



**ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE  
3:00 P.M.  
DECEMBER 3, 2020  
DAVIS COLLEGE OF BUSINESS AND ECONOMICS, ROOM 340**

**DRAFT  
MINUTES**

**COMMITTEE MEMBERS PRESENT**

Dr. Thomas Brewster, Chair  
Ms. Krisha Chachra  
Dr. Rachel D. Fowlkes  
Dr. Susan Whealler Johnston  
Ms. Georgia Anne Snyder-Falkinham  
Dr. Katie Hilden, Non-Voting Advisory Member

**COMMITTEE MEMBERS ABSENT**

Ms. Nancy Angland Rice, Vice Chair

**OTHER BOARD MEMBERS PRESENT**

Mr. Robert Archer, Rector, first half of meeting

**OTHERS PRESENT**

Dr. Brian O. Hemphill, President, second half of meeting  
Dr. Lyn Lepre, Provost and Vice President for Academic Affairs  
Ms. Karen Castele, Secretary to the Board of Visitors/Senior Assistant to the President

**CALL TO ORDER**

Dr. Thomas Brewster, Chair, formally called the Academic Excellence and Research Committee meeting to order at 3:04 p.m. in the Davis College of Business and Economics, Room 340.

**APPROVAL OF AGENDA**

Dr. Brewster asked for a motion to approve the December 3, 2020 agenda, as published. Ms. Georgia Anne Snyder-Falkinham so moved, Dr. Rachel D. Fowlkes seconded, and the motion carried unanimously.

**APPROVAL OF MINUTES**

Dr. Brewster asked for a motion to approve the minutes of the February 13, 2020 meeting of the Academic Excellence and Research Committee, as published. Dr. Rachel D. Fowlkes so moved, Ms. Krisha Chachra seconded, and the motion carried unanimously.

## **ACADEMIC AFFAIRS REPORT**

Provost and Vice President for Academic Affairs Lyn Lepre, Ph.D. began her report by acknowledging the Board of Visitors committee members, Rector Archer, President Hemphill, other Vice Presidents, the Academic Affairs Leadership Team and her administrative staff for their hard work and support. She stated her first semester, while had many challenges, was made easier through the efforts of all of her colleagues.

Provost Lepre discussed the process and criteria for emeriti faculty status. She shared that Associate Professor Roxie Novak (Posthumous), Department of Mathematics and Statistics, and Professor Patricia Shoemaker, School of Teacher Education and Leadership, were awarded emeriti status this semester. The information item is attached hereto as *Attachment A* and is made a part hereof.

Provost Lepre presented information on Innovation and Excellence in Teaching: The Impact of Teaching Modality on Student Learning and Success, which included information regarding how to best deliver courses given the restrictions and impacts of COVID-19.

Following the presentation, Provost Lepre led a discussion beginning with asking the question, “What have you heard and read about the impact of alternate teaching modalities this semester?” Discussion included: access to internet for students, what students have learned through this pandemic will need to be carried forward in the way they interview online and work in the future, the importance of faculty training and the impact of stress on faculty.

Dr. Susan Whealler Johnston stated that it is never far from our minds that our faculty are working very hard and suggested to Dr. Brewster that the Academic Excellence and Research Committee take forward to the full Board a resolution commending the faculty for all their outstanding work during these difficult times, while maintaining a high quality education for the students. Following discussion, Dr. Johnston made the motion to create a Resolution Recognizing Radford University Outstanding Faculty, Ms. Krisha Chacha seconded, and the motion carried unanimously.

A copy of the presentation is attached hereto as *Attachment B* and is made a part hereof.

## **FACULTY SENATE REPORT**

Faculty Senate President Katie Hilden, Ph.D. provided an update on recent activities of the Faculty Senate.

Dr. Hilden stated that Faculty Senate considered 40 motions during Fall 2020, which surpasses the total annual amount for the past two years. There were ten motions for new minors. The REAL Curriculum motions consisted of: twenty-three motions for REAL designations for majors and minors; two motions recommending changes to catalog language related to hours completed at Radford University; and how transfer credits will work in REAL. Dr. Hilden added that there were three COVID-related motions, including: motion to move student evaluations of faculty fully online; motion to recommend that faculty include a COVID impact statement in their Faculty Annual Reviews; and motion to recommend technology support for faculty. There were two Task Force motions, including: motion to revise Sections 1.15 and 1.16 of the Teaching and

Research Faculty Handbook; and motion to create an ad-hoc committee on course minimums and faculty workload.

Dr. Hilden said that the Faculty Teaching Survey was administered in mid-September by the Faculty Senate. There was a total of 371 responses with a variety of themes of challenges. Faculty Senate is working together to meet the academic challenges associated with ever-changing contexts.

Dr. Hilden shared news from the REAL Council, stating that faculty are working on assessment plans for the curriculum and departments are considering how to market and package degrees to help students meet their goals.

Dr. Hilden closed by sharing the anticipated Spring 2021 work, including: Faculty Senate Curriculum Committee is considering academic policies to ensure the health and stability of the REAL Curriculum; updates to Teaching and Research Handbook and academic governance committees will be needed as a result of the anticipated reorganization of the Waldron College of Health and Human Services; and mid-semester grades resolution from SGA.

Dr. Hilden expressed her appreciation to the Committee members for their support of the faculty and that the theme for the semester has been collaboration. She said we have shown that together administration and faculty can solve problems. President Hemphill thanked Dr. Hilden for her outstanding leadership during this unprecedented time.

### **ADJOURNMENT**

With no further business to come before the Committee, Dr. Brewster adjourned the meeting at 3:50 p.m.

Respectfully submitted,

Vickie Stewart Taylor  
Executive Assistant to the Provost

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

**EMERITUS FACULTY**

December 3, 2020

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

Associate Professor Roxie Novak (Posthumous)      Department of Mathematics and  
Statistics

Professor Patricia Shoemaker                              School of Teacher Education and  
Leadership

Criteria for the awarding of emeritus faculty status are:

- A minimum of ten years of service to Radford University;
- Evidence of effective teaching; and
- Significant professional contributions.

The privileges and responsibilities attached to emeritus status include:

- Use of the library;
- Use of those athletic facilities available to regular faculty;
- Use of a university computer account;
- A Radford University identification card and special event discounts available with it; and
- Attendance at University functions that are open to all regular faculty.

# Academic Excellence and Research Committee

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# Academic Affairs Update

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- Emeritus Faculty Status

Associate Professor Roxie Novak (Posthumous)  
Department of Mathematics and Statistics

Professor Patricia Shoemaker  
School of Teacher Education and Leadership

- Written Report in Board Materials

Any questions?

# Discussion

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## Innovation and Excellence in Teaching: The Impact of Teaching Modality on Student Learning and Success

- Over the past nine months, the academic affairs divisions at colleges and universities have engaged in continual conversation regarding how to best deliver our courses given the restrictions and impacts of COVID-19.
- Teaching modality was among the largest discussion area.
- Most common options were moving instruction completely online or offering a mix of online/hybrid/face-to-face.
- Some predicted that the “hybrid” option (deemed by many to be the best way forward) would be a disaster - “the worst parts of in-person and online teaching mixed together.”

# Discussion

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## Innovation and Excellence in Teaching: The Impact of Teaching Modality on Student Learning and Success

- What does “hybrid” mean?
  - Blended learning; synchronous and asynchronous
- Complex
  - Course redesigns; class logistics; costs to add technology to classrooms
- Big question
  - How will the students fare in these conditions?



# Discussion

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## Innovation and Excellence in Teaching: The Impact of Teaching Modality on Student Learning and Success

- Teaching Modality Percentages

	Fall 2020	Spring 2021
F2F	1489 (62.7%)	1013 (49%)
Blended/Hybrid	191 (8%)	455 (22%)
Online	694 (29.3%)	598 (28.9%)

# Discussion

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## Innovation and Excellence in Teaching: The Impact of Teaching Modality on Student Learning and Success

Early indicators of how students fared:

- Overall GPA remained **virtually the same** from Fall 2019 (2.91 to 2.89).
- Freshman struggled slightly more - with a higher rate of F grades (4%). Seniors did slightly better - with a higher rate of A grades (2%).
- Asynchronous courses (both hybrid and entirely online) had slightly higher rates of F grades.
- Synchronous online courses and hybrid asynchronous courses had higher rates of withdrawals.

# Discussion

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## Innovation and Excellence in Teaching: The Impact of Teaching Modality on Student Learning and Success

- What have you heard and read about the impact of alternate teaching modalities this semester?
- Looking to the future, is this the “black swan” moment? (that unforeseen event that changes everything) Will students now want or expect more distance education options? Instructors to provide “Zoom” links for every class and flexible attendance policies? How will this impact a university like Radford?
- At Radford, we did well; we also learned a lot and are in process of making improvements. What are your thoughts on additional steps we can take to assure a high quality instructional experience?

Thank you!