE, the use of inclusive pedagogical practices is expected to benefit all students, but we believe the RISE QEP will be particularly efficacious to increase academic belonging

and reduce or close the racial equity gap in successful course completions in required 100 and 200 level courses.

### Additional Data Guiding the QEP development

As previously discussed, this QEP topic was selected through a careful and deliberate consideration of how recent and dramatic demographic changes on Radford University’s campus were potentially impacting student experiences and success, particularly among Black, Hispanic, and Multiracial students. These inquiries involved extensive analyses of a variety of institutional data such as retention and graduation rates, first and second semester GPAs, and course grades. These analyses provide clear evidence of racial equity gaps in student success outcomes. The following sections provide a description of additional institutional data analyses that led to the development of the RISE QEP.

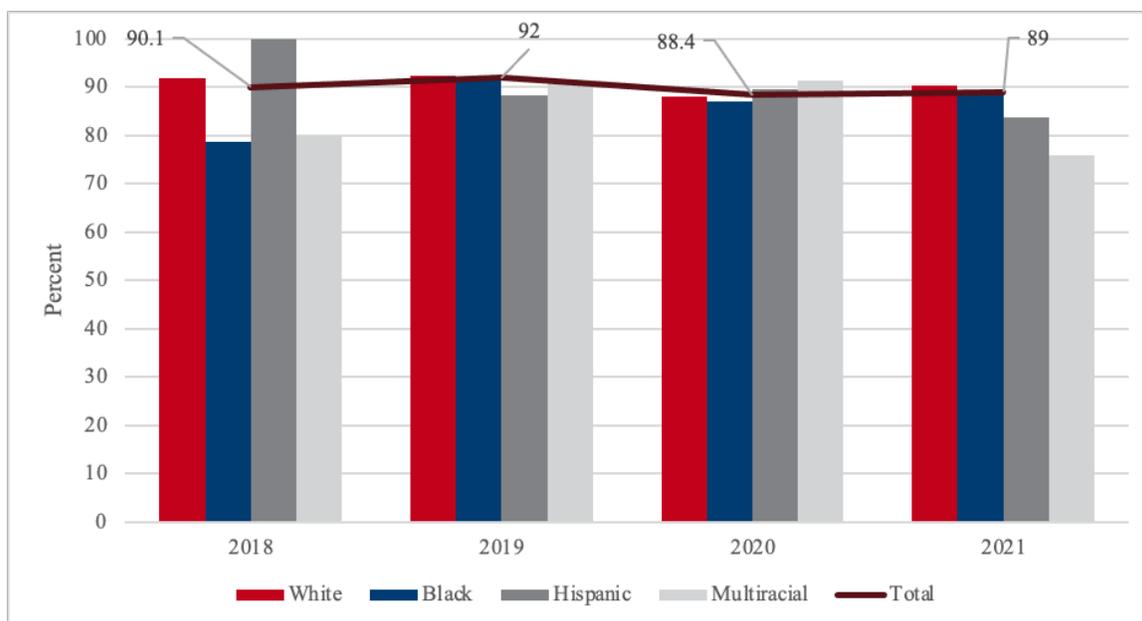
#### Students Success: Affective Campus Belonging

Data from several waves of the National Survey of Student Engagement (NSSE) provide evidence about campus and academic belonging. Regarding campus belonging, NSSE data from 2018 through 2021 provide evidence about students’ affective of campus belonging. NSSE includes measurement of three dimensions of Affective Campus Belonging: 1) comfortable being oneself on campus, 2) feeling valued by the institution, and 3) feeling like a member of the campus community. All three dimensions are measured on a 4-point Likert scale (strongly disagree to strongly agree). The analyses focus on positive affect (agree and strongly agree) compared to negative affect (disagree and strongly disagree) .

#### Comfortable Being Myself on Campus

Figure 9 illustrates historical trends in the proportion of students from each racial group that report feeling comfortable to be themselves on campus. As is suggested in Figure 10, students report a fairly high levels of being comfortable on campus over time and there is little evidence of racial differences in feeling comfortable. The average level of comfort, regardless of race is approximately 90% during the period between 2018 and 2021.

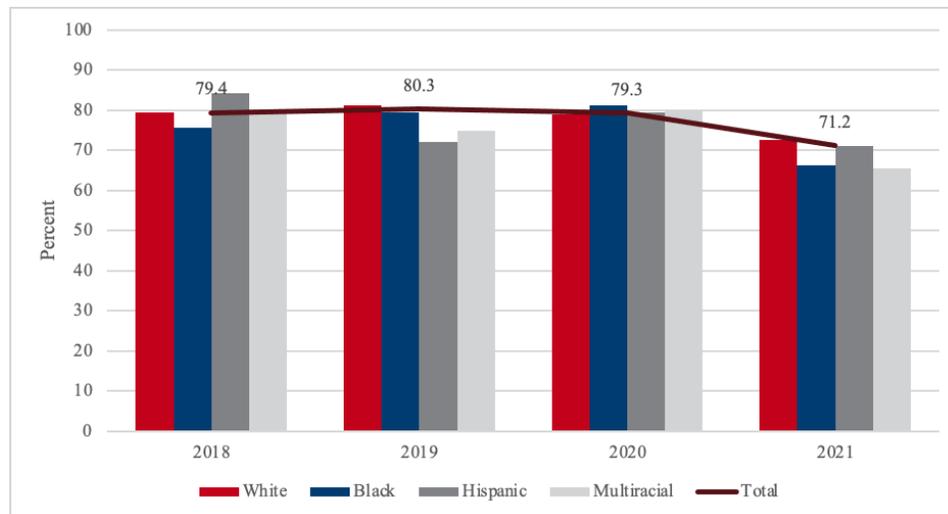
**Figure 9.** Historical Trends in the Proportion of Students who are Comfortable by Race



*Feeling Valued by the Institution*

Figure 10 illustrates historical trends in the proportion of students who report feeling valued by the institution by race. Compared to the comfortable dimension of belonging, Figure 11 indicates that students generally feel less valued by Radford University, with precipitous declines occurring during the pandemic. The average for the valued dimension of campus belonging is 77.5% during the period from 2018 to 2021.

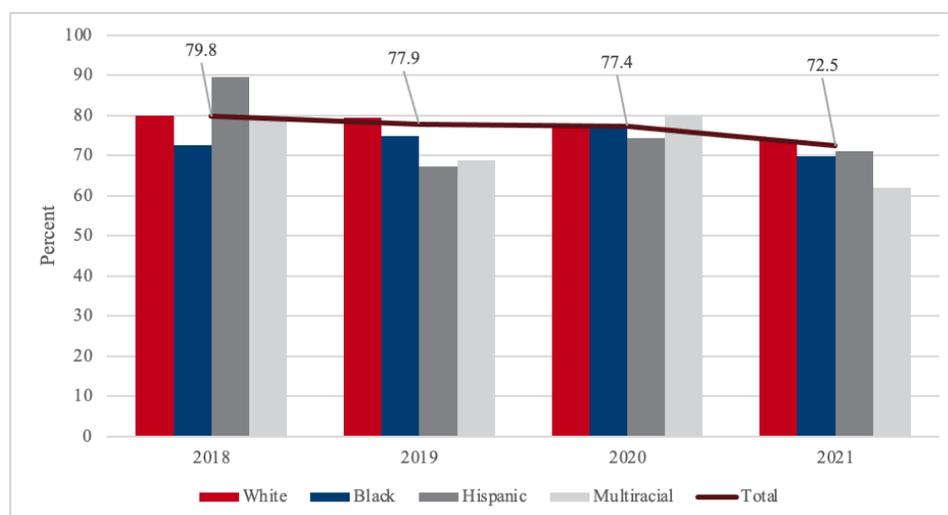
**Figure 10.** Historical Trends in the Proportion of Students who Feel Valued by the Institution by Race



*Feeling like a Member of the Campus Community*

Figure 11 illustrates historical trends in the proportion of students who report feeling part of the Radford University community by race. Compared to the other affective dimensions of campus belonging, students report the lowest levels of belonging for the community dimension. The average for the community dimension of campus belonging is 76.6% during the period from 2018 to 2021.

**Figure 11.** Historical Trends in the Proportion of Students who Feel Part of the Community by Race



*Summary of Campus Belonging*

Of the three affective dimensions of campus belonging, students report the highest levels for feeling comfortable being themselves (89.9%). Comparatively, smaller proportions of students feel valued by the institution (77.5%) and like a member of the campus community (76.6%). Further, the data provide evidence of declines in feeling valued and part of the community during the pandemic.

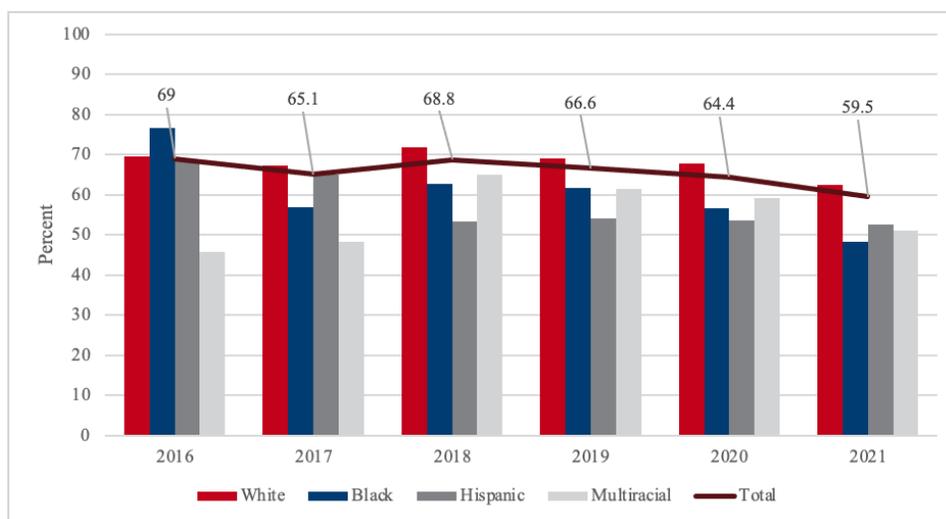
*Student Success: Behavioral Academic Belonging*

National Survey of Student Engagement (NSSE) data from the 2016 through 2021 provide evidence about students’ behavioral academic belonging. NSSE includes three behavioral indicators of academic belonging consistent with those identified by Nunn (2021). Students are asked to self-report the frequency of the following: 1) asking questions or contributing to class discussions, 2) discussing course content with a faculty member outside of class, and 3) discussing academic performance in a class with a faculty member. Each of the behavioral components is measured on 4-point Likert scale that ranges from 1 (never) to 4 (very often). According to Nunn (2021), higher scores on these behavioral items would indicate greater sense of academic belonging.

*Asking Questions or Contributing to Class Discussions*

Figure 12 illustrates the historical trend in the proportion of students who report asking questions or contributing to class discussions from 2016 to 2021. As Figure 12 indicates, historically less than 70% of Radford University students report asking questions or contributing to class discussions during this period. The overall average for this dimension academic belonging is 65.2% and the proportion of students who report engaging in this type of academic belonging has declined 15% during this period. Furthermore, the evidence in Figure 12 indicates that, with a single exception in 2016, larger proportions of White students report this type of academic belonging. Indeed, the results of chi-square test indicate that this dimension of academic belonging is not independent of race,  $\chi^2(3)=34.639, p<.001$ .

**Figure 12:** Historical Trends in Contributing to Class Discussions by Race



A statistically significant chi-square test of independence indicates an association or relationship between the variables, in this case race and contributions to class discussion, but the result does not indicate anything specific about the nature of the relationship. Siegel & Castellan (1988) suggest that researchers can use two methods to better understand the nature of the relationship between the variables: 1)

partitioning the chi-square statistic and 2) analysis of the adjusted standardized residuals (ASR). Here we employ the latter method to gain insight to the nature of the relationship between race and contributions to class discussion. The adjusted standardized residual (Haberman, 1978) captures the magnitude of the difference between the observed frequency and the expected frequency. Positive ASR values indicate that the group reports engaging in the behavior more than would be expected if race was not associated with this dimension of academic belonging and negative ASR values indicate that the group reports engaging in the behavior less than would be expected if race was not associated with this dimension of academic belonging. Further, ASR values greater than 2 or 3 (standard errors) indicate a larger contribution to the chi-square value (i.e. Agresti, 2013; Agresti & Franklin, 2014). Stated differently, large absolute ASR values indicate where the lack of independence between the two variables occurs in the test (Kateri, 2014).

**Table 3.** Adjusted Standardized Residuals: Contributions to Class Discussion

	ASR	Percent Difference*
White	5.8	4%
Black	-3.3	-9%
Hispanic	-2.8	-12%
Multiracial	-3.1	-14%

\*Note this is the percentage difference between the observed and expected frequency

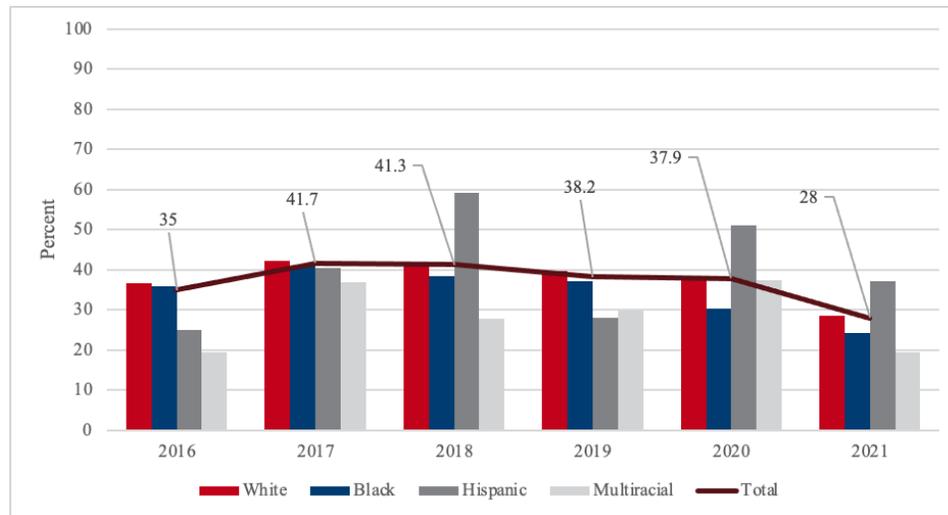
Table 3 displays the ASR values and percentage difference between the observed and expected number of observations for the chi-square test for the class discussion dimension of academic belonging. All the ASR residual values in Table 3 exceed the 2-3 threshold identified by Agresti (2013) and others and thus all four groups in Table 3 contribute to the statistically significant chi-square result, but the groups contribute in different ways to the result. The ASR value for White students (5.8) indicates that White students, in general, contribute to class discussions more compared to students of other races. Moreover, a comparison of the observed and expected frequencies from the chi-square test indicate that White students contribute to class discussions 4% more than would be expected if race and class discussion contributions were independent of one another. Further, the ASR values for Black (-3.3), Hispanic (-2.8), and Multiracial (-3.1) students indicate that these students contribute to class discussions less than would be expected. Specifically, Black students contribute 9% less, Hispanic students contribute 14% less, and Multiracial students contribute 14% less than would be expected if race and class discussion contributions were independent. These results may suggest that White students experience greater academic belonging in classrooms and make more contributions to class discussions than would be expected and that students from other racial groups may experience less academic belonging.

*Talking with Faculty Outside of Class*

Figure 13 illustrates the historical trend in the proportion of students who report talking with faculty about class material outside of class from 2016 to 2021. As Figure 14 indicates, historically less than 50% of

Radford University students report talking with faculty outside of the classroom. The overall average for this dimension academic belonging is 36.7% and the proportion of students who report engaging in this type of academic belonging declined recently after a plateau between 2017 and 2020. Furthermore, the evidence in Figure 13 indicates that, with a single exception in 2018, larger proportions of White students report this type of academic belonging. Indeed, the results of chi-square test indicate that this dimension of academic belonging is not independent of race,  $\chi^2(3)=7.843$ ,  $p<.049$ . As such, talking with faculty outside of class is not independent of race.

**Figure 13.** Historical Trends in Talking with Faculty Outside of Class by Race



The statistically significant result leads to another post-hoc analysis of the ASR values from the test to identify how the behavior of different groups of students contribute to the test result. Table 4 displays the ASR values for each group. The information in Table 4 indicates race and Multiracial students. The ASR value for White students (2.0) indicates that White students talk with faculty more than would be expected if race and this type of academic belonging were independent. Further, the ASR value for Multiracial students (2.2) indicates that multiracial students speak to faculty outside of class less than would be expected if race and this form of academic belonging were independent. Importantly, while the difference between the expected and observed values for White students is relatively small (2% more observed than expected), the difference for Multiracial students is much larger (20% less observed than expected). Also, although the ASR value for Black students does not meet or exceed the threshold identified by Argesti (2013) and others, the observed value of speaking with faculty outside of class is 8% lower than the expected value. Together, these results suggest that White students may experience a greater sense of academic belonging and Black and Multiracial students have demonstrated less academic belonging.

**Table 4.** Adjusted Standardized Residuals: Talking with Faculty Outside of Class

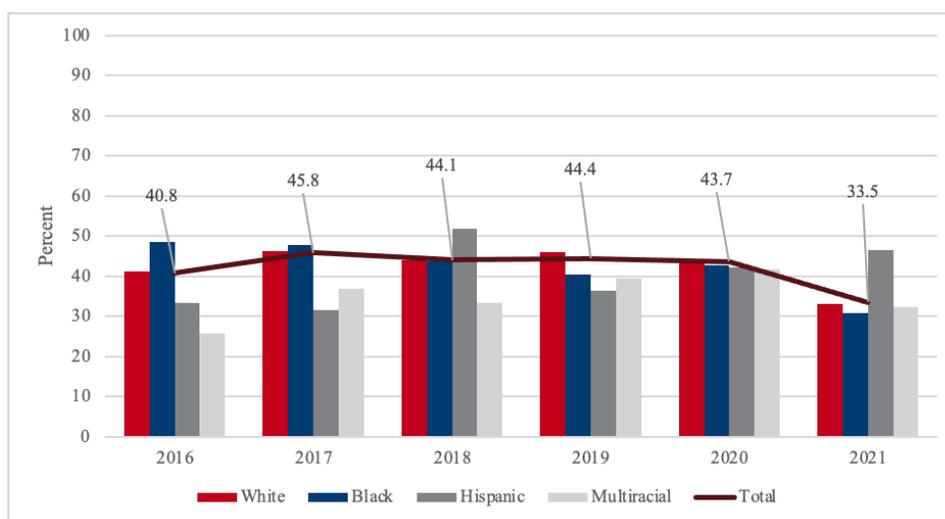
	ASR	Percent Difference*
White	2.0	2%
Black	-1.5	-8%
Hispanic	.7	5%
Multiracial	-2.2	-20%

\*Note this is the percentage difference between the observed and expected frequency

*Discussing Grades*

Figure 14 illustrates the historical trend in the proportion of students who report talking with faculty about their academic performance from 2016 to 2021. As Figure 14 indicates, historically less than 50% of Radford University students report talking with faculty about their academic performance. The overall average for this dimension academic belonging is 42% and the proportion of students who report engaging in this type of academic belonging declined recently after a plateau between 2017 and 2020. The most recent data suggest only one in three students, on average, report discussing their academic performance with faculty. Furthermore, the evidence in Figure 14 indicates considerable racial variability in speaking to faculty about grades. The results of chi-square test indicate that this dimension of academic belonging is independent of race,  $\chi^2(3)=3.843, p<.280$ . As such, there is no relationship between race and talking with faculty about grades.

**Figure 14.** Historical Trends in Talking with Faculty about Academic Performance



One other internal data source speaks to the issue of a sense of belonging indirectly. An internally collected campus climate survey from spring 2017 includes items related to students’ campus experiences by race. Specifically, the data compare White, Black, and students of other races’ self-reports of being treated as a token, being treated badly because of race, and any experiences with discrimination. Compared to students of color, White students are significantly more likely to report *never or rarely* being

treated as a token in the classroom [ $\chi^2(1)=4.391, p<.05$ ]. Conversely, students of color are significantly more likely to report token treatment in the classroom *often* or *always* compared to White students [ $\chi^2(1)=5.522, p<.05$ ].

With regard to self-reports of being treated badly because of race, the internal climate survey data indicates that White students are significantly less likely than students of color to report being treated badly as a result of their race [ $\chi^2(1)=321306, p<.001$ ]. More specifically, students of color are four times more likely (23%) to report being treated badly because of their race compared to White students (5%). Consistent with this pattern, White students are significantly more likely to report not ever having had a bad experience on campus (83%) compared to students of color (62%), [ $\chi^2(1)=25.127, p<.001$ ]. Finally, students of color are significantly more likely to report experiencing discrimination on campus compared to White students, [ $\chi^2(1)=26.970, p<.001$ ]. Importantly, students of color are two and half times more likely (33%) to report having experienced any discrimination on campus compared to White students (13%). This disparate pattern may reveal a subtle way in which students of color experience implicit bias in the classroom and may provide the mechanism through which students of color may experience a diminished sense of belonging resulting in less success in required 100 and 200 level courses.

### Summary of Findings

An examination of internal data sources suggests consistent racial equity gaps in student success. White students enjoy an advantage relative to nearly every measure of student success (grades, retention and academic belonging along with some evidence of an effect in campus belonging). Existing research on belonging suggests that students who experience greater belonging, academic and campus, also have more academic success in college (Hausmann et al., 2007). Given that White students demonstrate higher levels of academic belonging, it should not be surprising that White students on Radford's campus also experience more academic success (successful course completions).

The literature on belonging also emphasizes that belongingness (campus and academic) is something that is given to students rather than something that students find on their own. The RISE QEP aims to extend academic and campus belonging to all students. The RISE Faculty Institute will provide faculty with an extensive array of pedagogical and professional development opportunities to facilitate the creation of more inclusive learning environments that extend belongingness to all students. The RISE Community Action Teams (RCATs) will develop a series of activities and events that facilitate more frequent and meaningful interactions between students and faculty. As Hausmann et al. (2007) note, the nature of interactions between students and faculty need not be particularly extravagant or intense to be impactful. Through weekly and annual events, RCATs will extend campus belonging to all students. We anticipate that the combined efforts in classrooms, across colleges, and across campus will improve students' sense of academic and campus belonging and will, ultimately, result in greater levels of academic success for all students. Further, we anticipate that gains in belonging will reduce racial equity gaps in successful completion of required 100- and 200-level courses.

## Chapter 3 - Support for the Topic

A QEP Topic Identification committee was organized and convened by the Office of Institutional Effectiveness and Quality Improvement in January 2021 to oversee the selection of the QEP. On February 3, 2021, the Topic Identification committee, which specifically consisted of broad campus constituents (Appendix D), called for pre-proposals for the QEP as part of the institution's commitment to continuous improvement. The call, which was open to teaching and research faculty, administrative and professional faculty and classified staff, defined the QEP as a five-year initiative that is focused on improving student learning and/or student success and is central to the reaffirmation of SACSCOC accreditation. The call provided the guidelines that the proposal must be: (1) tied to Radford Universities Strategic Plan; (2) identified through Radford University's ongoing, comprehensive planning and evaluation process; (3) have broad-based support across the University's stakeholders; (4) focus on improving student learning and/or student success; (5) guided by institutional data in the selection, development, and implementation of the program; and (6) possess the needed resources to initiate and implement the program. Having received seven pre-proposals by the March 15, 2021 deadline, the QEP Topic Identification committee convened and selected the top three proposals based on a pre-proposal rubric and invited full proposals for those topics by June 15, 2021. Upon receipt of the full proposals and review using the full-proposal rubric, the Topic Identification committee made the final QEP topic selection. Appendix D lists the rubric questions used by the Topic Identification committee.

On July 2, 2021, the topic of "Diversity, Equity, and Inclusion" based on the *Small Changes Make Big Differences for Student Success* full proposal was announced to the authors. On August 31, 2021, the Office of Institutional Effectiveness and Quality Improvement announced the selection of the QEP topic to the university via an email announcement and subsequently hosted, along with the Interim President and Interim Provost, three fall 2021 meetings at Radford University Carilion (RUC) and at Radford main campus to share details of reaffirmation of accreditation as well as the QEP process.

The *Small Changes Make Big Differences for Student Success* proposal was based on the Howard Hughes Medical Institute inclusive excellence grant program, REALising Inclusive Science Excellence (REALISE), as discussed in previous chapters. The aim of REALISE is to create a welcoming, student-ready, inclusive environment for all STEM majors through engaging courses and student peer mentor support. The REALISE faculty learning communities are the inspiration for the QEP Faculty Institute. The REALISE student program is the inspiration for the RISE Community Action Teams (R-CATs) of the QEP. Collaboration between college leadership and students in the REALISE program has led to the development of key events that target student belonging.

In August 2021, the lead authors of the selected topic, Ms. Merrie Winfrey, Instructional Designer at the Center for Innovative Teaching and Learning, and Dr. Sarah Kennedy, Associate Professor of Chemistry and REALISE Program Director, agreed to co-lead the QEP Development Committee. Through weekly meetings, the co-leads developed a team structure with the aim of including all campus constituents and created a timeline for successful completion of the QEP development. The Development Committee was responsible for developing the QEP program, documenting the justification for the QEP topic, creating a strong assessment plan for the program, and providing marketing and outreach to the entire campus community regarding the QEP.

The fall 2021 semester was utilized to create the QEP Development Team structure, recruit volunteers for the teams, charge the teams with their responsibilities, select leads for each team, and establish working relationships within the teams and between the teams. Acknowledging the wide impact of the QEP at

Radford University, the co-leads created four teams that would work together to develop the QEP based on the full proposal. These teams included the Steering Team (14 members), Program Team (20 members), Data & Assessment Team (10 members), and Marketing & Outreach Team (8 members). A call for volunteers was created and included a description of the QEP, the team structures and composition, as well as the timeline for the development of the program. To recruit a wide range of participants, this call was provided to the various senate presidents (Faculty Senate, Staff Senate, Student Government Association, Administrative & Professional Faculty Senate) and then distributed to their constituents. Interim President Lepre also hosted two open forums regarding SACSCOC and the QEP. The Development Committee membership is intentionally diverse to ensure broad based involvement, including administrators, staff, faculty, and both undergraduate and graduate students. In the initial meetings of each of the teams, a lead and co-lead of the teams were identified. (The full list of the QEP Development teams can be found in Appendix E.)

**QEP Development Committee Leads**

<b>QEP Development Committee</b>	<b>Lead(s)</b>	<b>Position at Radford University</b>
Co-leads for the Development Committee and Steering Team	Merrie Winfrey, J.D., M.A.  Sarah Kennedy, Ph.D.	Instructional Designer with the Center for Innovative Teaching and Learning  Associate Professor of Chemistry, Program Director for REALISE
Program Team	Beth Lyman, Ph.D.  Roann Barris, Ph.D.	Associate Professor and Department Chair of Sociology  Professor of Art
Data & Assessment Team	Allison Wisecup, Ph.D.	Associate Professor of Sociology
Marketing & Outreach Team	Becky Brackin	Associate Vice President of University Relations

The main task of the Development Committee was to develop the QEP from the original proposal that was chosen by the Topic Identification committee. The Program Team was charged with creating the QEP programming based on the selected proposal. The Data & Assessment Team reviewed institutional data supporting the focus of the QEP and designed an assessment plan to ensure continuous improvement of the plan. The Marketing & Outreach Team worked to create a marketing plan for the QEP to ensure that all campus constituents are aware of the RISE program. The Steering Team had high-level oversight of the QEP Development Teams and was updated monthly on the progress of the teams. The Steering Team was also charged with identifying and securing the individuals to serve as the QEP external evaluators for SACSCOC. This work was carried out beginning in Fall 2021 and carried through Fall 2022. It will continue until the onsite visit in March 2023 when we will transition to implementation of the QEP.

During the Fall 2022 semester, once a solid action plan had been clearly defined, the QEP leadership disseminated information and gathered feedback from across campus. To garner feedback from faculty and the academic departments, the QEP leadership had meetings with the Academic Affairs Leadership Team (which consists of the Provost and his staff, including deans of all the colleges) and the Council of Chairs (which consists of all department chairs). QEP engaged with all three of the senates: Faculty Senate, Staff Senate, and Administrative & Professional Faculty Senate. To engage students, the QEP leadership team met with the Student Government Association and hosted an evening event with the student leaders of affinity groups on campus. Engagement also occurred during campus events, where QEP representatives tabled with QEP swag and shared information. These tabling events included the fall student Club Fair, Family Weekend Fest, Love Out Loud Festival, Employee Benefits Fair, and the Center for Diversity and Inclusion Welcome Back Bash. Events at the Radford University Carillion campus included the RUC Club Fair and the RUC Fall Festival. Finally, the QEP leadership also presented to the Radford University Board of Visitors.

To ensure the campus stays engaged and informed, this outreach continues into the Spring 2023 semester with tabling at the Winter Club Fair, presentations to the student Greek governing bodies, including the National Pan-Hellenic Council, the Multicultural Greek Council, the Interfraternity Council, and the Panhellenic Council as well as presentations to the RUC campus leadership team. There will also be a week of events prior to the SACSCOC on-site visit in March on main campus and at RUC. University Relations has been marketing RISE through their social media channels, on Facebook and Twitter. Additionally, information about RISE, including a QR code linked to the QEP website, is running on digital display monitors around campus and on cardio machines in the student Recreation and Wellness Center.

The QEP development was monetarily supported by the university. Funds were utilized to purchase marketing materials, relevant literature including *Chronicle of Higher Education* reports, incentives for individuals on the development team, summer stipend for QEP leads to draft the QEP report, and reassigned time for faculty leads.

The full timeline for the QEP Development and the development budget can be found in Appendix E.

## Chapter 4 Literature Review and Best Practices

This section outlines the research-based connection between faculty development, belonging, inclusive pedagogy, active learning, and student success.

### Faculty Development

The RISE QEP takes a faculty development approach to improve student success outcomes for all students but especially for Black, Hispanic, and Biracial and Multiracial students as supported by the literature. The American Association of Colleges and Universities (AAC&U) includes identifying “effective educational practices” and building “such practices organically for sustained institutional change” as requirements for making excellence inclusive (McNair et al., 2020, p. 6). Focusing on faculty development and the revision of courses based on evidence-based teaching methodologies is an intentional institutional accountability step for student success.

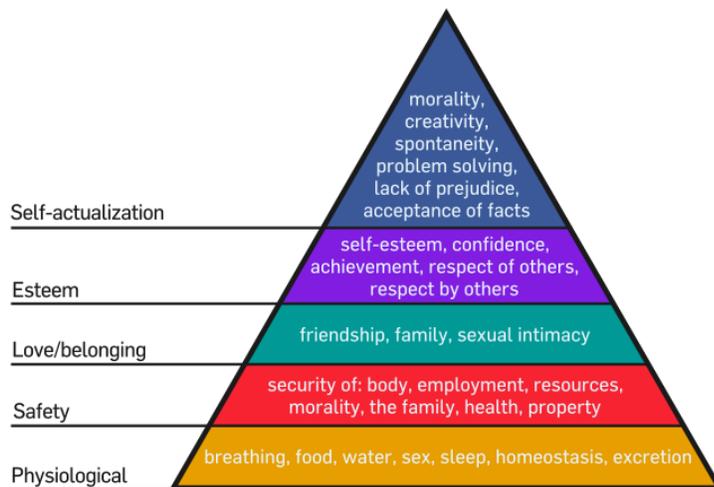
Taking this approach makes courses and classrooms the focus of change (Campbell & Blankenship, 2020; Theobald et al., 2020). It flips the cognitive frame from a deficit perspective to an equity perspective (Bensimon, 2005). Unlike efforts that represent a student-deficit approach (e.g., bridge programs, tutoring, remedial programs), the faculty development approach depends on the faculty members and courses to change and not the students. A student-deficit perspective sees what students are lacking and encourages students to fill those gaps, frequently on their own—the burden is placed on the students to improve themselves if they can (Bensimon, 2005, p.102). According to Hatfield et al. (2022), decades of these interventions intended to “fix” students in STEM programs “have not reduced attrition among underrepresented minority groups” (pp. 7-8). An institutional equity perspective looks at what changes need to be made to meet students where they are and address unequal educational outcomes—the burden is placed on the institution to improve student success outcomes (Bensimon, 2005). As reported in Lu (2022), Dr. Yoi Tibbetts of the University of Virginia Motivate Lab, which studies motivation, “thinks colleges need to take a structural, systemic approach to supporting student belonging, rather than trying to help one student at a time” (p. 32).

Moreover, faculty are critical to institutional change (Zumbrunn et al., 2014; McGowan et al., 2017; Campbell & Blankenship, 2020). Faculty determine course content and how courses are taught, including what teaching and assessment methods are used. In 100- and 200-level courses, which are the focus of the RISE QEP’s faculty development efforts, “they also act as agents in first-year student socialization and academic engagement” (McGowan et al., 2017, p. 54). It is these lower-level courses that students generally take in their first and second years in college that either set the stage for success or not.

### Belonging

Sense of belonging has moved to the forefront of higher education in recent years as part of the focus on improving diversity and inclusion initiatives on college campuses (see Herder, 2022). The importance of belongingness cannot be overstated. Brown (2010) stated, “Fitting in is about assessing a situation and becoming who you need to be to be accepted. Belonging, on the other hand, doesn’t require us to change who we are; it requires us to be who we are” (p. 145). The ability to be who we are and feel like we belong in a situation or environment allows us to feel like we matter, and our opinions are valued. Strayhorn (2019) addressed sense of belonging in college students specifically and defined it as “students’ perceived social support on campus, a feeling or sensation of connectedness, and the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the campus community or others on campus such as faculty, staff and peers.” Some faculty and administrators may read this and

feel that sense of belonging work is more for the student affairs professionals on a campus, such as the counseling center, residential life, or other offices that assist students with services outside the classroom. To refute this view, it is important to start with Maslow's (1954) hierarchy of needs.



### **Maslow's Hierarchy of Needs**

The first two levels of Maslow's (1954) hierarchy are the basic things humans need to survive such as food, water, air, sleep, sex, excretion, and a sense of stability, while the second level focuses on safety. It is the third level where Maslow stresses love and belonging. Paying attention to the inclusion of belonging on the third level is key for all who work in higher education for one main reason – the two levels at the top of the hierarchy are where the crucial skills students need to be successful reside: confidence, respect of self and others, achievement, problem solving, acceptance of facts, creativity, morality, and appreciation of others' views. Students may not even focus on these skills, many that are desired and needed to be successful in the classroom, until their need for love and belongingness is met.

Nunn (2021) based her study on belonging on the work of sociologist, Emile Durkheim, who explains that belongingness is something a community provides for its members as opposed to something members of the community should have to seek out. While we certainly want students to follow their interests and join organizations, that alone will not necessarily provide belonging for all students. The university must do its part to invite its students to belong. Using this as her foundation Nunn stated, "Belonging is an outcome of successful integration and regulation by the university. It is not up to our students to find it. It is up to us to give it." This is somewhat in opposition to the message that tends to be given to students as they are told to join this organization or club, to take the initiative to connect with other students in their residence hall, or to be sure to attend a faculty member's office hours when they begin college.

Nunn (2021) continued to explain that universities need to provide a sense of belonging in three areas for students: academic belonging, social belonging, and campus community belonging. *Academic belonging* assists students in feeling comfortable and confident in class. *Social belonging* means a student has an accepting friend group that is genuine and supportive. Finally, *campus community belonging* allows students to be comfortable in different settings around campus such as a classroom, the library, the dining hall, a residence hall or at a campus event. She explained that students do not necessarily need to feel all

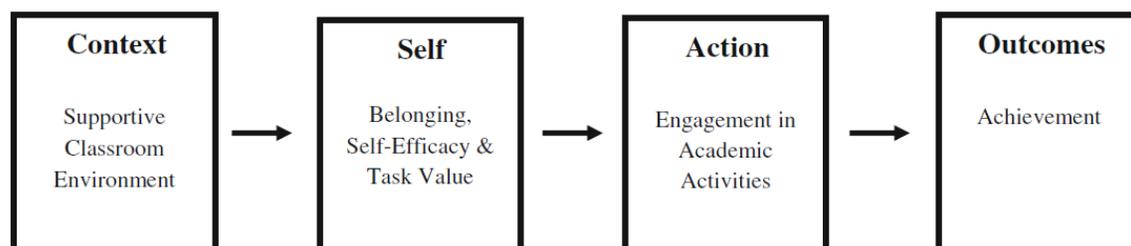
three types of belonging on a college campus but that at least one must be in place for a student to feel valued and be successful.

### Academic Belonging

Nunn’s (2012) view of academic belonging is a multifaceted concept that includes self-perception (feeling comfortable and competent in class) and behavioral components, such as asking questions, participating in in-class discussions, and going to faculty office hours. According to Nunn (2021) students who are confident of their academic ability or competence, are more likely to “... raise their hands in a lecture to ask a question or make a comment that engages the professor directly. Students feel comfortable going to office hours without feeling like their questions will only reveal their ineptitude” (p. 67). In keeping with Maslow’s (1954) hierarchy, several researchers are finding that having a sense of belonging is a prerequisite to motivation, engagement in a course, and higher performance. (Cohen & Garcia, 2008; Walton et al., 2012; Zumbrunn et al., 2012). Walton et al. (2012), in a study of “mere belonging” where the briefest of encounters with a sense of social connectedness to strangers caused big shifts in motivation, concluded, “this research suggests that people draw motivation from a sense of belonging in an intellectual community” (p. 529).

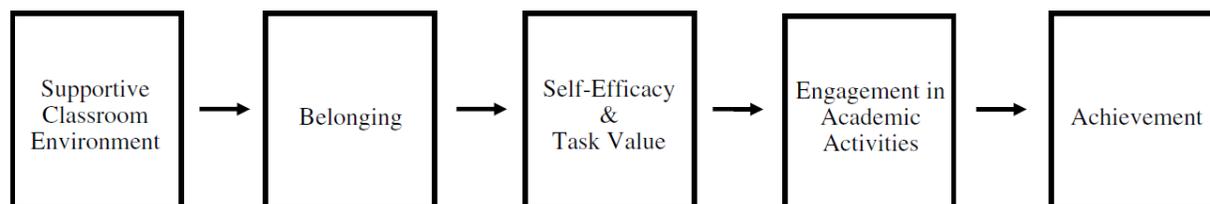
Zumbrunn et al. (2012) tested a self-system model of motivational development based in the classroom and revised from the model proposed by Connell & Wellborn (1991). Connell & Wellborn’s (1991) model directly predicts belonging the motivational factors of self-efficacy (beliefs about ability to complete specific tasks), and task value (beliefs about the value of specific tasks) as resulting from a supportive classroom environment. Then belonging, self-efficacy, task value predict engagement, and engagement in turn predicts achievement.

### Connell & Wellborn’s (1991) model of motivational development



The model tested by Zumbrunn et al. (2012) expands Connell and Wellborn’s (1991) model, positing that a supportive classroom environment predicts belonging and then belonging predicts self-efficacy and task value. Self-efficacy and task value then predict engagement, and engagement predicts achievement.

### Zumbrunn et al. (2012) model of motivational development



Zumbrunn et al.'s study (2012) supported their proposed model, demonstrating links between instructor academic and social support, belonging, self-efficacy and task value, engagement, and performance. Students who reported feeling supported by their instructors tended to report a higher sense of belonging. Students who reported a higher sense of belonging also reported higher rates of self-efficacy and task value. Students with higher rates of self-efficacy reported higher rates of classroom engagement leading to higher performance, and task value was not a significant predictor of engagement (Zumbrunn et al., 2012).

Establishing a sense of belonging for students who fall into systemically disadvantaged categories may be even more important, as these students have already been stereotyped, socially marginalized, or have experienced bias and false assumptions, such as the idea that the underrepresentation of a minority group in a particular field is an indicator that they do not belong in the educational setting. These experiences can lead them to mistrust the social connections they make in achievement settings and experience belonging uncertainty (Walton & Cohen, 2007). Walton and Cohen (2011) explained that, “Even a single instance of exclusion can undermine well-being, intelligence quotient, [and] test performance” of Black, Latinx, and other non-Asian ethnic minorities. This sense of exclusion, combined with having belonging uncertainty, can lead to feelings of being undervalued or unsafe, which many times can lead to these students performing poorly in classes, changing majors, or even dropping out of college (Walton & Cohen, 2007; Rainey et al., 2018).

Different students experience the same classroom differently based on their identities, mindsets, and experiences, leading to very different achievement outcomes (Cohen & Garcia, 2008). For example, Black and Hispanic students may experience stereotype threat—the fear that one’s actions would confirm a negative stereotype about the group to which one belongs (Steele & Aronson, 1995). All students might experience stress about an exam, but Black students, for example, might have the added psychological burden of thinking that the exam is a test not only of their knowledge and ability but all Black students’ knowledge and ability (Cohen & Garcia, 2008).

Faculty can intervene to diminish belonging uncertainty and stereotype threat. As Cohen and Garcia (2008) explain, people conduct threat assessments implicitly or explicitly when they enter new situations where their identities may be engaged with negative results. When identities are engaged, people are on high alert for threats. The feeling of threat can be confirmed or disconfirmed by other people’s behaviors (Cohen & Garcia, 2008). In the classroom, threats can be confirmed or disconfirmed by, for example, the content of the course, feedback from the instructor, or statements by the instructor or classmates. The confirmation/disconfirmation then affects how a student performs. This process of threat assessment is recursive. It happens in a repeating cycle that can be interrupted (Cohen & Garcia, 2008). Cohen & Garcia (2008) explain:

Because recursive processes depend on continual feedback loops, a well-placed interruption can produce large and long-term effects. This can prove especially likely if the interruption occurs early enough to prevent a downward spiral from emerging or introduces a positive recursive cycle. For instance, interventions may prove especially effective if they reduce threat, which then improves people’s performance, further reducing threat, in a self-reinforcing cycle. (p. 367)

A strong sense of belonging enables a student to place a higher value on classes, have self-efficacy to succeed in the classroom, and have stronger academic performance and a higher GPA (Cole et al., 2020). The RISE Faculty Institute is designed to create courses and classrooms that make all students feel as

though they belong and to interrupt negative recursive psychological cycles for Black, Hispanic, and Biracial and Multiracial students.

### Campus Community Belonging

Faculty can also affect students' sense of campus community belonging. Cox (2011) suggested that faculty-student interaction can happen on many levels and found the following: even small interactions can have a positive effect on students; the quality of the interactions make a difference; and students tend to generalize about faculty interaction, so one good relationship with a single faculty member can favorably affect a student's entire perception of all faculty members. Walton et al. (2012), in a study on mere belonging, stated, "That small, even trivial, cues caused large shifts in motivation underscores the importance of social relationships as a source of people's interests, motivation, and broader self-identity" (p. 529). Small things can signal to students either that they belong or they don't belong (Walton et al., 2012). This QEP seeks to generate behavior that sends the signal that students belong in the classroom and on campus.

Cox (2011) also explained that there are five levels of faculty-student interaction but, the fourth level of Cox's typology, interpersonal connection, is where a more substantive connection with students seems to begin. One way institutions can create more connection between faculty and students and help establish a sense of belonging is through programs and initiatives that encourage faculty to participate in sustained involvement with students outside the classroom. For example, opportunities for dialogue outside the classroom with students can assist faculty in developing a new outlook on the needs of students and how to best connect with them (Chetro-Szvios & Gray, 2004; Day & Lane, 2014; Cook-Sather, 2015). The R-CATs are intended to create more opportunities for faculty and students to interact positively outside the classroom.

### Inclusive Pedagogy, Active Learning, and Achievement

The RISE Faculty Institute is designed to teach faculty members how to foster this sense of academic belonging in students through inclusive pedagogy and active learning. Inclusive pedagogy and active learning go hand-in-hand (Dewsbury, 2017 December; Theobald et al., 2020; Dewsbury et al., 2022).

There is no one definition of inclusive pedagogy (Dewsbury et al., 2022). Tuitt (2016) defines inclusive pedagogy in terms of diversity as recognizing "students as whole human beings with complex lives and experiences" which creates "classrooms in which diversity is valued as a central component of the learning process" (p. 206). Dewsbury and Brame (2019) define it similarly but with the addition of self-reflective work, saying inclusivity is "the practice of including people across differences," and it "implies an intentional practice of recognizing and working to mitigate biases that lead to marginalizing or exclusion of some people" (p. 1). Hogan and Sathy (2022) focus on the learner, defining inclusion as "a culture in which all learners feel welcome, valued, and safe" (p. 10). The Columbia University Center for Teaching and Learning (n.d.) takes an environmental approach and encompasses all of the above definitions, defining inclusive pedagogy as a learner-centered teaching method that considers how course climate—the "intellectual, social, emotional, and physical environments in which our students learn"—impacts students and their learning (Ambrose et al., 2010, p. 170). The RISE QEP ascribes to Columbia's definition.

Freeman et al. (2014) defined active learning as "the process of learning through activities and/or discussion in class, as opposed to passively listening to an expert. It emphasizes higher-order thinking and often involves group work" (pp. 8413-8414). In a meta-analysis of 225 studies of active learning in

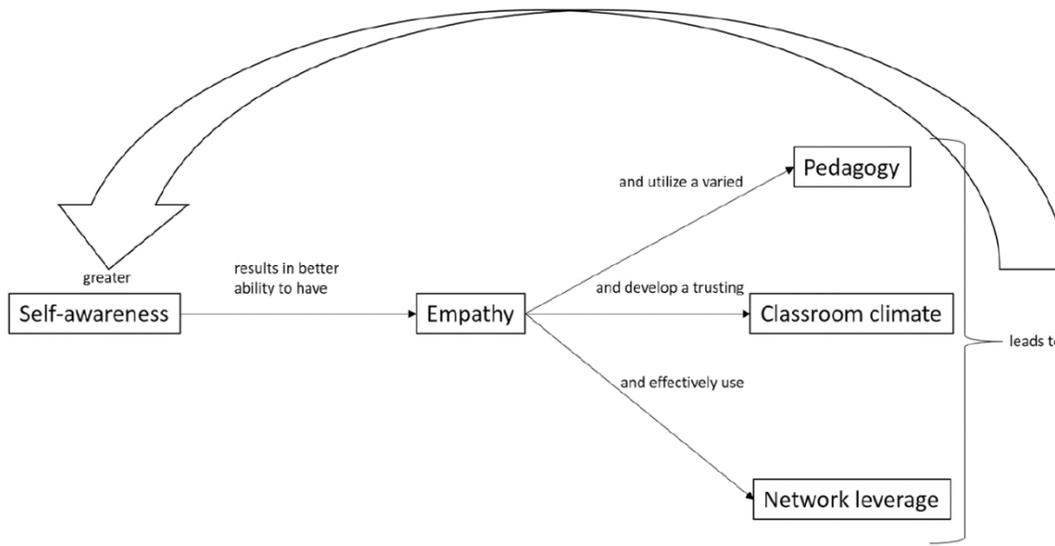
STEM fields, Freeman et al. (2014) found that “active learning increases examination performance by just under half a [standard deviation] and that lecturing increases failure rates by 55%” (p. 8412). Further, “these increases in achievement hold across all of the STEM disciplines and occur in all class sizes, course types, and course levels...” (Freeman et al., 2014, p. 8412). Active learning can have a significant impact on student performance; however, active learning should be combined with inclusive pedagogy in order to close equity gaps (Theobald et al., 2020). Not all active learning has the same effect. As Dewsbury (2017 December) explained, “inclusive pedagogy necessarily involves active teaching practices, but active teaching practices are not necessarily inclusive” (p. 4). Inclusive and active pedagogies can create a sense of belonging and close equity gaps. (Linder et al., 2015; Theobald et al., 2020; Dewsbury et al., 2022). It can improve performance for all students, and have a larger effect on Black, Hispanic, and Biracial and Multiracial students to close equity gaps (Haak et al., 2011; Theobald et al., 2020), but context does matter.

There is no one way to teach inclusively. Inclusive teaching methods are highly contextual, depending on who the students and instructor are, course content, the size of the class, the mode of the course (in-person or online), and many other factors. (Dewsbury, 2017 December). If we are to close equity gaps, as Theobald et al., (2020) found is possible with active learning, we need “deliberate practice and a culture of inclusion” (p. 6479). This is what the RISE Faculty Institute strives to create.

Because of the contextual nature of inclusive pedagogy, it is helpful to use a model that makes inclusive pedagogy more generalizable for programming purposes. Marchesani and Adams (1992) proposed a four-domain model of inclusive teaching and learning. The domains are: 1) Students: know who they are and how their social and cultural backgrounds effect the way they experience the classroom; 2) Instructor: knows oneself and how her own social and cultural background affects what she brings to the classroom; 3) Course content: ensure what we teach includes diverse perspectives; and 4) Teaching methods: develop a broad range of methods to teach diverse students.

Dewsbury (2019) developed a model, called Deep Teaching, with similar elements to the Marchesani and Adams (1992) model, but instead of a quadrant model, introduces a sequential model with competencies that must be achieved before other competencies can be achieved. The elements of the Deep Teaching model are: 1) Self-awareness: “the degree to which the instructor has an understanding of him or herself in the context of what they bring to the classroom”; 2) Empathy: “the degree to which the instructor commiserates with the social context and authentically listens to the voices of their students”; 3) Classroom climate: “the general temperament created in the course as a function of a number of factors including the physical layout of the classroom, the nature of the verbal interaction with students, and the structure of the interactions between the students”; 4) Pedagogy: “the approaches used to maximize deep learning and retention of academic material”; and 5) Network leverage: “the use of a variety of campus support structures to enhance the facilitation of student success within the classroom” (Dewsbury, 2019, p. 175).

**Dewsbury (2019) Deep Teaching Model**



Hogan and Sathy (2022) emphasize that classroom and course structure is the framework that should drive inclusive teaching. According to them, “By adding structure to learning environments we can mitigate unfairness, promote feelings of inclusion, and promote student success” (Hogan & Sathy, 2022, p. 8). Haak et al., (2011) demonstrated that students in a highly structured course with active learning had higher performances than students in a low-structure, lecture-intensive course. Further, the high-structure, active learning course benefited all students in the study but disproportionately improved performances for underrepresented minority students, first generation students, and economically disadvantaged students (Haak, et al., 2011).

The RISE Faculty Institute takes its cues from Dewsbury’s Deep Teaching model (2019) and the importance of structure in inclusive teaching decision making from Hogan and Sathy (2022). The sequence of sessions in the Faculty Institute begins with self-reflection about faculty members’ identities and implicit biases and includes reflection on who Radford students are. As these models show, self-reflection for the instructor is an important component of an inclusive classroom. The Faculty Institute also includes a session on student support resources, which is part of the network leverage element of Deep Teaching. Most of the remaining sessions focus on active learning strategies and on structuring an inclusive course. One critical session focusing on structure is the backward design session. It includes a close examination of course learning objectives, assessments, and learning activities.

The research demonstrates that the use of inclusive pedagogy and active learning to create belonging will increase student achievement for all and will close equity gaps. The Faculty Institute, working in the classroom, and the R-CATs, working outside the classroom, will make a significant difference at Radford University.

## Chapter 5 – Institutional Commitment to the Topic

The QEP Program Director and QEP Assessment Director will co-lead the implementation of the QEP and will report to the Director of Institutional Effectiveness and Quality Improvement, who reports to the University President. Several campus partners will be critical to the success of the QEP and they are listed below with a description of their role.

### Personnel and partnerships involved with QEP implementation

<b>Position/Partner</b>	<b>Role in QEP</b>	<b>Name (if identified)</b>
QEP Assessment Director	Lead and coordinate all assessment activities associated with the FI and R-CATs. Prepare annual student success reports for each R-CAT, Dean, and Provost.	Allison Wisecup, Associate Professor of Sociology
QEP Program Director	Lead and oversee the implementation of the FI and the R-CATs. Communicate progress to the QEP Advisory Board. Prepare annual reports.	Sarah Kennedy, Associate Professor of Chemistry
DEI Instructional Designer	Coordinate the Faculty Institute with oversight from the QEP Directors and in consultation with colleagues in CITL.	New hire
Administrative Assistant	Support the QEP with budget management, purchasing, documentation, approval flows, PR40s, event logistics, etc.	Kathy Thompson, SACSCOC Accreditation Coordinator
Center for Innovative Teaching and Learning	Provide workshops and training associated with the FI.	All CITL staff including DEI Instructional Designer, Executive Director of Faculty Development
Institutional Effectiveness and Quality Improvement	Advocate for resources needed for the QEP. Coordinate alignment of QEP with other SACSCOC accreditation standards. Provide institution-wide data to QEP Assessment Director.	Jessica Stowell, Director
Various Faculty Members	Facilitate workshops within their expertise for the FI	Allison Wisecup, Sandy French, Joe Wirgau, Alyssa Archer, Katie Arnold, Katie Hilden, Vicki

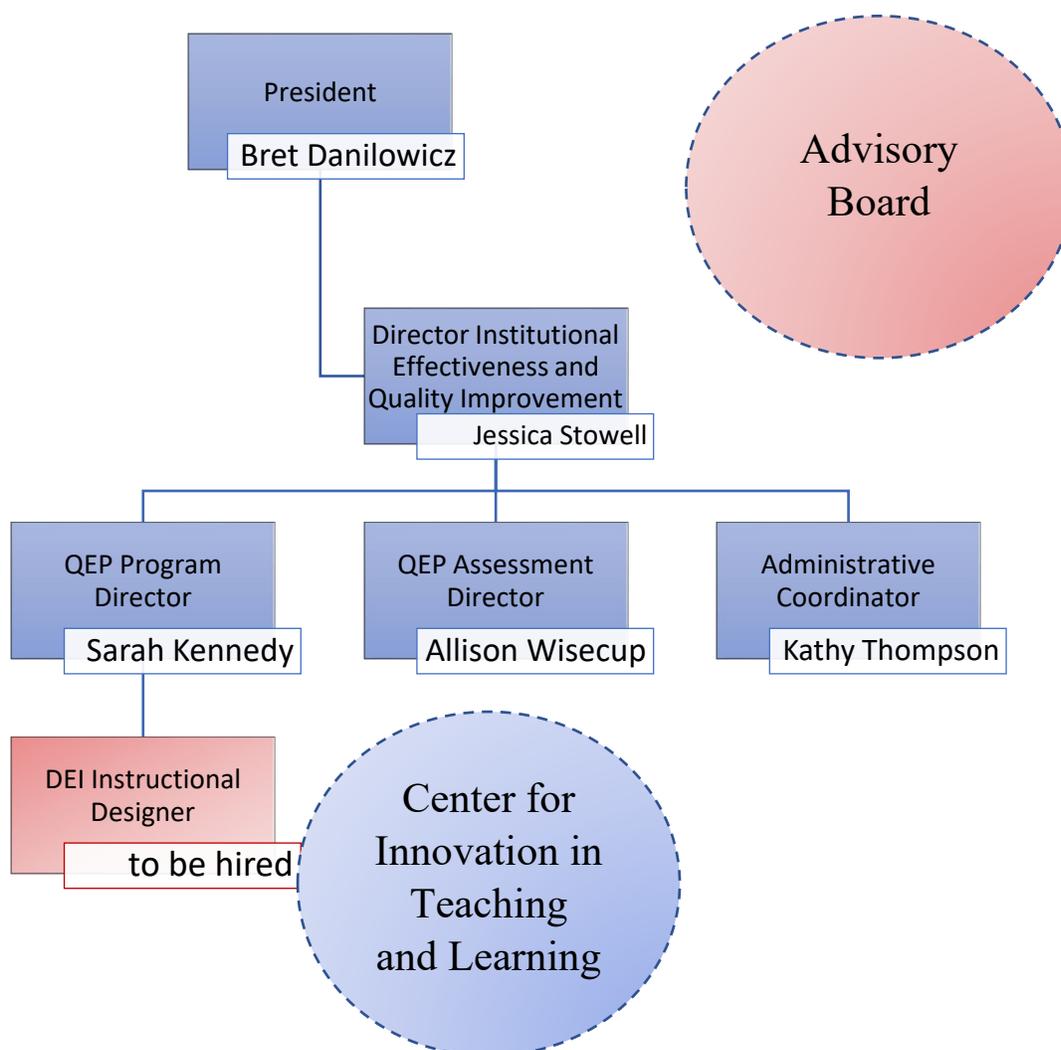
		Pitstick, Page Tan, Tay Keong Tan
Institutional Research	Provide institutional data to QEP Assessment Director.	Eric Lovik, Director
All Academic Deans and Department Chairs	Supporting and promoting faculty participation in the FI and R-CATS	Various
University Relations	Market and advertise the QEP; Assist in developing and maintaining the QEP website	Becky Brackin, Associate Vice President for University Relations

### **QEP Advisory Board**

There will be a QEP advisory board and external consultant. The QEP advisory board will consist of campus leaders who will be updated on the progress of the QEP through regular meetings. Due to their key positions on campus, they will help disseminate information and advocate for the QEP and keep the directors informed of campus initiatives aligned with the QEP. Based on assessment data and progress reports provided to the advisory board by the QEP directors, they will provide guidance in operation and suggest modifications to the program elements as needed based on analysis of the assessment data. The board will consist of:

- QEP Assessment Director
- QEP Program Director
- DEI Instructional Designer
- Center for Innovative Teaching and Learning Representative
- Provost and Senior Vice President of Academic Affairs
- Director of Institutional Effectiveness and Quality Improvement
- Academic Dean representative
- Faculty representatives
- Student Government Association representative
- Student representative
- Student Affairs representative

The external consultant, an expert in inclusive pedagogy, will serve as an outside perspective to help us evaluate our progress towards reaching our student success outcomes. Yearly reports will be provided to the consultant and a yearly on-site visit will be held to receive feedback from the consultant. We have identified April Hill, Wagener Family Professor of Equity and Inclusion in STEM, Professor of Biology, Bates College as the external consultant.



### QEP Actions to be Implemented

The strategy to achieve the QEP goals is two-pronged, complementary, and data driven. We will focus on increasing the use of inclusive pedagogy and active learning in required 100- and 200-level required courses through the RISE Faculty Institute designed to increase belonging and academic success. Also, students and faculty will create intentional, coordinated activities at the college level to make students feel welcome and valued in their academic homes through the RISE Community Action Teams (R-CATs). Both Faculty Institute Fellows and R-CAT team members will examine racial and ethnic equity gap data to drive course and programming decisions, respectively. These actions will enhance student success through faculty development and fostering student-faculty relationships.

### RISE Faculty Institute

The RISE Faculty Institute grew directly from the experience of the REALISE program. The Institute will provide training and support to its Faculty Fellows to revise 100- or 200-level required courses to be more

inclusive. The Faculty Fellows who go through the Institute will learn strategies, and the research behind them, to do the following:

- Remove barriers to learning;
- Engage with students, diversity, and differences; and
- Foster academic belonging.

These three learning objectives of the Institute and the literature on inclusive pedagogy guide the choice and framing of the Institute sessions. Each of the sessions offered serves one or more of the learning objectives. Achievement of the learning objectives by faculty members will be measured through the Inclusive Teaching Inventory that faculty will take before and after training. See Appendix F for the Inclusive Teaching Inventory.

The priority for the Institute is the faculty who teach the required 100- and 200-level required courses. These courses were chosen as the program’s priority for several reasons. First, it will impact students early in their college experience. The more successful they are academically and the more welcome they feel in their first two years, the more likely they are to stay and graduate (Koch, 2017, p. 14; Theobald et al., 2020). Second, our data show an equity gap in successful completions in these courses that needs to be addressed (see Chapter 2). Finally, many of these courses are foundational. Successful learning in these courses lays the groundwork for successful learning in higher-level courses.

#### *Faculty Institute Participation*

To become a Fellow in the Institute, full-time faculty members will complete an interest form. The QEP Program Director and the QEP Assessment Director with input from department chairs and the Faculty Development Executive Director in the Center for Innovative Teaching and Learning, will choose faculty to be Fellows of the Institute based on the following priorities:

- The course to be revised is a 100- or 200-level required course
- Number of students potentially impacted
- Level of and reasons for interest in the Institute
- Ability to commit to participation for two semesters and a summer
- Ability to commit to participation in a community of practice following the Institute
- Willingness to share lessons learned with colleagues
- Representation of colleges and departments in the Institute
- Approval of department chair

In choosing the Fellows, the QEP team will be mindful of impact and community building. Over the course of the QEP, there will be five cohorts of 20 faculty members to go through the Institute for a total of 100 faculty members. In the 2021-2022 academic year, 255 full-time faculty members taught 100- or 200-level required courses. Training 100 of those faculty members in inclusive pedagogy will touch about 40% of those instructors. In each cohort, ideally each Fellow will have at least one other Fellow in their discipline or college to help in community building. The cohorts will form the basis of the community of practice, which continues after the formal Institute training.

#### *Faculty Institute Programming*

Cohorts will go through the Institute one cohort at a time, with each cohort beginning in a spring semester. Each cohort will have its own shell in the university’s learning management system,

Desire2Learn (D2L). Each training session, whether in-person or online, will have a corresponding module in the cohort’s D2L shell. The staff of the Center for Innovative Teaching and Learning developed the session topics and decided the order of the sessions, whether the sessions would be required or optional, and whether they would be online or in-person. These decisions were made based on the literature and the experience and expertise of the staff in conducting faculty development, teaching, and learning.

In Part I of the Institute, which occurs in that first spring semester, there are six required and four optional trainings that will be provided either through in-person workshops or online modules. Fellows must choose at least one optional session. Part I of the Institute lays the groundwork for course revision and development that will happen in the summer. Each Fellow will complete a pre- and post-training Inclusive Teaching Practices Inventory that will help the Fellow with planning and assessing their progress and will also help with program assessment. In concert with Dewsbury’s Deep Teaching model of inclusive pedagogy (2019), the Institute will begin with Fellows exploring identities and implicit biases. Each Fellow will then do an equity gap analysis of the data from their course. Then they will begin exploring different inclusive and active learning teaching approaches and how to foster belonging. (For the full list of trainings see below).

Each of the sessions offered through the Institute is mapped to the learning objectives:

- **(R) Removing barriers to learning**—these are strategies that clear a path for students to be able to learn
- **(E) Engaging students, diversity, and differences**—these are strategies that support interaction between students, content, and instructor; use diversity as an asset for learning; and/or recognize the influence of different identities and experiences in the classroom
- **(F) Fostering academic belonging**— these are strategies that cultivate students’ comfort and competence in a faculty member’s course so that students see themselves as current or potential valued contributors to the course, a community of scholars, or the discipline.

Sessions in Part I of the Faculty Institute (sessions will be conducted in the order they are listed here)	Required (R)/ Optional (O)	Principal Delivery Mode	Learning Objective: R; E; F	Research
1) <b>Why inclusive teaching is important:</b> Learn about the research on inclusive teaching and why it’s important for student success.	R	Online	R, E, F	Bensimon (2007), p. 453; Freeman, et al. (2007), p. 211
2) <b>Identities—Yours &amp; your students’:</b> Inclusive pedagogy recognizes that instructors’ and students’ identities affect teaching and learning. Explore your own and your students’ identities	R	In-person	R, E	Rainey, et al. (2018), p. 5; Dewsbury (2019)

Sessions in Part I of the Faculty Institute (sessions will be conducted in the order they are listed here)	Required (R)/ Optional (O)	Principal Delivery Mode	Learning Objective: R; E; F	Research
to recognize ways that identity might alter the experience of the learning environment.				
3) <b>Recognizing &amp; guarding against implicit biases:</b> Learn about implicit bias, its different manifestations, how it can affect students' experiences of the learning environment, and what you can do about it.	R	In-person	R, E	Dewsbury (2019), p. 176
4) <b>Course equity gap analysis:</b> How to identify and interpret racial equity gaps in course grades with your own student outcome data.	R	In-person	R, E	McNair, et al. (2020), pp. 53-77.
5) <b>Fostering a sense of belonging in classroom and online:</b> Learn about the research on college belonging, barriers to academic belonging, and how to foster academic belonging.	R	In-person	F	Freeman, et al. (2007), p. 215; Cohen & Garcia (2008)
6) <b>Trauma-informed pedagogy:</b> Trauma can have a big impact on a student's ability to learn. A trauma-informed pedagogy is having an awareness of the signs of trauma and using classroom policies and practices to support traumatized students.	R	Online	R, F	Patton & Caffrey (2022)
7) <b>Culturally responsive teaching:</b> Culturally responsive teaching is "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them" (Gay, 2002, p. 29).	O	Online	R, E	Gay (2002); Dewsbury (2019)
8) <b>Problem-based learning:</b> Problem-based learning uses complex real-world problems as the vehicle for student learning of concepts and skills as they propose solutions to the problems. Explore this method as a possibility for your course.	O	In-person	E	Liszka, et al. (2022)

Sessions in Part I of the Faculty Institute (sessions will be conducted in the order they are listed here)	Required (R)/ Optional (O)	Principal Delivery Mode	Learning Objective: R; E; F	Research
9) <b>Project-based learning:</b> Project-based learning is a broad category of teaching method that includes an extended project at the heart of it that requires students to come up with an end product. Explore this method as a possibility for your course.	O	In-person	E	Huysken, et al. (2019)
10) <b>Inclusion in an online environment:</b> Teaching and learning are social processes even in an online context. Explore ways to create a welcoming environment online.	O	Online	R, F	Darby & Lang (2019); Tobin & Behling (2018)

Part II of the Institute will happen in the summer. There are seven required sessions and two optional sessions. Fellows must choose one optional session. These sessions revolve around course revision and development, including a syllabus audit, backward course design, Universal Design for Learning, accessibility, equitable assessments, and transparent assignments. Like the Part I sessions, each of the Part II sessions will have a corresponding module in the cohort’s D2L shell.

Sessions in Part II of the Faculty Institute (sessions will be conducted in the order they are listed here)	Required (R)/ Optional (O)	Principal Delivery Mode	Learning Objective: R; E; F	Research
1) <b>Syllabus audit—content, format, &amp; tone:</b> Examine your syllabus for inclusive teaching approaches and practices	R	In-Person	R, F	Roberts (2020)
2) <b>Backward Course Design:</b> Develop or revise a course using the backward design process that begins at the end—with learning objectives—then goes through assessments, activities, and content, making sure there is alignment between objectives, assessments, and activities.	R	Online and in-person	R, E, F	Wiggins & McTighe (2005); Freeman, et al. (2007), p.217
3) <b>Universal Design for Learning (UDL):</b> Universal Design for Learning (UDL) is curriculum development that gives all individuals equal opportunities to learn. Learn the three	R	Online	R, E, F	Rose, et al. (2006); Schelly, et al. (2011), p. 26

Sessions in Part II of the Faculty Institute (sessions will be conducted in the order they are listed here)	Required (R)/ Optional (O)	Principal Delivery Mode	Learning Objective: R; E; F	Research
principles and guidelines of UDL to incorporate into your course.				
4) <b>Formative assessments:</b> Learn ways to assess student learning in order to modify teaching and learning activities.	O	In-person	R, E	Angelo & Cross (1993)
5) <b>Equitable assessments:</b> Learn strategies for equitable assessments that maintain academic rigor.	R	Online	R, E	Angelo & Cross (1993); Hobbs, et al. (2021)
6) <b>Accessible materials:</b> Learn how to make Word documents and PowerPoint presentations accessible to people with disabilities who use assistive devices, and use good document creation practices from which all students will benefit.	R	In-person & online	R, E, F	Tobin & Behling (2018), pp. 219-243
7) <b>Transparent Assignments:</b> Learn about the research on transparency in teaching and learning. Examine and revise assignments for transparency.	R	In-person	R, F	Winkelmes, et al. (2016)
8) <b>OER Resources:</b> Open Educational Resources (OER) are low-cost or no-cost materials that you use for your classes in place of expensive text books. Explore the possible OER resources for your course, or consider creating your own.	O	Online	R, E, F	Colvard, et al. (2018), pp. 269, 273
9) <b>Student support services at Radford:</b> What services and resources are available on campus and in the community for students?	R	Online	R, E, F	Dewsbury (2019), p. 184

Part III of the Institute is the implementation phase. Each Fellow will implement the course they revised during Part II. This may occur in either the fall or spring semesters, depending on the course. During Part III, there will also be two required sessions and four optional sessions offered in the fall. Fellows must choose one optional session. During implementation, the community of practice will begin for the cohort. There will be regular meetings throughout the semesters for Fellows to touch base with each other, reflect on their teaching, and share successes, areas for improvement, and resources. There will be opportunities for Fellows to present at campus events. There is a presumption of continuous improvement during the implementation semester and thereafter with the support of the community of practice.

Sessions in Part III of the Faculty Institute (sessions will be conducted in the order they are listed here)	Required (R)/ Optional (O)	Principal Delivery Mode	Learning Objective: R; E; F	Research
1) <b>Active learning toolkit:</b> Learn strategies for getting students to engage with course material, other students, and/or the instructor.	R	Online	R, E, F	Freeman, T.M., et al. (2007), pp. 216-217; Freeman, S., et al. (2014), p. 8411
2) <b>Teaching Reading and Note-Taking for Success in Your Course:</b> Learn how to incorporate a lesson into your course that helps students be successful readers and note-takers in your course.	O	Online	R	Miyatsu, et al. (2018)
3) <b>Metacognition:</b> Learn what metacognition is, how and why metacognitive judgements are often inaccurate, and ways to deal with those inaccuracies to help your students be more effective learners	O	Online	R, F	Bjork, et al (2013)
4) <b>Addressing microaggressions in the classroom:</b> Learn about the research on microaggressions and their effect on learning. Then learn how to avoid and address microaggressions that might arise in the classroom.	R	Online	R, E, F	Torino, et al. (2018)
5) <b>Navigating controversial topics:</b> Learn strategies for facilitating discussions on controversial topics.	O	In-person	E, F	Hughes, et al. (2010)
6) <b>Effective teams:</b> Learn strategies for group formation, group management, “problem” groups, equitable effort across student team members, and assessment of individuals in a group.	O	In-person	E, F	Spring (2022)
7) <b>Community of Practice:</b> a group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. (Begins in Part III of the Institute; continues past Part III)	R	In-person and online	E, F	Wengert & Wengert (2015); Marineo, et al. (2022)

*How faculty will change their courses*

A key to the changes in student success is the changes faculty make after participating in the Faculty Institute. Faculty will be learning about issues such as identity, implicit bias, and historical equity gaps in their courses. Inclusive teaching practices include a wide range of practices that should take into account the context of the course, the students, and the instructor, such as: knowing your students' names and how to pronounce them correctly; creating assignments that are clear and transparent as to purpose and instructions; creating assignments that incorporate student choices and experiences; varying assignment formats so students have a variety of ways to demonstrate knowledge (e.g., journals, video, research papers, podcast, or graphic representations); providing a variety of ways for students to participate in class and engage material, e.g., small group discussion, backchannel communication during a lecture, while watching video, or during large group class discussion, in-class surveys; talking to students before or after class; incorporating student interests into course content; ensuring course content represents diverse authors and sources; analyzing the syllabus for inclusive tone, course policies, and content; using low or no cost instructional materials; and ensuring that all materials are accessible to students with disabilities.

There are many more ways to teach that include and value all students. Many active learning strategies such as project-based learning, and problem based learning along with backwards course design, frequent low stakes formative assessment, culturally responsive teaching and metacognition are additional ways to adjust courses to include these inclusive practices.

Active learning strategies invite students to be an active participant in their own learning by participating in class discussions, solving problems, practicing skills, proposing solutions, making decisions, explaining ideas in their own words and struggling with complex ideas. Active learning allows students sufficient practice and for their memory to better encode the information being taught. If students are given frequent immediate feedback as they are engaged in active learning, this allows for the correction of misconceptions and for students to grasp material at a deeper level. Furthermore, it allows for more regular interaction with the instructor and their peers, resulting in a deeper sense of community in the classroom. These strategies work best when you introduce the idea of active learning on the first day of class and clarify the expectations for their participation.

Project-based learning is a form of active learning strategies that focuses on student engagement in real world learning and personally meaningful projects. These typically take place over an extended period of time where students investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Project-based learning requires critical thinking, problem solving, collaboration, and various forms of communication. All these result in deeper learning of the material.

Problem-based learning is another form of active learning where students work in groups to solve an open-ended problem in order to learn about a subject. In addition to the subject matter this type of learning teaches students about teamwork, self-awareness, and oral or written communication. In problem based learning, instead of teaching the material through lecture, the problem is presented first. These can be short or involve considerable time up to the entire semester.

In backward course design you start with the end in mind and identify what the students will know or be able to do as a result of participating in your course. Then you structure student learning in your course based on assessments tied to those course outcomes. Specifically, you identify assessments that let you know students have learned the outcomes and then you design course activities, readings, and homework to ensure the students can achieve the outcomes. This process also focuses on the fact that active learning strategies are more likely to lead to higher order thinking and outcomes utilizing higher order thinking

than lecture-based courses. This alignment of outcomes, assessments and course activities results in higher levels of student learning and success in the course.

Frequent low stakes formative assessment is a method of incorporating recurring, short assignments which provides students with more frequent opportunities for practice and feedback over the course of the semester while offering instructors meaningful data about students' learning and overall progress. These assignments get less points each than traditional exams. Research into how students learn demonstrates that students learn best by doing and that frequent repeated practice improves performance and retention of information. Classroom Assessment Techniques such as think-pair-share, muddiest point, minute paper, student generated test questions, and directed paraphrasing are excellent examples of frequent low stakes formative assessment.

Culturally responsive teaching is using students' cultural knowledge, customs, prior experience, characteristics, and perspectives as tools for classroom instruction. This kind of teaching helps students of color to see themselves as belonging in the classroom. The first step is to do an internal audit and reflect on your own identity, culture, and biases as well as reflections on your current teaching practices. Other features include giving students agency and voice in what they read, where they sit, how the class interacts and what they need to feel respected, safe, and included.

Metacognition is the act of thinking about your thinking. This increased self-awareness plays a critical role in increasing student learning and performance due to the greater efficiency of focusing on what they still need to learn. Active learning strategies, Problem-based learning, project-based learning and frequent low stakes formative assessments all work to help students reflect on their learning. Faculty can incorporate reflection exercises, exam wrappers (after an exam answering questions such as "which study habit was most or least effective" or "what concepts did I know best and how did I study for them"), and incorporation of metacognition into course activities such as doing a muddiest point activity at the end of class then adjusting the plan for the next class to address the questions students still have. The institute sessions will cover all of these and more.

Faculty will be exposed to these practices through the Faculty Institute and can decide which ones best fit their course. Use of inclusive teaching practices will be assessed via the Inclusive Practices Inventory and a review of syllabi from before and after participation in the Institute.

#### *Faculty Institute Personnel*

The Institute will initially be coordinated by the QEP Director. In year three the QEP will hire a DEI Instructional Designer who will, among other things, take over the coordination of the Faculty Institute (see Appendix G for Position Description) and the Community of Practice. Sessions will be developed and facilitated by Radford University's current Instructional Designers in the Center for Innovative Teaching and Learning and other campus partners.

#### *RISE Community Action Teams (R-CATs)*

RISE Community Action Teams (R-CATs) will be collaborative groups of 3-6 student representatives representing various majors and one faculty representative from each department who are committed to advancing campus-community belonging. R-CATs will be organized by academic college, with one R-CAT situated in each college. There will also be an RUC R-CAT. The idea for the R-CATs grew from the input of the students on the QEP Development Committee Program Team who suggested the need for events that bring students and faculty together. The goal of the R-CATs is to facilitate campus belonging in academic colleges.

R-CATs will create activities and events that will provide opportunities for interpersonal connection between faculty, staff and students, promote community building, and improve belonging. Representation from both faculty and students on R-CATs will be critical for creating programming that facilitates a sense of belonging for students. These collaborative groups are an important touch point for faculty-student connection outside of the classroom, and they incorporate student voice in programming that is meant to positively affect them and their peers. Ideally, R-CAT members will represent systemically disadvantaged groups of students. College Deans may appoint team members or delegate the choosing of team members to department chairs.

An R-CAT Council, led by the QEP Program Director, will consist of one elected faculty and one elected student representative from each R-CAT, and will be a platform for communication, collaboration, and support between and with R-CATs. The R-CAT Council will meet two times a semester. The QEP Program Director will assist by providing expertise on belonging and guidance to R-CATs for event development and implementation.

### **R-CAT Council**

- QEP Program Director
- QEP Assessment Director
- Faculty and student representatives, Artis College of Science and Technology
- Faculty and student representatives, College of Education and Human Development
- Faculty and student representatives, College of Humanities and Behavioral Sciences
- Faculty and student representatives, College of Visual and Performing Arts
- Faculty and student representatives, Davis College of Business
- Faculty and student representatives, School of Nursing
- Faculty and student representatives, Waldron College of Health and Human Services
- Faculty and student representatives, Radford University Carilion

Assessment data and programming are interconnected, not just for the broader QEP, but also for the people who are the architects of the programming within it. As one REALISE student observed about the REALISE student mentoring experience, “There are external parts where you do hold events and programs, and then there’s also internal parts where we do data collection and assessment...both of the internal and external programs we do work together to create a sense of belonging.” At the start of each year, R-CATs will review their college’s equity gap reports from the prior year, situating their programming within their college’s equity context. R-CATs will also collect and report event participation data, as well as assist the QEP Assessment Team with data collection.

The R-CATs will be formed in Spring 2023 and will begin operating in Fall 2023. Each R-CAT will manage the RISE Food for Thought program within the college. RISE *Food for Thought* (FFT) is a fresh fruit/breakfast grab-n-go program offered in a public space or main thoroughfare of the colleges’ main buildings one day a week during the semester. *Food for Thought* events provide students with an opportunity to interact with faculty and students on a weekly basis. The FFT events simultaneously provide frequent and consistent opportunities for informal interactions between students and faculty, but the events will also likely address students’ food insecurity. The R-CATs will decide how the program is run in their college, including staffing for the event.

R-CATs will conduct other events such as “College Days,” which are academic club fairs within each college to invite participation in organizations within the college. Each R-CAT is also responsible for developing and executing a minimum of two activities, one in the early fall and one in the early spring, to promote campus belonging in the college, with an emphasis on facilitating belonging for systemically disadvantaged student populations as determined by the data.

Additionally, the R-CATS will collect and review data and other information such as the annual college equity gap reports produced by the QEP Assessment Director, review research on the importance of belonging for student success, collect and report event participation data to the QEP Assessment Team and assist the QEP Assessment Team with the distribution of an annual belongingness survey.

### QEP Timeline

The timeline tables below represent the anticipated timing of major activities and milestones for the RISE QEP. Continual assessment of QEP components will inform adjustments to the timeline. We will conduct annual reviews, involving campus partners and an external consultant, to track progress of goals. Any changes that are necessary following the reviews will be documented.

#### Year 0—Spring 2023-Summer 2023

Semester	Assessment	R-CATs	Faculty Institute	Administrative
Spring 2023	<ul style="list-style-type: none"> <li>Pilot class-based surveys of all 100- &amp; 200-level courses</li> </ul>	<ul style="list-style-type: none"> <li>Form 2023-2024 R-CATs</li> <li>Form the R-CAT Council</li> </ul>	<ul style="list-style-type: none"> <li>Form Cohort #1</li> <li>Continue developing workshops</li> </ul>	<ul style="list-style-type: none"> <li>Meet with external consultant</li> <li>QEP Development Committee Steering Team continues to meet</li> <li>SACSCOC reaffirmation on-site visit</li> </ul>
Summer 2023			<ul style="list-style-type: none"> <li>Continue developing workshops</li> </ul>	<ul style="list-style-type: none"> <li>QEP Development Committee Steering Team transitions to the QEP Advisory Board</li> </ul>

**Year 1—Fall 2023-Summer 2024**

Semester	Assessment	R-CATs	Faculty Institute	Administrative
Fall 2023	<ul style="list-style-type: none"> <li>Gathering R-CAT event data</li> <li>Selection of random sample of all 100- &amp; 200-level courses class-based surveys</li> <li>Successful course completion data request</li> <li>Conduct Campus Belonging Survey</li> <li>Collect FI pre-training artifacts and Inclusive Teaching Inventory Cohort #1</li> </ul>	<ul style="list-style-type: none"> <li>Kickoff event and training</li> <li>Implement Fall event</li> <li>Weekly Food for Thought</li> <li>2 meetings of the R-CAT Council</li> </ul>	<ul style="list-style-type: none"> <li>Finalize development of workshops</li> </ul>	<ul style="list-style-type: none"> <li>QEP Advisory Board meets</li> </ul>
Spring 2024	<ul style="list-style-type: none"> <li>Gather R-CAT event and FI data</li> <li>Selection of random sample of all 100- &amp; 200-level courses for class-based surveys</li> <li>Successful course completion data request</li> <li>Conduct Campus Belonging Survey</li> <li>Conduct NSSE</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Food for Thought</li> <li>2 meetings of the R-CAT Council</li> <li>Implement spring event</li> <li>Implement Academic Club Fair</li> </ul>	<ul style="list-style-type: none"> <li>Conduct kickoff event</li> <li>Cohort #1 Part I Training</li> </ul>	<ul style="list-style-type: none"> <li>QEP Advisory Board meets</li> <li>Recruit and form FI Cohort #2</li> </ul>
Summer 2024	<ul style="list-style-type: none"> <li>Gather FI data</li> <li>Annual reporting for successful course completions, academic and campus belonging</li> <li>Advisory committee review of all assessment data from the year and any actions needed based on the analysis</li> </ul>		<ul style="list-style-type: none"> <li>Cohort #1 Part II Training</li> </ul>	<ul style="list-style-type: none"> <li>Meet with external consultants</li> <li>QEP Advisory Board meets</li> </ul>

**Year 2—Fall 2024-Summer 2025**

Semester	Assessment	R-CATs	Faculty Institute	Administrative
Fall 2024	<ul style="list-style-type: none"> <li>Gathering R-CAT event and FI data</li> <li>Selection of random sample of all 100- &amp; 200-level courses for class-based surveys</li> <li>Successful course completion data request</li> <li>Conduct Campus Belonging Survey</li> <li>Collect FI pre-training artifacts and Inclusive Teaching Inventory Cohort #2</li> </ul>	<ul style="list-style-type: none"> <li>Kickoff event and training</li> <li>Implement Fall event</li> <li>Weekly Food for Thought</li> <li>2 meetings of the R-CAT Council</li> </ul>	<ul style="list-style-type: none"> <li>Cohort #1 implements revised courses</li> <li>Cohort #1 Part III training</li> <li>Community of Practice begins for Cohort #1</li> </ul>	<ul style="list-style-type: none"> <li>QEP Advisory Board meets</li> </ul>
Spring 2025	<ul style="list-style-type: none"> <li>Gather R-CAT event and FI data</li> <li>Selection of random sample of all 100- &amp; 200-level courses for class-based surveys</li> <li>Successful course completion data request</li> <li>Conduct Campus Belonging Survey</li> <li>Conduct NSSE</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Food for Thought</li> <li>2 meetings of the R-CAT Council</li> <li>Implement spring event</li> <li>Implement Academic Club Fair</li> </ul>	<ul style="list-style-type: none"> <li>Conduct kickoff event</li> <li>Cohort #2 Part I Training</li> <li>Cohort #1 implements revised courses</li> <li>Community of Practice continues</li> </ul>	<ul style="list-style-type: none"> <li>QEP Advisory Board meets</li> <li>Recruit and form FI Cohort #3</li> </ul>
Summer 2025	<ul style="list-style-type: none"> <li>Gather FI data</li> <li>Annual reporting for successful course completions, academic and campus belonging</li> <li>Advisory committee review of all assessment data from the year and any actions needed based on the analysis</li> </ul>		<ul style="list-style-type: none"> <li>Cohort #2 Part II training</li> </ul>	<ul style="list-style-type: none"> <li>Meet with external consultants</li> <li>QEP Advisory Board meets</li> <li>Evaluate programming and make modifications as necessary</li> </ul>

**Year 3—Fall 2025-Summer 2026**

Semester	Assessment	R-CATs	Faculty Institute	Administrative
Fall 2025	<ul style="list-style-type: none"> <li>Gathering R-CAT event and FI data</li> <li>Selection of random sample of all 100- &amp; 200-level courses for class-based surveys</li> <li>Successful course completion data request</li> <li>Conduct Campus Belonging Survey</li> <li>Collect FI pre-training artifacts and Inclusive Teaching Inventory Cohort #3</li> </ul>	<ul style="list-style-type: none"> <li>Kickoff event and training</li> <li>Implement Fall event</li> <li>Weekly Food for Thought</li> <li>2 meetings of the R-CAT Council</li> </ul>	<ul style="list-style-type: none"> <li>Cohort #2 implements revised courses</li> <li>Cohort #2 Part III training</li> <li>Community of Practice begins for Cohort #2</li> </ul>	<ul style="list-style-type: none"> <li>QEP Advisory Board meets</li> </ul>
Spring 2026	<ul style="list-style-type: none"> <li>Gather R-CAT event and FI data</li> <li>Selection of random sample of all 100- &amp; 200-level courses for class-based surveys</li> <li>Successful course completion data request</li> <li>Conduct Campus Belonging Survey</li> <li>Conduct NSSE</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Food for Thought</li> <li>2 meetings of the R-CAT Council</li> <li>Implement spring event</li> <li>Implement Academic Club Fair</li> </ul>	<ul style="list-style-type: none"> <li>Conduct kickoff event</li> <li>Cohort #3 Part I Training</li> <li>Cohort #2 implements revised courses</li> <li>Community of Practice continues</li> </ul>	<ul style="list-style-type: none"> <li>QEP Advisory Board meets</li> <li>Recruit and form FI Cohort #4</li> </ul>
Summer 2026	<ul style="list-style-type: none"> <li>Gather FI data</li> <li>Annual reporting for successful course completions, academic and campus belonging</li> <li>Advisory committee review of all assessment data from the year and any actions needed based on the analysis</li> </ul>		<ul style="list-style-type: none"> <li>Cohort #3 Part II training</li> </ul>	<ul style="list-style-type: none"> <li>Meet with external consultants</li> <li>QEP Advisory Board meets</li> <li>Evaluate programming and make modifications as necessary</li> </ul>

Year 4—Fall 2026-Summer 2027

Semester	Assessment	R-CATs	Faculty Institute	Administrative
Fall 2026	<ul style="list-style-type: none"> <li>Gathering R-CAT event and FI data</li> <li>Selection of random sample of all 100- &amp; 200-level courses for class-based surveys</li> <li>Successful course completion data request</li> <li>Conduct Campus Belonging Survey</li> <li>Collect FI pre-training artifacts and Inclusive Teaching Inventory Cohort #4</li> </ul>	<ul style="list-style-type: none"> <li>Kickoff event and training</li> <li>Implement Fall event</li> <li>Weekly Food for Thought</li> <li>2 meetings of the R-CAT Council</li> </ul>	<ul style="list-style-type: none"> <li>Cohort #3 implements revised courses</li> <li>Cohort #3 Part III training</li> <li>Community of Practice begins for Cohort #3</li> </ul>	<ul style="list-style-type: none"> <li>QEP Advisory Board meets</li> </ul>
Spring 2027	<ul style="list-style-type: none"> <li>Gather R-CAT event and FI data</li> <li>Selection of random sample of all 100- &amp; 200-level courses for class-based surveys</li> <li>Successful course completion data request</li> <li>Conduct Campus Belonging Survey</li> <li>Conduct NSSE</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Food for Thought</li> <li>2 meetings of the R-CAT Council</li> <li>Implement spring event</li> <li>Implement Academic Club Fair</li> </ul>	<ul style="list-style-type: none"> <li>Conduct kickoff event</li> <li>Cohort #4 Part I Training</li> <li>Cohort #3 implements revised courses</li> <li>Community of Practice continues</li> </ul>	<ul style="list-style-type: none"> <li>QEP Advisory Board meets</li> <li>Recruit and form FI Cohort #5</li> </ul>
Summer 2027	<ul style="list-style-type: none"> <li>Gather FI data</li> <li>Annual reporting for successful course completions, academic and campus belonging</li> <li>Advisory committee review of all assessment data from the year and any actions needed based on the analysis</li> </ul>		<ul style="list-style-type: none"> <li>Cohort #4 Part II training</li> </ul>	<ul style="list-style-type: none"> <li>Meet with external consultants</li> <li>QEP Advisory Board meets</li> <li>Evaluate programming and make modifications as necessary</li> <li>Begin planning for 5-year Impact Report</li> </ul>

**Year 5—Fall 2027-Summer 2028**

Semester	Assessment	R-CATs	Faculty Institute	Administrative
Fall 2027	<ul style="list-style-type: none"> <li>Gathering R-CAT event and FI data</li> <li>Selection of random sample of all 100- &amp; 200-level courses for class-based surveys</li> <li>Successful course completion data request</li> <li>Conduct Campus Belonging Survey</li> <li>Collect FI pre-training artifacts and Inclusive Teaching Inventory Cohort #5</li> </ul>	<ul style="list-style-type: none"> <li>Kickoff event and training</li> <li>Implement Fall event</li> <li>Weekly Food for Thought</li> <li>2 meetings of the R-CAT Council</li> </ul>	<ul style="list-style-type: none"> <li>Cohort #4 implements revised courses</li> <li>Cohort #4 Part III training</li> <li>Community of Practice begins for Cohort #4</li> </ul>	<ul style="list-style-type: none"> <li>QEP Advisory Board meets</li> <li>Draft Five-Year Impact Report</li> <li>Plan for transition to long-term, sustainable version of RISE QEP</li> </ul>
Spring 2028	<ul style="list-style-type: none"> <li>Gather R-CAT event and FI data</li> <li>Selection of random sample of all 100- &amp; 200-level courses for class-based surveys</li> <li>Successful course completion data request</li> <li>Conduct Campus Belonging Survey</li> <li>Conduct NSSE</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Food for Thought</li> <li>2 meetings of the R-CAT Council</li> <li>Implement spring event</li> <li>Implement Academic Club Fair</li> </ul>	<ul style="list-style-type: none"> <li>Conduct kickoff event</li> <li>Cohort #5 Part I Training</li> <li>Cohort #4 implements revised courses</li> <li>Community of Practice continues</li> </ul>	<ul style="list-style-type: none"> <li>QEP Advisory Board meets</li> <li>Finalize and submit Five-Year Impact Report</li> <li>Continue planning for transition to long-term, sustainable version of RISE QEP</li> </ul>
Summer 2028	<ul style="list-style-type: none"> <li>Gather FI data</li> <li>Annual reporting for successful course completions, academic and campus belonging</li> <li>Advisory committee review of all assessment data from the year and any actions needed based on the analysis</li> </ul>		<ul style="list-style-type: none"> <li>Cohort #5 Part II training</li> </ul>	<ul style="list-style-type: none"> <li>Meet with external consultants</li> <li>QEP Advisory Board meets</li> <li>Evaluate programming and make modifications as necessary</li> </ul>

**Year 6—Fall 2028**

Semester	Assessment	R-CATs	Faculty Institute	Administrative
Fall 2028	<ul style="list-style-type: none"> <li>Gathering R-CAT event FI data</li> <li>Selection of random sample of all 100- &amp; 200-level courses for class-based surveys</li> <li>Successful course completion data request</li> <li>Conduct Campus Belonging Survey</li> </ul>	<ul style="list-style-type: none"> <li>Kickoff event and training</li> <li>Implement Fall event</li> <li>Weekly Food for Thought</li> <li>2 meetings of the R-CAT Council</li> </ul>	<ul style="list-style-type: none"> <li>Cohort #5 implements revised courses</li> <li>Cohort #5 Part III training</li> <li>Community of Practice begins for Cohort #5</li> </ul>	<ul style="list-style-type: none"> <li>QEP Advisory Board meets</li> <li>Transition to long-term, sustainable version of RISE QEP</li> </ul>

[QEP Resources to be Committed](#)

Radford University fully supported the development of the QEP by providing funding to support the faculty, staff, and students who developed the plan, marketed it to the university campuses, and continue to prepare for the implementation of the QEP. (Appendix D). Support included not only the expenses but also the time, talents, and knowledge of those on the development committee, in the Center for Innovative Teaching and Learning, in the Office of Institutional Research, and in the Office of Institutional Effectiveness and Quality Improvement.

[QEP Implementation Budget](#)

The QEP will provide funds for the RISE Food for Thought programming rub by the R-CATS including food, beverages and supplies such as coffee makers and carts for each academic college (8 total). The College of Humanities and Behavioral Sciences already has these items for startup, so we only need 7 in year 1. Additional funds for supply replacement costs have been factored into FY 3, 4, and 5. Additionally, the QEP will be funding R-CAT events.

The QEP includes some incentives for faculty participation. Each Fellow will receive one course reassignment to occur in the first semester of participation. This course reassignment gives faculty members the necessary time to devote to eight professional development sessions as well as regular cohort meetings. Each Fellow will also receive a \$2,500 summer stipend for the course revision work to be done during the summer. \$2,00 of it will be received in the summer. Finally, after a Fellow has taught their revised course for the first time and completed a survey about the changes they made to the course and their teaching practices, they will receive the final \$500.

Radford University is fortunate to have most of the personnel for the QEP implementation already in place. Support for the QEP Directors, who are both full-time tenured faculty members, including reassigned time and summer stipend will be required for them to lead the work. One additional hire, a DEI Instructional Designer, will be necessary to sustain the goals of the Faculty Institute. The administrative assistant from the Institutional Effectiveness and Quality Improvement office will have time reallocated to provide the administrative needs of the QEP, so no new funds are required for this budget item. Additionally, the Institutional Effectiveness and Quality Improvement office will provide

travel funding for personnel to attend the yearly SACSCOC meetings. Other costs associated with the R-CATs and the Faculty Institute are outlined below.

Finally, the QEP has budgeted for office supplies, assessment instruments, promotional materials, and celebration events. Approximately \$150,000 per year will come from the existing QEP budget created during the last QEP. That initiative has continued after being approved for new initiative funding and now has its own budget. As you can see from the budget below, an additional \$100,000 per year in additional funds will be needed for the RISE QEP. These funds will be reallocated from other areas of the university through our annual budget process. In years 3, 4, and 5 additional new money will be needed and it is expected based on current data related to enrollment projections and retention efforts that this money will become available.

*\*Note Radford University is a public institution of the Commonwealth of Virginia. As such, while we plan our own budgets nothing is final until the Governor signs the budget July 1<sup>st</sup>.*

ITEM	FY1 7/1/2023- 6/30/2024	FY2 7/1/2024- 6/30/2025	FY3 7/1/2025- 6/30/2026	FY4 7/1/2026- 6/30/2027	FY5 7/1/2027- 6/30/2028	TOTAL
<b>Food for Thought</b>						
start-up and replacement costs	\$3,640	\$0	\$1,560	\$1,040	\$1,560	<b>\$7,800</b>
food, beverage, supplies	\$11,200	\$11,200	\$11,200	\$11,200	\$11,200	<b>\$56,000</b>
t-shirts	\$1,840	\$1,600	\$1,440	\$1,440	\$1,440	<b>\$7,760</b>
<b>R-CAT Events</b>						
Fall Event	\$5,600	\$5,600	\$5,600	\$5,600	\$5,600	<b>\$28,000</b>
Spring Event	\$5,600	\$5,600	\$5,600	\$5,600	\$5,600	<b>\$28,000</b>
College Club Fair	\$600	\$600	\$600	\$600	\$600	<b>\$3,000</b>
R-CAT Council gatherings	\$200	\$200	\$200	\$200	\$200	<b>\$1,000</b>
<b>R-CAT TOTAL</b>						<b>\$131,560</b>
<b>Faculty Institute &amp; Community of Practice</b>						
materials	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	<b>\$5,000</b>

<b>ITEM</b>	<b>FY1 7/1/2023- 6/30/2024</b>	<b>FY2 7/1/2024- 6/30/2025</b>	<b>FY3 7/1/2025- 6/30/2026</b>	<b>FY4 7/1/2026- 6/30/2027</b>	<b>FY5 7/1/2027- 6/30/2028</b>	<b>TOTAL</b>
course reassignments	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000	<b>\$350,000</b>
summer stipends	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	<b>\$250,000</b>
implementation incentives	\$0	\$10,000	\$10,000	\$10,000	\$10,000	<b>\$40,000</b>
travel to/from RUC	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	<b>\$6,000</b>
<b>Faculty Institute TOTAL</b>						<b>\$651,000</b>
<b>Personnel</b>						
QEP Program Director--stipend/salary	\$17,250	\$13,500	\$13,500	\$13,500	\$13,500	<b>\$71,250</b>
QEP Program Director--course reassignment	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000	<b>\$70,000</b>
QEP Assessment Director--stipend/salary	\$17,250	\$13,500	\$13,500	\$13,500	\$13,500	<b>\$71,250</b>
QEP Assessment Director--course reassignment	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000	<b>\$70,000</b>
DEI Instructional Designer--salary	\$73,000	\$73,000	\$73,000	\$73,000	\$73,000	<b>\$365,000</b>
DEI Instructional Designer--benefits	\$26,995	\$26,995	\$26,995	\$26,995	\$26,995	<b>\$134,975</b>
Administrative Assistant *10 hours/week	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	<b>\$45,000</b>
External Consultant	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	<b>\$17,500</b>

<b>ITEM</b>	<b>FY1 7/1/2023- 6/30/2024</b>	<b>FY2 7/1/2024- 6/30/2025</b>	<b>FY3 7/1/2025- 6/30/2026</b>	<b>FY4 7/1/2026- 6/30/2027</b>	<b>FY5 7/1/2027- 6/30/2028</b>	<b>TOTAL</b>
<b>Personnel TOTAL</b>						<b>\$844,975</b>
<b>Miscellaneous</b>						
Celebration Events	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	<b>\$17,500</b>
Assessment instruments and data analysis	\$3,000	\$4,000	\$5,000	\$6,000	\$7,000	<b>\$25,000</b>
Supplies, printing	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	<b>\$10,000</b>
Promotional materials	\$3,000	\$2,000	\$1,000	\$0	\$0	<b>\$6,000</b>
<b>Miscellaneous TOTAL</b>						<b>\$58,500</b>
<b>TOTALS</b>	<b>\$333,375</b>	<b>\$331,995</b>	<b>\$333,395</b>	<b>\$332,875</b>	<b>\$334,395</b>	<b>\$1,686,035</b>

## Chapter 6 - Assessment Plan

The impact of Radford University’s efforts related to the Realizing Inclusive Student Excellence (RISE) QEP will be assessed using a multi-method, multi-year assessment strategy including the use of direct and indirect measures of student success, nationally normed survey instruments coupled with internally developed items, and detailed tracking of QEP-related activities. QEP assessment data will be used to produce annual RISE reports in an effort toward continuous improvement. The reports will be shared internally with QEP leadership, the Director of Institutional Effectiveness and Quality Improvement, the DEI Instructional Designer, the QEP Advisory Board, and the external consultant. Annual summer meetings with this group of individuals will permit monitoring progress toward QEP outcomes and adjustments to the plan based on the results of assessment data.

### Student Success Outcome: Successful Course Completions

Successful course completion is defined as a final grade of A, B, or C. Final course grades will be supplied by the Director of Institutional Research at the conclusion of each semester. Racially disaggregated final course grades for all required 100- and 200-level courses taught by RISE Faculty Fellows at the end of Fall and Spring semesters will be examined.

Initial assessment of the success of our efforts will be determined by comparing successful course completions rates for RISE Faculty Fellows and non-RISE Faculty Fellows. To facilitate this comparison, we will select a 10-15% random sample (stratified by college) of all required 100- and 200-level courses taught each semester. As more faculty complete the RISE Faculty Institute, we anticipate an increasing capacity to conduct other analyses regarding the impact of the RISE Faculty Institute, such as successful course completion rates before and after completing the institute, but initially small sample sizes will constrain our ability to conduct these comparisons and analyses.

Outcome	Measure	Baseline	Targets for success	Schedule of assessment
<b>Student Success Outcome:</b> Undergraduate Students who take RISE redesigned 100- and 200-level required courses will show significant increases in course success	Final grades in 100-level courses	Range of 69%-75% A, B, OR C grades over the past 7 semesters	80% A, B, OR C grades for RISE courses	Each fall and spring semester
	Equity Gaps in final grades in 100-level courses	Gap of 6-9% over the past 10 years	Reduction in gap by 5%, resulting in a 1-4% gap	Annually in the summer
	Final grades in 200-level courses	Range of 70% to 81% A, B, OR C grades over the past 7 semesters	86% A, B, OR C grades for RISE courses	Each fall and spring semester
	Equity Gaps in final grades in 200-level courses	Gap of 4-8% over the past 10 years	Reduction in gap by 5%, resulting in a 0-3% gap	Annually in the summer

### Student Development Outcome: Academic Belonging

In order to assess the effects of the inclusive pedagogy we will also be measuring the student development outcome of affective and behavioral academic belonging indirectly via self-reports collected through class-based surveys. Typically, sense of belonging is measure at the institution level (i.e., Hausmann et al 2007), but scholars have also successfully adapted sense belonging measures for the department (Knetka, Chatzikyriakidou, & McCartney, 2020) and class level (Freeman, Anderman, & Jensen, 2007). A short survey, developed, and deployed in coordination with Office of Institutional Effectiveness and Quality Improvement will include the questions that appear in the table below. The class-based survey will be deployed near the end of the semester (weeks 12-14). The survey (Appendix H) will be administered through the Qualtrics to all students enrolled in revised 100- and 200-level courses taught by RISE Faculty Fellows and to students enrolled in the randomly selected required 100- and 200-level courses selected each semester.

Outcome	Measure	Baseline	Targets for success	Schedule of assessment
<b>Student Development Outcome 1:</b> Students in Rise Faculty Fellow Courses will exhibit evidence of behavioral and affective academic belonging	Academic belonging survey: behavioral belonging in the classroom (NEW Survey)	NSSE data shows an average of 65.2%	75% of students in RISE courses will report asking questions and contributing to class discussions often or very often	Each fall and spring semester
	Academic belonging survey: behavioral belonging outside the classroom (NEW survey)	NSSE data shows an average of 36.7%	50% of students in RISE courses will report discussing course concepts & academic performance often or very often	Each fall and spring semester
	Academic belonging survey: affective belonging (NEW survey)	NSSE data shows a range of 77.5% to 90% for these questions (general not by class though)	95% of students in RISE courses will report agreement with feeling comfortable, valued & part of the course community	Each fall and spring semester

### Student Development Outcome: Campus Belonging

Assessment of behavioral campus belonging will include student participation in RISE Community Action Team (RCATs) events. RCATs will organize and host weekly RISE *Food for Thought* (FFT) events, fall and spring events, and an academic club fair. Student involvement in *Food for Thought* events will be assessed indirectly through tracking the amount of food or other items distributed at each event to protect student privacy related to food insecurity. Student participation in the academic club fairs and the other R-CAT events will be assessed directly using RU OneCard swipe data. Card swipe technology will be made available for each event and the card swipe will record students' RU ID information.

Assessment of affective campus belonging will include annual (fall semester) distribution of a short campus belonging survey and the annual NSSE survey (spring semester). R-CATs will facilitate the distribution of a brief campus belonging survey that include three items typically used to measure campus belonging (Hausmann et al., 2007) and are identical to those that appear on NSSE. The table below includes the three measures of affective campus belonging. The annual campus belonging surveys and the NSSE survey also capture RU ID numbers, allowing us to estimate the impact of involvement in R-CAT events with sense of campus belonging.

Outcome	Measure	Baseline	Targets for success	Schedule of assessment
<b>Student Development Outcome 2:</b> Students will exhibit behavioral campus belonging	Student participation in R-CAT sponsored events.	No baseline available	50% of students will participate in one or more R-CAT events	Each academic year
	Students reporting comfortable being themselves at Radford (NSSE and Campus Belongingness Survey)	NSSE data shows an average of 90% from 2018-2021	95% of students will report agreement with feeling comfortable, valued & part of the campus community	NSSE Each spring and campus survey each fall.
	Students reporting feeling valued by Radford (NSSE and Campus Belongingness Survey)	NSSE data shows an average of 77.5% from 2018-2021	85% of students will report agreement with feeling valued	NSSE Each spring and campus survey each fall.
	Students reporting feeling like a part of the community at Radford (NSSE and Campus Belongingness Survey)	NSSE data shows an average of 76.7% from 2018-2021	85% of students will report agreement with feeling part of the campus community	NSSE Each spring and campus survey each fall.

### Assessment of QEP Actions to Implement

In addition to direct and indirect assessment of student success, Radford University will assess its progress toward increasing more inclusive learning and campus environments by tracking the quantity and quality of activities supporting the goals of RISE.

We will track the annual number of applications to the faculty institute and the number of faculty who participate in the faculty institute. We will also monitor faculty participation across main campus and Radford University Carilion. We will track the number of students taught by RISE Faculty Institute

Fellows. We intend to include the number of students taught by RISE Faculty Fellows each time the revised course is taught. We will track the pedagogical impact of the QEP through several monitoring activities. All faculty who apply to the RISE Faculty Institute will submit the syllabus for the course they intend to revise, a brief narrative about their interest in the institute, and a short questionnaire. These pre-institute materials and post-institute requirements (described in more detail below) will be used to monitor Faculty Institute QEP activities.

- a. Participating faculty will be required to complete a pre and post Institute syllabus
- b. Participating faculty will also be required to complete a pre- and post-Institute Inclusive Teaching Practices Inventory. (see Appendix F for Inventory)
- c. After implementing the revised course, faculty are required to complete a post-implementation reflection. The reflection will ask faculty to discuss their experiences with the newly revised course with a focus on the inclusive pedagogies incorporated into the course.

### Analysis and Use of Data

Each year we will review the data collected both on student success and program implementation. This review by QEP Advisory Board will allow for a thorough discussion of the strengths and weaknesses identified in the overall and disaggregated student success data, reflect on the pre-and post-syllabi, Teaching practices inventory data, and post implementation reflections, and identify actions to improve for the next cohort. Based on the data, changes could include changes in the Faculty Institute, changes to student supports, changes to the R-CAT structure or events, changes to faculty support, and pedagogy changes in the RISE courses.

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## Appendices

### Appendix A: Mission and Core Values

#### **Vision**

Radford University aspires to be the premier, innovative, student-centered university in the Commonwealth of Virginia and beyond with a keen focus on teaching, research and service.

#### **Mission**

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.

#### **Core Values**

- Student Empowerment and Success — We engage and support our students in the discovery and pursuit of their own unique paths.
- Excellence — We expect our community to strive for the highest standards.
- Inclusiveness — We are committed to a spirit of cooperation and collaboration, embracing and honoring the diversity of our community.
- Community — We foster relationships and a culture of service within and beyond our university community.
- Intellectual Freedom — We encourage and defend a fearless exploration of knowledge in all its forms.
- Innovation — We inspire and support creativity in research, scholarship, pedagogy and service.
- Sustainability — We are committed to integrating sustainable practices into all aspects of our operations and engage students across the curriculum to learn, discover and contribute to positive current and future environmental solutions.

## Appendix B: Radford Strategic Plan

### ACADEMIC EXCELLENCE AND RESEARCH

1. Be a leading institution of higher education in the Commonwealth of Virginia to produce students with a high level of applied learning capabilities for productive professional and personal lives.
2. Garner recognition for signature academic programs in health sciences, healthcare and human services across the lifespan.
3. Garner recognition for signature academic programs that provide expertise for enhancing information safety and security for Virginians and the global community.
4. Increase faculty and student-faculty collaborative research, scholarship and creative activities that are externally validated through peer review and supported by grants.

### BRAND IDENTITY

1. Cultivate a fierce pride among internal constituents (i.e., current students, faculty and staff) through a shared understanding and experience of the Highlander identity and values (Responsive, Resilient, Real).
2. Integrate the Highlander brand identity and values (Responsive, Resilient, Real) into communications with external constituents (e.g., alumni, employers, prospective students and family members).

### ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS

1. Contribute to overall economic growth and increased employment opportunities in the region through both indirect and direct economic development activities in the health, education, arts and culture, natural resources and infrastructure sectors .
2. Facilitate and support the City of Radford and the New River Valley as focal points for business, social, tourism and cultural activities.

### PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT

1. Broaden engagement for all constituents.
2. Increase giving and engagement.
3. Inform constituents about giving opportunities and highlight success and impact.

### STRATEGIC ENROLLMENT GROWTH

1. Support enrollment growth through the development and utilization of actionable data and predictive analytics.
2. Grow in-state freshman student headcount enrollment by three percent annually.

3. Grow out-of-state freshman student headcount enrollment by three percent annually.
4. Grow new transfer student headcount enrollment by three percent annually.
5. Grow veteran and active military student headcount enrollment by ten percent annually.
6. Grow international student headcount enrollment by 50 students annually.
7. Grow graduate student headcount enrollment by three percent annually.
8. Increase academic success of the undergraduate student population.

#### STUDENT SUCCESS

1. Assist students in becoming more independent, self-confident and effective learners who disseminate knowledge, innovate and solve problems creatively.
2. Increase student engagement in both the social and academic arenas to enrich the Radford experience and increase student retention and success.
3. Intentionally lead students from their transition into Radford University through graduation toward their unique path in life.

Appendix C: DEAC Action Plan Executive Summary

**Executive Summary**  
**Radford University Diversity, Equity, and Inclusion Action Plan:**  
**A Diversity and Equity Action Committee Recommendation**

**Introduction**

During the 2018-2019 academic year, the Radford University Diversity and Equity Action Committee (DEAC) conducted a high-level review of university activities and college- and division-level strategic plans, looking for evidence that signified an institutional commitment to Diversity, Equity, and Inclusion (DEI). While there were some bright spots, there were also clear gaps in evidence of institutional action on DEI. During the 2019-2020 academic year, the DEAC set for itself the task of developing a DEI Action Plan to recommend for adoption by the University.

In July 2019, the DEAC invited faculty, staff, and students to take part in action plan working groups focused on: 1) Defining Diversity, Equity, and Inclusion; 2) Communications for DEI; 3) Recruitment and Retention of Diverse Faculty and Staff; and 4) Training and Professional Development for Faculty and Staff. Working groups met regularly and reported back to the DEAC over the next nine months. During the summer of 2020, the DEAC combined the working groups' recommendations and drafted its final DEI Action Plan. In spring 2021, DEAC shared the action plan with the AP Faculty Senate, the T & R Faculty Senate, the Staff Senate, and the Student Government Association. All of those bodies supported the plan. Several suggestions were also provided. (See **Action Plan**, pp. 11-13)

Concurrent with the DEAC's 2021 work, the Commonwealth of Virginia passed a law requiring all state agencies to have DEI Strategic Plans. The Commonwealth's Office of Diversity, Equity, and Inclusion provided [a framework, called the ONE Virginia Plan](#). Although much broader than the plan proposed here, each of the DEAC's proposed actions aligns well with the goals of the ONE Virginia Plan. Radford University is required to submit a strategic plan to the state by July 1, 2021. The DEAC's proposed plan could be included in Radford's submission. (for the ONE Virginia Plan goals, see **Action Plan**, pp. 14-15)

**The DEAC recommends that Radford University establish a presidential implementing task force to finalize its DEI plan based on the DEAC's proposals, suggestions from the internal governance bodies of the university, and the ONE Virginia Plan.**

**What are the DEAC recommendations trying to achieve?**

The action plan recommendations are meant to achieve the following goals:

- 1) Help make Radford University a welcoming campus for all students, thereby increasing retention, progression, and success of minoritized and first-generation students;
- 2) Increase, and then maintain, the diversity of faculty and staff to keep pace with the changing population of students; and,
- 3) Close the equity gap in graduation rates between minoritized and majority populations and between first-generation and non-first-generation students.

These goals are aligned with the Radford University 2018-2023 Strategic Plan for academic excellence and research, strategic enrollment growth, and student success. They also align with the goals of the ONE Virginia Plan.

Finally, we are living in a disruptive moment in American history. With a global pandemic, racial reckoning, and political upheaval, these are difficult times for all of us, but even more so for racially minoritized<sup>1</sup> and underrepresented people. This moment in history is an opportunity to live the values we state and be a university that understands, welcomes, and responds to diverse student populations.

## Why did the DEAC develop the DEI Action Plan?

- A DEI Action Plan drafted, approved, and implemented by the university community is a strong statement of action and commitment to Radford University’s core values of student empowerment and success, excellence, and inclusiveness.
- A DEI Action Plan helps the university achieve many of the goals in the 2018-2023 Strategic Plan, including:
  - becoming “a leading institution of higher education in the Commonwealth of Virginia” (Academic Excellence and Research, Goal 1);
  - increasing the academic success of undergraduate students (Enrollment Growth, Goal 8); and,
  - assisting “students in becoming more independent, self-confident and effective learners who disseminate knowledge, innovate and solve problems creatively” (Student Success, Goal 1).
- Radford University’s student population has changed over the last 10 years.
  - The minoritized undergraduate population grew from 11.9% in 2010 to 32.2% of all undergraduates in Fall 2019. In Fall 2020, 32.8% of undergraduates are from minoritized populations.
  - Radford has traditionally enrolled a large percentage of first-generation students from 22% of undergraduates in Fall 2001 to a high of 39% of undergraduates in Fall 2017. As of Fall 2020, 30% of undergraduates are first-generation students.
  - The number of students served by Radford’s Center for Accessibility Services (CAS) has increased year over year since 2018. During the 2020-2021 academic year, CAS served over 800 students.
  - The racial and ethnic make-up of our faculty and staff has not kept pace with the changing student population.

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<sup>1</sup> The term “minoritized” is used throughout this document. “Minoritized” recognizes the history of systemic racism in higher education, and the way in which the term “minority” is socially constructed and defined by Whiteness. (Benitez, M. (2010). Resituating culture centers within a social justice framework: Is there room for examining Whiteness? In D. L. Patton (Ed.), *Culture centers in higher education: Perspectives on identity, theory, and practice*. (pp. 119-134). Stylus Publishing, LLC.; Hoffman, G.D. & Mitchell, T.D. (2016). Making diversity “everyone’s business”: A discourse analysis of institutional responses to student activism for equity and inclusion. *Journal of Diversity in Higher Education*, 9(3), 277-289. <http://dx.doi.org/10.1037/dhe0000037>) “Minority” has become an identity placed on people who are not White even when they are not actually a minority in number. For example, “majority minority” has become a common term to describe the situation where black and brown people make up more than 50% of a community or a school. (Sotto-Santiago, S. (2019, Spring). Time to reconsider the word minority in academic medicine. *Journal of Best Practices in Health Professions Diversity*, 12(1), 72-78. <https://www.jstor.org/stable/10.2307/26894228>)

- There has been growth. The minoritized faculty and staff population grew from 8.2% in Fall 2010 to 11.0% in Fall 2020.
- Students notice these demographics. In a 2017 survey of 506 RU students, “White students are more likely than other students to see faculty and administrative role models similar to them on campus, and black students are less likely to find faculty and administrative role models on the Radford University campus.” (See **Action Plan, Appendix E**, p. 12).
- Faculty members also notice this. In the 2020 Faculty Morale Survey, the statement, “I am satisfied with the diversity of faculty in my department,” received one of the lowest scores on the survey with an average of 2.73, landing between “Disagree” and “Neutral/Neither Agree nor Disagree.” (See **Action Plan, Appendix F**, p. 2).
- Campus climate surveys of students from 2017 and 2019 indicate that Radford faculty, staff, and students likely need training about discrimination and bias. (See **Action Plan, Demographic and Culture Change section, pp. 7-8**).
- Additionally, like many predominantly White institutions, Radford has an equity gap in graduation rates between minoritized students and White students and between first-generation and non-first-generation students. (See **Action Plan, Tables 1 and 2, p. 6**).

## What are the DEAC recommendations?

The DEAC recommends that Radford University establish a presidential implementing task force to finalize its DEI plan based on the DEAC’s proposals, suggestions from the internal governance bodies of the university, and the ONE Virginia Plan.

The DEAC’s action plan includes 30 recommended actions that touch many areas of the university. The recommended actions are divided by category: Communications and Accountability (**Table 9 in Action Plan**, pp. 16-20), Recruitment and Retention of Diverse Faculty and Staff (**Table 10 in Action Plan**, pp. 21-26), and Training and Development (**Table 11 in Action Plan**, pp. 27-28). Within those categories, the recommended actions are divided by an estimated time for how long it might take to implement the actions: immediate, short term, and long term. Some departments and offices have already begun taking some of these recommended actions, particularly in Human Resources with the recruitment and training recommendations. The recommended actions are as follows:

### Communications and Accountability

#### Immediate

1. Establish multi-channel safe spaces for feedback from students and other university stakeholders.
2. Adopt the recommended Diversity, Equity, & Inclusion Statement (below) for the university that is easily visible on the university’s website and easily searchable on internet search engines.

Radford University strives for a culture of diversity, equity, and inclusion. We are committed to creating paths for success that enable our students, faculty, and staff to move from where they are to where they want to go. We are working to create an environment that celebrates differences, challenges privileges, and provides effective opportunities for growth.

We understand diversity as the differences that define our community. We value our differing experiences and perspectives extending beyond legally protected categories, including but not limited to race, ethnicity, socioeconomic status, geographical origins, education, religion, sex, sexual orientation, gender identity, gender expression, nationality, age, language, veteran status, marital status, genetic information, abilities, disabilities, and cognition.

We strive to identify, interrogate, and redress outcomes of systemic inequities. We understand equity to mean a process in which we eliminate barriers that prevent full participation in university life such as academic, extra-, and co-curricular activities, and create effective opportunity structures for all.

We understand inclusion to mean embracing and honoring diversity and protecting vulnerable members of our community. We seek to cultivate a culture of inclusive excellence where all voices are valued, respected, and integrated into the fabric of our community.

For more information on protection under the law, please visit the webpage of the Office of Institutional Equity (<https://www.radford.edu/content/institutional-equity/home.html>).

#### Short Term

3. Post the Diversity, Equity, & Inclusion Statement widely.
4. Add authentic diverse imagery of students and faculty of color to advertising.
5. Develop a centralized diversity website.
6. Enhance the use of the OneCampus portal for diversity; Create RU Involved Diversity Group/Program.
7. Provide regular updates and announcements about DEI successes and planning.
8. Create a Diversity Dashboard that appears with the Electronic Factbook and includes data about social identities other than race, ethnicity, and binary genders and includes data from student, faculty, and staff climate surveys.
9. Require departments to submit and implement a yearly diversity, equity, and inclusion (DEI) action plans.

#### Long Term

10. Develop a strong social media presence.

#### **Recruitment and Retention of Diverse Faculty and Staff**

##### Immediate

11. Develop all-inclusive “About the University” language for employment postings that is more attractive to potential faculty/staff of color and of other underrepresented identities.
12. Create institutional language such as “we encourage applicants interested in helping us achieve our diversity vision.”
13. Seek external funding for minority recruitment initiatives.
14. Allow students of color and students from other underrepresented groups to participate in search committee processes.
15. Require cultural competence training for all search committee members, deans, and chairs.
16. Training for deans, chairs/directors, and faculty on how to develop inclusive position descriptions.
17. Provide opportunities for current diverse faculty/staff to volunteer to help recruit other faculty/staff to apply for positions at RU.
18. Create affinity groups for faculty and staff at RU and RUC, such as a Faculty of Color Network, an LGBTQ+ Network, or a Faculty/Staff with Disabilities Network.

##### Short Term

19. Develop student “come teach us” promotional videos featuring RU’s diverse student population.

20. Require departments to submit to HR and the appropriate divisional Vice-President a plan for diversification and inclusion before authorization of hiring for any position.

Long Term

21. Create a cabinet-level Chief Diversity Officer position that is fully funded to oversee all aspects of DEI work across the RU and RUC campuses.
22. Hire or promote an in-house HR recruiter who focuses primarily on minority faculty and staff recruitment.
23. Create feeder programs/agreements with HBCU's, MI's, and institutions that have historically produced the most minority faculty members.
24. Build networks with minority-serving professional organizations, conferences, and social organizations.
25. Revise tenure and promotion guidelines to value contributions to diversity efforts.
26. Launch a Diversity Visiting Scholars program.

**Training and Development**

Immediate

27. Create new employee on-boarding that describes the Highlander culture, including commitment to DEI and expectations of faculty and staff in upholding that commitment.
28. Promote diversity and equity training for students, faculty, and staff.

Long Term

29. Create a DEI Training Hub on the HR website that can be accessed through the RU Portal.
30. Create or otherwise make available classroom and online training accessible through the new Training Hub which includes preliminary required DEI training for all employees but also multi-level certificate programs.

**Suggestions from Internal Governance Bodies**

During the Spring 2021 semester, the DEAC brought the proposed plan to the AP Faculty Senate, the T & R Faculty Senate, the Staff Senate, and the Student Government Association. All of those bodies support the implementation of a DEI Plan (see **Action Plan, Appendix G**). The DEAC also received suggestions for the plan from those bodies. Those suggestions are presented in the full plan with a response from the DEAC. (see **Action Plan**, pp. 11-13)

**What is the potential impact of these recommendations?**

The impact on different groups and offices will vary. Like the university's strategic plan, the responsibility for the DEI action plan falls on every office and department in order to create a welcoming culture for all. For example, recommendations include new training for every person who develops job descriptions and sits on search committees. There may be additional annual reporting responsibilities. University Relations will be charged with assisting the DEAC to develop a DEI-focused webpage. Facilities would have the responsibility of posting the DEI Statement widely on our campuses.

There are some recommendations that require funding, such as creating the position of Chief Diversity Officer and a position in Human Resources focused on minority faculty and staff recruitment. We understand that the actions requiring funding are a tough ask in the current economic conditions. Almost one third of the recommendations do not require additional funds. Some require a small amount of funding.

Finally, this proposed DEI Action Plan is an investment in the present and future of Radford University. By simply adopting and posting widely the DEI Statement on our campuses, the University has the potential to easily and positively impact our current student recruitment and retention efforts. Backing the statement with our other recommended actions, both visible and not-so-visible, will help Radford to become “a leading institution of higher education in the Commonwealth of Virginia”—the goal towards which we are all striving.

Please review the **Recommended Actions Tables** in the full proposed DEI Action Plan (pp. 16-28). Those tables include details on which offices and departments are impacted, what that impact might be, the outcomes the actions will achieve, resources required, estimated costs, and the justifications for the recommended actions.

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Appendix D: QEP Topic Identification

**QEP Topic Identification Committee Membership**

Lyn Lepre	Provost and VP for Academic Affairs (2020-2021)
Molly Hood	Faculty Senate Representative, Dept. of Theatre
Danyelle Kunkel	Davis College of Business & Economics Representative, Dept. of Management
Matt Grimes	College of Education & Human Development Representative, Director of Assessment
Michele Ren	College of Humanities & Behavioral Sciences Representative, Dept. of English
Tara Phelps-Durr	Artis College of Science & Technology Representative, Dept. of Biology
Jennifer Ruhland	College of Visual & Performing Arts Representative, Dept. of Theatre
Glen Mayhew	Waldron College of Health & Behavioral Sciences Representative, Associate Dean
Darleen Hoffert	School of Nursing Representative
Jessica Twiest	Student Affairs Representative
Douglas Wright	RUC Representative, Dept. of Respiratory Therapy
Ashlee Claud	Administrative/Professional Faculty Senate President, General Manager of Public Radio WVRU
Shelsi Webb	Staff Senate Representative, Admissions Office
Eric Lovik	Director of Institutional Research
Jessica Beckett	Director Harvey Knowledge Center
Melanie Fox	Associate Director of Institutional Effectiveness and Quality Improvement

**QEP Proposal Rubric Questions**

*Pre-proposal rubric questions*

- Is the QEP topic adequately tied to the university's strategic plan?
- Does the pre-proposal make a compelling case that there is a need for the QEP topic on the RU campus?
- Does it appear that the QEP topic will have broad-based support across campus?
- Does the topic focus on improving student learning and/or student success?
- Does it appear that the QEP topic will have a positive impact on an issue related to student learning and/or student success?
- Does there appear to be ways to measure the success of the topic?

*Full proposal rubric questions*

- Does the QEP proposal adequately explain the project and how it will be implemented?
- Does the proposal explain how the project will improve student learning and/or student success?
- Does the proposal provide a clear description of the critical issues to be addressed by the QEP?
- Are the QEP goals and outcome statements directly related to student learning and/or student success?
- Does it appear that the student population described in the proposal will benefit from this QEP? (Improve learning and/or success

- Is the scope of the QEP large enough to benefit a significant number of individuals in this student population?
- Does the proposal provide data that supports the need of the QEP?
- Does the literature review section of the proposal provide support for this QEP?
- Does the proposal explain how important stakeholders will participate in the QEP development process?
- Is the QEP topic adequately tied to the university's strategic plan?
- Is there a detailed assessment plan for determining the success of the stated goals and outcomes?
- Does the budget detail the resources needed to adequately conduct the QEP over a five-year period?
- Is this a reasonable budget for carrying out this QEP over a five-year period?
- Does the proposal adequately describe or map the goals, milestones, and actions of this QEP over a five-year period?

Appendix E: QEP Development

**Members of the QEP Development Steering Team**

<b>NAME</b>	<b>TITLE</b>	<b>STATUS</b>
Sharon Barrett	Assistant Vice President for Planning, Budget & Reporting	AP Faculty
Roann Barris (Program Team Co-Lead)	Professor, Art	T & R Faculty
Becky Brackin (Marketing & Outreach Team Lead)	Associate Vice President for University Relations	AP Faculty
Tim Channell	Assistant Provost for Budget and Academic Operations	AP Faculty
Mel Fox	Associate Director, Office of Institutional Effectiveness and Quality Improvement	AP Faculty
Sarah Kennedy (Development Committee Co-Chair)	Associate Professor, Chemistry	T & R Faculty
Beth Lyman (Program Team Co-Lead)	Chair and Associate Professor, Sociology	T & R Faculty
Glen Mayhew	Associate Dean, Waldron College of Health and Human Services, RUC	T & R Faculty
Justine McLaughlin	President, Student Government Association, REALISE Peer Mentor, Biology major	Undergraduate Student
Jeanne Mekolichick	Associate Provost for Research, Faculty Success, and Strategic Initiatives	AP Faculty
Orion Rogers	Interim Provost and Vice President for Academic Affairs	T & R Faculty
Tricia Smith	Associate Vice President for Student Life	AP Faculty
Merrie Winfrey (Development Committee Co-Chair)	Instructional Designer, Center for Innovative Teaching and Learning	AP Faculty
Allison Wisecup (Data and Assessment Team Lead)	Associate Professor, Sociology	T & R Faculty

**Members of the QEP Development Program Team**

<b>NAME</b>	<b>TITLE</b>	<b>STATUS</b>
Roann Barris (Program Team Co-Lead)	Professor, Art	T & R Faculty
Trumaine Becoat-Wade	Assistant Director, Intramurals, Student Recreation and Wellness, and Alumni, Recreation, Parks, and Tourism Management	AP Faculty
Edwin Bonney	Assistant Professor, School of Teacher Education and Leadership	T & R Faculty

Amanda Bozack	Director and Professor, School of Teacher Education and Leadership	T & R Faculty
Mel Fox	Associate Director, Office of Institutional Effectiveness and Quality Improvement	AP Faculty
Stephanie Hovsepien	Associate Director, Office of Student Standards and Conduct	AP Faculty
Susan Hudson	Associate Director of Retention and Starfish Administrator	AP Faculty
Lisa Kuppler-Lee	Instructor, School of Nursing, RUC	T & R Faculty
Sarah Kennedy (Development Committee Co-Chair)	Associate Professor, Chemistry	T & R Faculty
Connie Leathers	Applications Analyst, Strategic Online Growth, Finance and Administration	Staff
Elizabeth Lee	REALISE Peer Mentor, Biology major	Undergraduate Student
Andy Lin	Junior, Sports Management major	Undergraduate Student
Beth Lyman (Program Team Co-Lead)	Chair and Associate Professor, Sociology	T & R Faculty
TyJuan Moulden	Graduate Student, Industrial-Organizational Psychology, and Alumni, Sociology	Graduate Student
Viki Neurauter	Assistant Professor, Occupational Therapy, RU & RUC	T & R Faculty
Ashley Offutt	Director, Center for Diversity and Inclusion	AP Faculty
Vicki Pitstick	Director, Student Connection Programs	AP Faculty
Kerry Vandergrift	Associate Professor, School of Social Work	T & R Faculty
Anthony White	Director, Housing and Residential Life	AP Faculty
Merrie Winfrey (Development Committee Co-Chair)	Instructional Designer, Center for Innovative Teaching and Learning	AP Faculty

**Members of the QEP Development Marketing and Outreach Team**

<b>NAME</b>	<b>TITLE</b>	<b>STATUS</b>
Becky Brackin (Marketing & Outreach Team Lead)	Associate Vice President for University Relations	AP Faculty
Sarah Cox	Assistant Director, Academic Support Services, RUC	AP Faculty
Mel Fox	Associate Director, Office of Institutional Effectiveness and Quality Improvement	AP Faculty
Tracy Jones	Clinical Clearance Coordinator, RUC	Staff
Jenna Layman	Nursing major	Undergraduate Student

Laura Link	Assistant Professor, Biology, RUC	T & R Faculty
Kristina Stefaniak	Assistant Professor, Chemistry	T & R Faculty
Merrie Winfrey (Development Committee Co-Chair)	Instructional Designer, Center for Innovative Teaching and Learning	AP Faculty

**Members of the QEP Development Data and Assessment Team**

NAME	TITLE	STATUS
Jodi Allen	Sociology major	Undergraduate Student
Rhonda Bryant	Assistant Vice President for Student Success and Retention	AP Faculty
Mel Fox	Associate Director, Office of Institutional Effectiveness and Quality Improvement	AP Faculty
Susan Hudson	Assistant Director of Student Success and Starfish Administrator	AP Faculty
Sarah Kennedy (Development Committee Co-Chair)	Associate Professor, Chemistry	T & R Faculty
Eric Lovik	Director, Institutional Research	AP Faculty
Christina Manzo	User Experience & Assessment Librarian and Assistant Professor, RUC Library	AP Faculty
Sarah Rabe	Assistant Professor, Health and Human Performance	T & R Faculty
Amanda Raimer	REALISE Postdoctoral Fellow, Biology	Postdoctoral fellow

**QEP Development Timeline** (Items in bold are set by SACSCOC.)

- Oct. 2021—First Development Committee meeting convened
- Nov. 2021—First Team meetings convened
- Dec. 2-7, 2021**—SACSCOC workshop and training on QEP (Merrie/Sarah/Mel/Sandra)
- Dec. 3, 2021—Team Reports due
- Feb. 1, 2022—Team Reports due
- Feb. 15, 2022—Preliminary list of external evaluators compiled
- March 1, 2022—Team Reports due
- April 1, 2022—Team Reports due
- May 2, 2022—Team Reports due
- May 2, 2022—Final list of external evaluators identified
- May 16, 2022—Final program plan due
- June 1, 2022—Team Reports due
- August 1, 2022—Full written draft of QEP Proposal
- Fall 2022—Sharing QEP Proposal broadly to campus constituents for feedback
- Sept. 2022**—Submit QEP 4-Page Summary to SACSCOC off-site team
- September 1, 2022— External evaluators participation confirmed

**Oct. 1, 2022—Submit external evaluator names to SACSCOC**

Dec. 1, 2022—Full draft of QEP Proposal due from all Development Committee Teams

Jan. 2, 2023—Draft of QEP Proposal approved by Steering Team

**Feb. 1, 2023—Full QEP Proposal due to SACSCOC on-site team**

**Mar. 27-30, 2023—SACSCOC On-site visit**

Aug. 2023—QEP implementation begins

**QEP Development Budget**

<b>Item</b>	<b>FY2021 (Nov 2021-June 2022)</b>	<b>FY2022 (July 2022- March 2023)</b>
Stipends for Team Leads and Co-Chairs (4) \$7500/year	\$22,500	\$15,000
Course Release for Faculty Team Leads and Co-Chairs (3) \$4000/course or overload pay for 2 semesters	\$8,000	\$20,000
Faculty Team Members (8) \$1500/year	\$6,000	\$0
Staff Team Members (2) \$1500/year	\$1,500	\$0
AP Faculty Team Members (9) \$1500/year	\$6,750	\$0
Student Team Members (9)	\$6,000	\$4,500
External QEP Consultant	\$0	\$2,000
Research resources, books, industry reports	\$2,500	\$1,000
Qualitative Research Consultant	\$0	\$7,000
Assessment licensing	\$0	\$5,000
Marketing supplies and materials	\$3,500	\$8,500
<b>TOTAL</b>	<b>\$56,750</b>	<b>\$63,000</b>

## Appendix F: Inventory of Inclusive Teaching Practices

(Adapted from Linse & Weinstein. (2016). Strategies for inclusive classrooms: Workshop activity. Schreyer Institute for Teaching Excellence, Penn State; and, University of Michigan Center for Research on Learning and Teaching. Reflecting on your practice: Inclusive teaching principles in in-person, hybrid, & remote teaching.)

Inclusive teaching means intentionally designing your course and using practices to make all students in your classroom feel welcomed, valued, and respected, enabling them to focus on learning. Adopting an inclusive pedagogy means taking a student-centered approach that considers and addresses how course climate—the “intellectual, social, emotional, and physical environment” of a class—impacts student learning (Ambrose, S. A., Bridges, M. W., Dipietro, M., Lovett, M. C., Norman, M. K., & Mayer, R. E. (2010). *How learning works: 7 research-based principles for smart teaching*. John Wiley & Sons.).

The research-based strategies in this inventory help create an inclusive learning environment across disciplines and delivery methods—in-person, online, or hybrid. They are organized by the goals of the RISE Faculty Institute:

- **Removing barriers to learning**—these are strategies that clear a path for students to be able to learn
- **Engaging students, diversity, and differences**—these are strategies that support interaction between students, content, and instructor, use diversity as an asset for learning, and/or recognize the influence of different identities and experiences in the classroom
- **Fostering academic belonging**—Cultivating students’ comfort and competence in your course so that students see themselves as current or potential valued contributors to your course, a community of scholars, or the discipline.

Instructions: Please rate each strategy in the following way:

✓ I already do this in my class

≈ I sort of do this, but I could make it more explicit/visible

\* I’d like to try this

Leave blank any strategy that you do not do.

Be prepared to discuss in a small group or a pair your ratings of the strategies.

### Removing Barriers to Learning

- Set high standards and communicate your confidence that each student can achieve them.
- Make course learning objectives clear and connected to course work.
- Let your students know that you believe each has important contributions to make.
- Help students understand that intelligence is not a fixed ability, not all academic challenges are a result of personal inadequacies, and many academic challenges can be overcome.
- Establish ground rules for discussion.
- Do not ask or expect students to represent an entire group, either by look or by request.
- Use a variety of strategies to encourage contributions in class, verbal or otherwise, and to reduce over-participation by verbally assertive students.
- Ensure that the physical classroom space is inclusive for all students; e.g. are students who are alternately-abled marginalized in some way?

- Analyze the content of your examples, analogies, and humor; too narrow a perspective may ostracize students who have differences.
- Allow students to accumulate grade points in a variety of ways.
- Allow students to select the weighting of different aspects of the course.
- Build in opportunities for choice in assignments, projects.
- Provide explicit information about your grading criteria using matrices or rubrics.
- Avoid religious holidays when scheduling tests or setting major deadlines.
- Acknowledge that events external to the classroom may create barriers to students' capacity to engage in coursework or their sense of being welcomed and valued, and that events will have different impacts on different students.
- Communicate concern for students' well-being, and share information about campus resources (e.g., Student Counseling Services, Substance Abuse and Violence Education Support, Center for Diversity and Inclusion, Center for Accessibility Services).
- Analyze course policies to see if they might present barriers to learning (e.g., cost of materials may pose a financial barrier, no laptop or cell phones may pose a barrier for students with disabilities)

### Engaging Students, Diversity, and Differences

- Examine your background and experiences (so that you understand how your students see you!).
- Consider your academic traditions and biases.
- Recognize how your choices of materials, readings, and content organization reflect your perspectives, interests, and possible biases.
- Choose readings that consciously reflect the diversity of contributors to your field; consider whether tradition-based reading lists represent past stereotypes (or present ones).
- Teach the conflicts of your field to incorporate diverse perspectives.
- Situate the course in a broader global and/or societal context.
- Discuss how the course will help students function more effectively with a diversity of people.
- Ask about students' experiences with and concerns about the subject matter.
- Provide opportunities for students to learn about each other and from each other.
- Use varied names and socio-cultural contexts in test questions, assignments, and case studies.
- Encourage multiple perspectives (as opposed to consensus) in discussions.
- Do not ignore or change the subject when students voice negative comments about a group.
- Make diversity and the free-exchange of ideas an early discussion topic.
- Use a variety of teaching methods; do not rely solely on lectures and didactic questions.
- Use pictures, schematics, graphs, simple sketches, films, and demonstrations.
- Provide a balance of concrete information (facts, data, real or hypothetical experiments) and abstract concepts (principles, theories, models).
- Balance material that emphasizes practical problem-solving methods with that emphasizing fundamental understanding.
- Provide brief intervals during class for students to think about what they have heard, seen, and learned.
- Provide opportunities for students to use or apply the course material/content.
- Have students work on class activities in pairs, triads, or small groups.
- Assign group membership randomly. Do not allow students to choose their own groups.
- Allow students to work on projects that explore their own social identities.
- Allow students to collaborate/cooperate on homework and class assignments.
- Set up group work for success with structure and guidance.

## Fostering Academic Belonging

- Connect the course to other courses within or outside of the major.
- Use personal anecdotes to create interest among students.
- Relate specific topics within a course to previous and future topics.
- Provide students opportunities to make connections inside and outside of the course.
- Learn students' names and pronouns and encourage students to do the same.
- Ask about students' interests.
- Use visuals that do not reinforce stereotypes, but do include diverse participants.
- Applaud creative solutions and sincere efforts to learn.
- Create a culture of shared-purpose by periodically collecting feedback to learn how students are experiencing your course.
- Do your best to correctly pronounce the names of your students.
- Do not ask individuals with hidden disabilities to identify themselves in class.
- Avoid assuming the gender of any student.
- Do not assume all students speak English fluently.
- Let students know how best to study for success in your course.
- Let students know the 5 W's and 1 H of communicating with you—Who? What? When? Where? Why? How?

## Appendix G: DEI Instructional Designer Position Description

### **DEI Instructional Designer**

#### Education/Experience:

Master's degree in Instructional design, educational leadership, cultural studies, or related field.

#### Job Description:

Radford University is a comprehensive public university of 8,998 students that has received national recognition for many of its undergraduate and graduate academic programs, as well as its sustainability initiatives. In addition to robust academic offerings and engaging student experiences on the main campus located in Radford, Virginia, Radford University also offers a clinical-based educational experience for more than 1,100 students living and learning in Roanoke, Virginia as part of Radford University Carilion, a public-private partnership focused on the cutting-edge delivery of health sciences programming, outreach and service. In Fall 2021, Radford's undergraduate student population was 64% White, 17% Black or African American, 8% Hispanic, 6% two or more races, and 2% Asian, which means that 33% of our students are historically underrepresented minorities. Our undergraduate students are 60% female and 40% male. First generation students represent 35% of all undergraduates. In 2020-2021, 44% of undergraduate students received Pell grants. About 90% of our undergraduate students come from Virginia, with about 22% from Northern Virginia and about 18% from Southwest Virginia (where Radford is located). Radford University's mission is, in part, to empower students from diverse backgrounds by providing transformative educational experiences. Our core values are student empowerment and success, excellence, inclusiveness, community, intellectual freedom, innovation, and sustainability.

As a member of the Center for Innovative Teaching and Learning (CITL), the Diversity, Equity, and Inclusion (DEI) Instructional Designer will play an important role in the Realizing Inclusive Student Excellence (RISE) Quality Enhancement Plan (QEP). The RISE QEP seeks to improve student performance in required 100- and 200-level courses and increase academic and campus belonging among students. One major component of the QEP is the RISE Faculty Institute. The Faculty Institute is a series of workshops, both in-person and online, over three semesters that include topics such as: course equity gap analysis; recognizing and guarding against implicit biases; fostering a sense of belonging in classroom and online; syllabus audit—content, format, & tone; backward course design; Universal Design for Learning; transparent assignments; active learning; effective teams; navigating controversial topics; problem-based learning. Following the three semesters of training, faculty members will become part of a community of practice to continue the iterative process of course and teaching improvement. The DEI Instructional Designer will coordinate and assist in the development, implementation, and assessment of the Faculty Institute along with the QEP Program Director, the QEP Assessment Director, CITL, and other campus partners. The DEI Instructional Designer will also design and facilitate the community of practice for the QEP. This person will also assist CITL in developing strategies for providing instructors ongoing professional development related to DEI in teaching and learning.

#### Required Qualifications:

- A demonstrated commitment to furthering equity, inclusion, social justice, and access in higher education

- Strong workshop/training facilitation skills
- Strong skills and knowledge base for training and consulting with a broad range of instructors (with diverse social identities, cultural and educational backgrounds, institutional roles, and disciplines) on pedagogical challenges and strategies related to diversity, equity, and inclusion, in particular implicit biases, identity exploration, and identifying and interrupting microaggressions.
- Expertise in the literature on active learning and inclusive teaching practices.
- Skills and knowledge base for instructional design both in-person and online
- Ability to work independently and as a part of a collaborative team.
- Demonstrated skills managing projects, priorities, and deadlines.
- Strong communication and interpersonal skills, including the ability to build and maintain collaborative relationships
- Experience facilitating a community of practice, faculty learning community, or other similar learning group
- A record of successful teaching in a university or college setting
- Digital technologies
- Master's degree in instructional design, educational leadership, cultural studies, or related field

Preferred Qualifications:

- Ph.D. or Ed.D, or a similar combination of education and experience
- Experience working with learning management systems, particularly D2L
- Demonstrated leadership skills
- Planning, implementing, or leading extended faculty development programming at the university level
- Facilitating learning across multiple modalities (in-person, hybrid, online)
- Teaching and research directly related to issues of inclusivity, accessibility, and/or equity

Salary:

\$68,000-\$73,000

Appendix H Belongingness surveys

*Behavioral Academic Belonging in the classroom*

So far this semester, how often have you asked questions during class?	4-point Likert scale (Very often – Never)
So far this semester, how often have you contributed to class discussions?	4-point Likert scale (Very often – Never)

*Behavioral Academic Belonging with faculty*

So far this semester, how often have you discussed course topics, ideas or concepts with your faculty member <i>outside</i> of class?	4-point Likert scale (Very often – Never)
So far this semester, how often have you discussed your grade with your faculty member <i>outside</i> of class?	4-point Likert scale (Very often – Never)

*Affective Academic Belonging*

I feel comfortable being myself in this class	4-point Likert scale (Strongly Agree – Strongly Disagree)
I feel like a valued member of this class	4-point Likert scale (Strongly Agree – Strongly Disagree)
I feel like part of the community in this class.	4-point Likert scale (Strongly Agree – Strongly Disagree)

*Campus Belonging*

I feel comfortable being myself at Radford University/this institution.	4-point Likert scale (Strongly Agree – Strongly Disagree)
I feel like a valued member of Radford University/this institution.	4-point Likert scale (Strongly Agree – Strongly Disagree)
I feel like part of the community at Radford University/this institution.	4-point Likert scale (Strongly Agree – Strongly Disagree)