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# Faculty Senate Membership by College

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## Artis College of Science and Technology

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<tr>
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<th>Name</th>
<th>Email</th>
<th>Term</th>
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<tbody>
<tr>
<td>at-large</td>
<td>Jack Brockway</td>
<td><a href="mailto:brockway@radford.edu">brockway@radford.edu</a></td>
<td>2016-2018</td>
</tr>
<tr>
<td>Anthropological Sciences</td>
<td>Jake Fox</td>
<td><a href="mailto:jfox32@radford.edu">jfox32@radford.edu</a></td>
<td>2017-2019</td>
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<tr>
<td>Biology</td>
<td>Joel Hagen</td>
<td><a href="mailto:jhagen@radford.edu">jhagen@radford.edu</a></td>
<td>2017-2019</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Tim Fuhrer</td>
<td><a href="mailto:tfuhrer@radford.edu">tfuhrer@radford.edu</a></td>
<td>2016-2018</td>
</tr>
<tr>
<td>Geology</td>
<td>Skip Watts</td>
<td><a href="mailto:cwatts@radford.edu">cwatts@radford.edu</a></td>
<td>2016-2018</td>
</tr>
<tr>
<td>Geospatial Science</td>
<td>Stockton Maxwell</td>
<td><a href="mailto:rmaxwell2@radford.edu">rmaxwell2@radford.edu</a></td>
<td>2016-2018</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Ian Barland</td>
<td><a href="mailto:ibarland@radford.edu">ibarland@radford.edu</a></td>
<td>2016-2018</td>
</tr>
<tr>
<td>Mathematics/Statistics</td>
<td>Agida Manizade</td>
<td><a href="mailto:amanizade@radford.edu">amanizade@radford.edu</a></td>
<td>2017-2019</td>
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<tr>
<td>Physics</td>
<td>Rhett Herman</td>
<td><a href="mailto:rherman@radford.edu">rherman@radford.edu</a></td>
<td>2016-2018</td>
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## College of Business and Economics

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<tr>
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<td>Prahlad Kasturi</td>
<td><a href="mailto:pkasturi@radford.edu">pkasturi@radford.edu</a></td>
<td>2017-2019</td>
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<tr>
<td>at-large</td>
<td>Danylle Kunkel</td>
<td><a href="mailto:drkunkel@radford.edu">drkunkel@radford.edu</a></td>
<td>2017-2019</td>
</tr>
<tr>
<td>Accounting, Finance, &amp;</td>
<td>Abhay Kaushik</td>
<td><a href="mailto:akaushik@radford.edu">akaushik@radford.edu</a></td>
<td>2016-2018</td>
</tr>
<tr>
<td>Business Law</td>
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<tr>
<td>Economics</td>
<td>Daniel Farhat</td>
<td><a href="mailto:dfarhat@radford.edu">dfarhat@radford.edu</a></td>
<td>2017-2019</td>
</tr>
<tr>
<td>Management</td>
<td>Tal Zarankin</td>
<td><a href="mailto:tzarankin@radford.edu">tzarankin@radford.edu</a></td>
<td>2016-2018</td>
</tr>
<tr>
<td>Marketing</td>
<td>Jane Manchin</td>
<td><a href="mailto:jmachin@radford.edu">jmachin@radford.edu</a></td>
<td>2016-2018</td>
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## College of Education and Human Development

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<td><a href="mailto:bbizzell@radford.edu">bbizzell@radford.edu</a></td>
<td>2016-2018</td>
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<tr>
<td>at-large</td>
<td>Katie Hilden</td>
<td><a href="mailto:kclose@radford.edu">kclose@radford.edu</a></td>
<td>2017-2019</td>
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<tr>
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<td>Cheri Triplett</td>
<td><a href="mailto:cftriplet@radford.edu">cftriplet@radford.edu</a></td>
<td>2017-2019</td>
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<tr>
<td>Counselor Education</td>
<td>Lauren Ermann</td>
<td><a href="mailto:ler@radford.edu">ler@radford.edu</a></td>
<td>2017-2019</td>
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<tr>
<td>Health and Human</td>
<td>Pam Frasier</td>
<td><a href="mailto:pfras@radford.edu">pfras@radford.edu</a></td>
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<td>Performance</td>
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<td>Joshua Carroll</td>
<td><a href="mailto:jcarroll6@radford.edu">jcarroll6@radford.edu</a></td>
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<td>Tourism</td>
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<td>School of Teacher</td>
<td>Sandi Schneider</td>
<td><a href="mailto:sschneider@radford.edu">sschneider@radford.edu</a></td>
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<tr>
<td>at-large</td>
<td>Suzanne Ament</td>
<td><a href="mailto:seament@radford.edu">seament@radford.edu</a></td>
<td>2016-2018</td>
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<tr>
<td>at-large</td>
<td>Allison Wisecup</td>
<td><a href="mailto:awisecup@radford.edu">awisecup@radford.edu</a></td>
<td>2017-2019</td>
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<tr>
<td>at-large</td>
<td>Dan Woods</td>
<td><a href="mailto:drwoods@radford.edu">drwoods@radford.edu</a></td>
<td>2017-2019</td>
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<tr>
<td>Communication</td>
<td>Scott Dunn</td>
<td><a href="mailto:swdunn@radford.edu">swdunn@radford.edu</a></td>
<td>2016-2018</td>
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<tr>
<td>Criminal Justice</td>
<td>Nicole Hendrix</td>
<td><a href="mailto:pnhendrix@radford.edu">pnhendrix@radford.edu</a></td>
<td>2017-2019</td>
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<tr>
<td>English</td>
<td>David Beach</td>
<td><a href="mailto:dbeach6@radford.edu">dbeach6@radford.edu</a></td>
<td>2017-2019</td>
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<td>Foreign Language &amp; Literature</td>
<td>Eric Du Plessis</td>
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<td>2016-2018</td>
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<tr>
<td>History</td>
<td>Johnny Moore</td>
<td><a href="mailto:jsmoore@radford.edu">jsmoore@radford.edu</a></td>
<td>2017-2019</td>
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<tr>
<td>Philosophy &amp; Religion</td>
<td>Carter Turner</td>
<td><a href="mailto:cturner5@radford.edu">cturner5@radford.edu</a></td>
<td>2016-2018</td>
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<tr>
<td>Political Science</td>
<td>Tanya Corbin</td>
<td><a href="mailto:tcorbin2@radford.edu">tcorbin2@radford.edu</a></td>
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<td>Psychology</td>
<td>Jay Caughron</td>
<td><a href="mailto:jcaughron@radford.edu">jcaughron@radford.edu</a></td>
<td>2016-2018</td>
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<tr>
<td>Sociology</td>
<td>Roby Page</td>
<td><a href="mailto:erpage@radford.edu">erpage@radford.edu</a></td>
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<td>College of Visual and Performing Arts</td>
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<td>Roann Barris</td>
<td><a href="mailto:rbarris@radford.edu">rbarris@radford.edu</a></td>
<td>2016-2018</td>
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<tr>
<td>Art</td>
<td>Drew Dodson</td>
<td><a href="mailto:dtdoson@radford.edu">dtdoson@radford.edu</a></td>
<td>2016-2018</td>
</tr>
<tr>
<td>Dance &amp; Theater/Cinema</td>
<td>Robyn Berg</td>
<td><a href="mailto:rberg3@radford.edu">rberg3@radford.edu</a></td>
<td>2016-2018</td>
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<tr>
<td>Interior Design &amp; Fashion</td>
<td>vacant</td>
<td>vacant</td>
<td>2017-2019</td>
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<td>Music</td>
<td>Tim Channell</td>
<td><a href="mailto:tchannell@radford.edu">tchannell@radford.edu</a></td>
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<td>Alyssa Archer</td>
<td><a href="mailto:aarcher2@radford.edu">aarcher2@radford.edu</a></td>
<td>2017-2019</td>
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<td>Waldron College of Health and Human Services</td>
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<tr>
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<td>Sarah Gilbert</td>
<td><a href="mailto:sgilbert2@radford.edu">sgilbert2@radford.edu</a></td>
<td>2016-2018</td>
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<tr>
<td>at-large</td>
<td>Susan Schoppelrey</td>
<td><a href="mailto:sschoppel@radford.edu">sschoppel@radford.edu</a></td>
<td>2016-2018</td>
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<tr>
<td>Communication Science &amp; Disorders</td>
<td>Hyejin Park</td>
<td><a href="mailto:hpark18@radford.edu">hpark18@radford.edu</a></td>
<td>2016-2018</td>
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<tr>
<td>Nursing</td>
<td>Katie Katz</td>
<td><a href="mailto:krkatz@radford.edu">krkatz@radford.edu</a></td>
<td>2016-2018</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>Douglas Mitchell</td>
<td><a href="mailto:dmmitchell@radford.edu">dmmitchell@radford.edu</a></td>
<td>2017-2019</td>
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<tr>
<td>Physical Therapy</td>
<td>Brent Harper</td>
<td><a href="mailto:bharper2@radford.edu">bharper2@radford.edu</a></td>
<td>2016-2018</td>
</tr>
<tr>
<td>Social Work</td>
<td>Mashooq Salehin</td>
<td><a href="mailto:msalehin@radford.edu">msalehin@radford.edu</a></td>
<td>2016-2018</td>
</tr>
</tbody>
</table>
Governance Structure of the 2016-2017 Faculty Senate

Faculty Senate Executive Council

President—Jake Fox
Vice-President—Katie Hilden
Secretary—Tim Channell
At-Large—Stockton Maxwell
At-Large—Susan Schoppelrey

Campus Environment

Jack Brockway
Robyn Berg
Jay Caughron
Lauren Ermann
Pam Frasier (CHAIR)
Johnny Moore
Mashooq Salehin
Jane Manchin
Allison Wisecup

Curriculum

Alyssa Archer
Tim Channell (CHAIR)
Scott Dunn
Daniel Farhat
Tim Fuhrer
Brent Harper
Rhett Herman
Roby Page
Cheri Triplett

brockway@radford.edu
rberg3@radford.edu
jcaughron@radford.edu
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pfrasier2@radford.edu
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tchannell@radford.edu
swdunn@radford.edu
dfarhat@radford.edu
tfuhrer@radford.edu
bharper2@radford.edu
rherman@radford.edu
erpage@radford.edu
cftriplet@radford.edu
### Faculty Issues

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suzanne Ament</td>
<td><a href="mailto:seament@radford.edu">seament@radford.edu</a></td>
</tr>
<tr>
<td>Roann Barris (CHAIR)</td>
<td><a href="mailto:rbarris@radford.edu">rbarris@radford.edu</a></td>
</tr>
<tr>
<td>Ian Barland</td>
<td><a href="mailto:ibrland@radford.edu">ibrland@radford.edu</a></td>
</tr>
<tr>
<td>Sarah Gilbert</td>
<td><a href="mailto:sgilbert2@radford.edu">sgilbert2@radford.edu</a></td>
</tr>
<tr>
<td>Joel Hagen</td>
<td><a href="mailto:jhagen@radford.edu">jhagen@radford.edu</a></td>
</tr>
<tr>
<td>Katie Katz</td>
<td><a href="mailto:krkatz@radford.edu">krkatz@radford.edu</a></td>
</tr>
<tr>
<td>Sandi Schneider</td>
<td><a href="mailto:sschnieder@radford.edu">sschnieder@radford.edu</a></td>
</tr>
<tr>
<td>Tal Zarankin</td>
<td><a href="mailto:tzarakin@radford.edu">tzarakin@radford.edu</a></td>
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### Governance

<table>
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<tr>
<td>Brad Bizzell</td>
<td><a href="mailto:bbizzell@radford.edu">bbizzell@radford.edu</a></td>
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<tr>
<td>Drew Dodson</td>
<td><a href="mailto:dtdoson@radford.edu">dtdoson@radford.edu</a></td>
</tr>
<tr>
<td>Katie Hilden (CHAIR)</td>
<td><a href="mailto:kclouse@radford.edu">kclouse@radford.edu</a></td>
</tr>
<tr>
<td>Danylle Kunkel</td>
<td><a href="mailto:drkunkel@radford.edu">drkunkel@radford.edu</a></td>
</tr>
<tr>
<td>Jean Mistele</td>
<td><a href="mailto:jmistele@radford.edu">jmistele@radford.edu</a></td>
</tr>
<tr>
<td>Hyejin Park</td>
<td><a href="mailto:hpark18@radford.edu">hpark18@radford.edu</a></td>
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<tr>
<td>Susan Schoppelrey</td>
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<tr>
<td>Carter Turner</td>
<td><a href="mailto:cturner5@radford.edu">cturner5@radford.edu</a></td>
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<tr>
<td>Dan Woods</td>
<td><a href="mailto:drwoods@radford.edu">drwoods@radford.edu</a></td>
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### Resource Allocation

<table>
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<tbody>
<tr>
<td>David Beach</td>
<td><a href="mailto:dbeach6@radford.edu">dbeach6@radford.edu</a></td>
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<tr>
<td>Joshua Carroll</td>
<td><a href="mailto:jcarroll6@radford.edu">jcarroll6@radford.edu</a></td>
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<tr>
<td>Tanya Corbin</td>
<td><a href="mailto:tcorbin2@radford.edu">tcorbin2@radford.edu</a></td>
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<tr>
<td>Nicole Hendrix</td>
<td><a href="mailto:pnwendrix@radford.edu">pnwendrix@radford.edu</a></td>
</tr>
<tr>
<td>Prahlad Kasturi (CHAIR)</td>
<td><a href="mailto:pkasturi@radford.edu">pkasturi@radford.edu</a></td>
</tr>
<tr>
<td>Abhay Kaushik</td>
<td><a href="mailto:akaushik@radford.edu">akaushik@radford.edu</a></td>
</tr>
<tr>
<td>Stockton Maxwell</td>
<td><a href="mailto:rmaxwell2@radford.edu">rmaxwell2@radford.edu</a></td>
</tr>
<tr>
<td>Douglas Mitchell</td>
<td><a href="mailto:dnmitchell@radford.edu">dnmitchell@radford.edu</a></td>
</tr>
<tr>
<td>Skip Watts</td>
<td><a href="mailto:cwatts@radford.edu">cwatts@radford.edu</a></td>
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## Status of Motions of the 2017-2018 Faculty Senate

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<th>Date</th>
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<th>Sponsor</th>
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<tr>
<td>7/15</td>
<td>17-18.01—Motion re Creation of an Undergraduate Certificate in Cyber Security delivered through a Competency Based Education model</td>
<td>FSEC</td>
<td>Passed 6/23/17</td>
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<td>8/31</td>
<td>17-18.02 (16-17.15)—Motion Allowing Substitution of Certain Communication and Philosophy Courses for CORE 201 and CORE 202</td>
<td>FSEC</td>
<td>Withdrawn 9/14/17</td>
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<td>17-18.03 (16-17.20)—Motion Regarding Budget Priorities</td>
<td>FSEC</td>
<td>Withdrawn 9/14/17</td>
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<td>9/13</td>
<td>17-18.04—Motion Recommending a One Year Suspension of the Quadrennial Review of Chairs</td>
<td>FSEC</td>
<td>Passed 9/28/17</td>
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<tr>
<td>10/12</td>
<td>17-18.05—Motion to Create a Crime Analysis Minor</td>
<td>Curriculum Committee</td>
<td>Passed 10/26/17</td>
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<td>10/26</td>
<td>17-18.06—Motion to Institute a Process for Promotion of Special Purpose Faculty to the Position of Senior Instructor</td>
<td>Faculty Issues Committee</td>
<td>Passed 11/9/17</td>
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<tr>
<td>11/9</td>
<td>17-18.07—Resolution for the Creation of an Institutional Accreditation Task Force</td>
<td>Prahlad Kasturi, COBE Senator</td>
<td>Tabled</td>
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<td>17-18.08—Motion to Recommend Assessment Goals to the State Council of Higher Education</td>
<td>FSEC</td>
<td>Passed 1/18/17</td>
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<td>17-18.09—Motion Concerning Changes to the Syllabi of University Core A, as part of the Core Curriculum</td>
<td>Curriculum Committee</td>
<td>Passed 2/1/18</td>
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<td>17-18.10—Motion on the Intellectual Property Policy</td>
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<td>2/15/18</td>
<td>17-18.12—Motion to Recommend Approval of the Academic Affairs Approval Pathways for New, Modified, or Discontinued courses and Changes in programs</td>
<td>Governance Committee</td>
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<tr>
<td>2/15/18</td>
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17-18.01—Motion re Creation of an Undergraduate Certificate in Cyber Security delivered through a Competency Based Education model

Referred by: Faculty Senate Executive Committee

MOTION:

The Faculty Senate recommends the approval of the attached proposal for the creation of an undergraduate certificate in cyber security delivered through a competency based education model.

RATIONALE:

Given the growing number of threats to computing infrastructure the need for computer professionals with strong skills in cyber security cannot be overstated. However, a large number of working professionals in information technology/computer science do not have these skills. This certificate has been designed to provide working professionals the competencies required to attain industry standard knowledge. Therefore, the target audience for this certificate are working professionals. The courses in the certificate will be offered in an online asynchronous modality to support the needs of this target audience, which include self-paced learning. The courses in the certificate meet the curriculum requirements of several industry certification standards including: CompTIA Network+, CompTIA Security+, CISSP (7 out of 8 domains), SANS GIAC Incident Handler and SANS GIAC Pen Tester.

Resources:

- The certificate does not require any start-up resources.
- Funding for positions will only be needed when and if the program reaches a self-sustainable size.

Motion Passed 6/23/17

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17-18.02 (16-17.15)—Motion Allowing Substitution of Certain Communication and Philosophy Courses for CORE 201 and CORE 202

Referred by: Curriculum Committee

MOTION:

The Faculty Senate authorizes the following changes in the Undergraduate Catalog under the heading “University Core A. Core Foundations (12 hours required).”

Current Language:

**Required (12 hours)**

All students must pass each of the following four courses, which should be completed during the student’s first four semesters:

- CORE 102. Advanced Written and Oral Communication.
- CORE 201. Topics in Critical Inquiry. (MKTG 201 or POSC 201 may be taken in place of CORE 201)
- CORE 202. Topics in Ethical Inquiry. (POSC 202 may be taken in place of CORE 202)

Substitute Language:

**Required (12 hours)**

All students must pass each of the following four courses, which should be completed during the student’s first four semesters:

- CORE 102. Advanced Written and Oral Communication.
- CORE 201. Topics in Critical Inquiry. (COMS 114, COMS 240, MKTG 201, or POSC 201 may be taken in place of CORE 201*)
- CORE 202. Topics in Ethical Inquiry. (PHIL 111, PHIL 112, PHIL 213 or POSC 202 may be taken in place of CORE 202*)

*Courses applied to CORE 201 or CORE 202 may not simultaneously be applied to other Core Curriculum requirements.

RATIONALE:

Currently transfer students are allowed to apply these courses to CORE 201 and CORE 202. This motion extends that option to currently enrolled students.

Motion Withdrawn by FSEC 9/14/17

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17-18.03 (16-17.20)—Motion Regarding Budget Priorities

Referred by: Faculty Senate Executive Council and Resource Allocation Committee

MOTION:

The Faculty Senate recommends that Radford University prioritize the distribution of resources to maintain class sizes comparable to those of peer institutions.

RATIONALE:

In a time when retention is a significant issue, the university should prioritize holding the line on class sizes.


Budgetary constraints are creating a current climate of cost containment, within which increasing class size may be seen as a quick and convenient cost-cutting strategy. Empirical evidence suggests that there are eight deleterious outcomes associated with increasingly larger class size. This article synthesizes research relating to these eight consequences of large class size and analyzes its implications for the success of undergraduate students in general, and first-year college students in particular. The article concludes with a discussion of the implications of the reviewed research for (a) the effective education of today’s undergraduates, (b) identification of optimal class size, (c) administrative decision-making, and (d) institutional mission, priorities, and values. [ABSTRACT FROM AUTHOR]


Colleges want to increase retention and graduation rates, but they are also under pressure to control costs. Increasing class size is a common method to reduce per student costs. This paper examines the relationship between class size and student achievement. Using data from a selective liberal arts college, we show that grades of students decrease as class size increases. Moreover, relatively vulnerable students such as first-years or those with low SAT scores experience on average larger negative effects from increases in class sizes. The findings suggest that attempts to control costs may harm students, particularly those least likely to graduate. [ABSTRACT FROM AUTHOR]

Motion Withdrawn by FSEC 9/14/17

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17-18.04—Motion Recommending a One Year Suspension of Quadrennial Review of Chairs.

Referred by: Faculty Senate Executive Committee

MOTION:

The Faculty Senate recommends that the Quadrennial Evaluation of Chairs be suspended for the 2017-2018 Academic Year.

RATIONALE:

The Quadrennial Evaluation of Chairs is currently being applied inconsistently between colleges at the University. In addition, deans and faculty members have observed that the process as currently defined in the T&R Faculty Handbook is not a useful addition to the Annual Evaluation of Chairs. This issue should be revisited by Faculty Senate and by the Provost. While the Quadrennial Evaluation of Chairs process is being reconsidered, it seems sensible to suspend these evaluations for the current academic year.

Motion passed 9/28/17

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17-18.05—Motion to Create a Crime Analysis Minor

Referred by: Curriculum Committee

MOTION:

The Faculty Senate recommends creation of the attached proposal for a Crime Analysis Minor.

RATIONALE:

Currently, the Criminal Justice Department offers an online crime analysis certificate at the post-baccalaureate level. Introduction of the Crime Analysis Minor at the undergraduate level will provide students with the theoretical and methodological foundation of skills and knowledge for a viable avenue for graduate school and/or future employment. Note that the Crime Analysis Minor provides theoretical and methodological knowledge and skills at the undergraduate level where at the graduate level, students pursue and produce knowledge in research of crime analysis and more advanced temporal, spatial, and statistical techniques and critical thinking.

The minor does not require additional financial or faculty resources.

Motion Passed 10/26/17

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17-18.06—Motion to Institute a Process for Promotion of Special Purpose Faculty to the Position of Senior Instructor

Referred by: Faculty Issues Committee

MOTION:

The Faculty Senate recommends that the FT&R Handbook statement on p. 28, 1.6.2.2 be used as the basis for a promotion process for special purpose faculty with some modifications reflecting departmental differences in the role of the special purpose faculty member. These modifications would take the form of a statement explicitly referring to the department’s expectations for role performance of the special purpose faculty member with respect to variations in the importance of service, professional accomplishments and teaching in this role. It is recognized that in some departments, teaching performance may be the only criterion for evaluation for promotion, and that this expectation varies across campus. A statement to this effect, specifically describing departmental expectations for promotion of the special purpose faculty member, should be included in each department’s handbook of policies and procedures.

Current version: 1.6.2.2 The faculty member shall initiate an application for promotion to the Department Chair and shall provide supporting documentation which must include a statement justifying promotion, evaluations of the faculty member from the Department Chair from the past six years including a summary of students evaluations and peer evaluations (if applicable), current curriculum vita, and any additional information appropriate to support a recommendation for promotion. The Department Chair shall submit the faculty member’s application and documentation to the Chair of the appropriate Department Promotion Committee.

Add: 1.6.2.3 Special purpose faculty members will likewise follow the process as described above. Areas of evaluation will be weighted to accord with this faculty member’s contract letter, expectations as described in departmental documents, and ongoing annual evaluations.

RATIONALE:

Whereas the motion creating the rank of senior instructor did not provide a process for promotion; and whereas a process for faculty promotion to the ranks of associate and full professor is included in the FT&R Handbook, a model for promotion to other faculty positions does exist. No changes to the current wording in section 1.6.2.2 appear to be necessary. However, because the role of the special purpose faculty member varies from one department to another, we recommend that each department must use criteria for promotion that are consistent with handbook and departmental expectations for time spent in teaching, professional activities and service and other functions assigned to the special purpose faculty in that department. We therefore propose the addition of the two sentences as noted above to the handbook. It is recommended that these sentences or the like be added to the department’s handbook.

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Resolution for the Creation of an Institutional Accreditation Task Force

Referred by: Dr. Prahlad Kasturi, COBE Senator

Whereas, institution accreditation is necessary to assure the educational quality of programs offered by Radford University;

And

Whereas, maintaining accreditation is necessary to sustain and improve the educational quality of programs offered by Radford University;

And

Whereas, maintaining accreditation is necessary to sustain the educational reputation of Radford University among current, past and future constituents;

It is hereby resolved that:

Radford University should create a university-wide task force (besides the one for SACS) with the mission of supporting efforts to maintain any institution accreditation for the betterment of the university.

Such a task force will comprise of Senior Administrators such as the Provost, Deans, Department Chairs, Program Directors and relevant Sub Committee Chair/s of the Faculty Senate whose programs, departments or colleges are accredited by different accreditation agencies.

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17-18.08—Motion to Recommend Assessment Goals to the State Council of Higher Education

Referred by: Faculty Senate Executive Committee

MOTION:

The Faculty Senate recommends that the following seven goals be assessed and reported to the State Council of Higher Education of Virginia:

- Written communication
- Oral communication
- Critical thinking
- Quantitative reasoning
- Scientific reasoning
- Information literacy
- Civic engagement

RATIONALE:

The General Education Task Force reviewed curriculum and presented these goals, and received subsequent approval, to the Core Curriculum Advisory Committee. All but Civic engagement are current goals. The Civic engagement goal has been mandated by SCHEV, which also has mandated that universities continue to assess: Written communication, Critical thinking, and Quantitative reasoning. Two additional goals were left to the discretion of each university, for a total of six. However, at the request of the Task Force, Dr. Kolajo has contacted SCHEV and determined that a university can report seven goals. The Task Force believes the current goals are essential and in the absence of a university-wide discussion that would support eliminating one of the current goals, the Task Force recommends that we retain all current goals, relying on existing assessment measures for the time being, and relying on protocols developed for the Scholar Citizen Initiative for reporting on the now-seventh goal, Civic engagement.

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17-18.09—Motion Concerning Changes to the Syllabi of University Core A, as part of the Core Curriculum

Referred by: Curriculum Committee

MOTION: Faculty Senate recommends revisions to the master syllabi for CORE 101, 102, 201, 202, the assessment rubric and the curriculum map.

RATIONALE:

Current Assessment Plan:

Under the current Core Curriculum University Core A assessment plan, Goals 1 through 4 (written communication, oral communication, critical thinking, and information literacy) are assessed within the University Core A courses, CORE 101, 102, 201, and 202 sequence. Within each Core A course, student work is collected as assessment artifacts. A rotating schedule of courses are assessed each semester. For example, Fall 2017 is the assessment semester for CORE 201. CORE 202 is scheduled for assessment in Spring 2018, with the 100 level sequence schedule for the following academic year. Each sequence (100 or 200) is assessed in alternating years with the 01 courses assessed in Fall and the 02 courses assessed in Spring. The number of artifacts collected per course varies from 2 to 4 per student depending on the specific course in the sequence. Sampling (10%) of the artifacts is conducted. These artifacts are sent to outside raters and reviewed for competency based on the previously approved rubrics. Cost of this is between $5,000 and $8,000 per year.

Challenges within the current plan:

- Time intensive: The collection of artifacts is time intensive and a burden on instructors.
- Reduced autonomy of instructors: Faculty are forced to use very specific assignments and structures within the courses to enable those to be assessed with outside raters. This discourages creativity and engagement of the full time tenured and tenure track faculty as the strict structure is burdensome and limits engagement with these courses in the disciplines and degree programs across campus. These limitations also remove instructors from the process of assessment, further disengaging the faculty and limiting the purpose and utility of assessment.
- Reduced flexibility of the curriculum: in order to maintain data reliability under the current assessment plan, the assignments must be very similar and are prescribed within the courses through the master syllabi. This also limits the ability of courses outside of Core A to substitute for these classes.
- Course isolation: Courses have been assessed in the past individually rather than examining attainment of competency throughout the entire sequence. This limits the scope of assessment and the utility of findings.
- Reliability and validity of the assessment data: inconsistency in application of the prescribed assignments results in questionable reliability of the outcomes of the assessment process and concerns about the validity of the data being used to assess competency of our students
- Resource burdensome: $5000 to $8000 per academic year is spent assessing competencies using the outside rater system.

Proposed changes:
Revision of the Core A objectives for each goal (see attachment-Core A Outcomes and Course Objectives-original and proposed): These increase the flexibility of the courses and options for additional
substitution courses. This also results in increased autonomy for faculty and academic freedom for those teaching in the Core A sequence.

Revision of the assessment plan (see attachment-Curriculum Map):
- No collection of artifacts
- More similar to the Core B assessment plans
- Focus on student level data collection
- Conducted by instructors using D2L rubric at the end of the semester
- Data extracted directly from D2L and managed by the Office of Institutional Effectiveness
- Leaves instructors able to develop assignments based on general guidelines mapped to the existing Core A competencies and learning goals (Goals 1 through 4 of the RU Core Curriculum)
- Instructors can also see the progress and attainment of competencies by their students. Rubrics can be used further in the degree coursework to integrate the competencies across the curriculum

Revision of the master syllabi (see attachments) for CORE 101, 102, 201, and 202
- Removal of the prescriptive nature of the courses
- Improve the utility of these for providing foundational skills to our students
- Increased focus on the development of these skills
- Expand the ability of courses to be substituted as long as those allow for assessment of student learning under Goals 1 through 4

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17-18.10—Motion on the Intellectual Property Policy

Referred by: Faculty Issues Committee

MOTION: The Senate recommends that Radford University adopt the Intellectual Property Policy as drafted by the university's Intellectual Property Committee (document attached, dated 2017-04-20), as the single University Intellectual Property Policy. Should that policy be adopted by the Board of Visitors, all other versions of the IP policy will be superseded by this one, and section 3.4 of the Faculty Handbook should subsequently be deleted.

RATIONALE:

Rationale:
The campus Intellectual Property Committee, working over the past several years, has drafted an IP Policy. This policy maintains a firm commitment to the IP rights of faculty and students, specifically mentioning issues such as on-line materials.

Because a majority of the members of the IP committee are FT&R faculty and Senate members, the Senate will continue to have a voice in this policy, if changes or editing become necessary.

Since the IP policy pertains to all university employees, and students, it does not belong in the Faculty Handbook.

From the opening section of the proposed IP Policy:

*Radford University encourages participation by faculty, staff and students in scholarly research and creative activities that create knowledge, support and enhance teaching, and is consistent with its public service mission to contribute to the economic development of Virginia. While research conducted by the University is aimed first at creation, discovery and dissemination of knowledge, rather than profit from commercial application, the University recognizes that public benefit may result from commercial applications of technology developed with University resources. The University seeks through adoption of these policies and procedures to balance the interests of the public, the University and respective inventor(s), author(s), or artist(s) in intellectual property arising from research and creative activities conducted by employees and students.*

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17-18.11—Motion on the Removal of Course Prefix Limitations Within the Core Curriculum

Referred by: Curriculum Committee

MOTION: Faculty Senate recommends the deletion of catalogue language limiting students to six course hours with the same prefix as the major from counting as part of the Core Curriculum.

Current catalogue language to be removed:

“So that a student’s RU education might have as much disciplinary breadth as possible, students may apply no more than two courses to the Core Curriculum that have the same prefix as that of their major.”

RATIONALE:

There is no SACSCOC or SCHEV requirement limiting the number of general education courses that may be applied to degree programs. Currently, students may apply two courses to the Core Curriculum that have the same prefix as that of their major. This motion would remove any limitations on the counting of courses for University Core Curriculum and degree requirements. This allows the most flexibility for students and may encourage students to seek double majors, minors, and certificates. It also removes barriers for students who embark on general education and decide to major in areas in which they have completed Core Curriculum requirements. This would prevent students from going back to replace courses that fulfill Core Curriculum requirements.

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17-18.12—Motion to Recommend Approval of the Academic Affairs Approval Pathways for New, Modified, or Discontinued courses and Changes in programs

Referred by: Governance Committee

MOTION: Faculty Senate recommends the approval of the following two curriculum pathways:

1. New, modified, or discontinued courses, changes in program requirements not submitted to SCHEV (page 2)
2. New or discontinued majors, minors, certificates, concentrations, options; changes in program requirements to be submitted to SCHEV (page 4 & 5)

RATIONALE:
Radford University does not currently have formally approved curriculum pathways. The proposed Academic Affairs approval flowchart document resulted from work of the Internal Governance Review Working Group. The review process included feedback from the Provost, the Academic Affairs Leadership Team, and the Governance and Curriculum Committees of Faculty Senate. The group was charged with drafting an approval process document to include in the IG document that 1) defines the processes for review and approval of changes in curriculum and 2) clarifies the role of each constituency in the review, comment, and approval process. The accompanying flowcharts accomplish this goal.
Motion to Recommend Approval of the Academic Affairs Approval Pathways for New, Modified, or Discontinued Courses Not in a Specific Discipline

Referred by: Governance Committee

MOTION: Faculty Senate recommends the approval of the curriculum pathway for new, modified, or discontinued courses not in a specific discipline and not CORE (page 3)

RATIONALE:

Radford University does not currently have formally approved curriculum pathways. The proposed Academic Affairs approval flowchart document resulted from work of the Internal Governance Review Working Group. The review process included feedback from the Provost, the Academic Affairs Leadership Team, and the Governance and Curriculum Committees of Faculty Senate. The group was charged with drafting an approval process document to include in the IG document that 1) defines the processes for review and approval of changes in curriculum and 2) clarifies the role of each constituency in the review, comment, and approval process. The accompanying flowcharts accomplish this goal.

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17-18.14—Motion to Recommend Approval of the Academic Policies and Procedures Pathway

Referred by: Governance Committee

MOTION: Faculty Senate recommends the approval of the academic policies and procedures pathway (page 6)

RATIONALE:

Radford University does not currently have formally approved curriculum pathways. The proposed Academic Affairs approval flowchart document resulted from work of the Internal Governance Review Working Group. The review process included feedback from the Provost, the Academic Affairs Leadership Team, and the Governance and Curriculum Committees of Faculty Senate. The group was charged with drafting an approval process document to include in the IG document that 1) defines the processes for review and approval of changes in curriculum and 2) clarifies the role of each constituency in the review, comment, and approval process. The accompanying flowcharts accomplish this goal.

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17-18.15—Motion to Recommend Approval of the Academic Affairs Approval Pathway for Academic Program Review

Referred by: Governance Committee

MOTION: Faculty Senate recommends the approval of the pathway for Academic Program Review (page 7)

RATIONALE:

Radford University does not currently have formally approved curriculum pathways. The proposed Academic Affairs approval flowchart document resulted from work of the Internal Governance Review Working Group. The review process included feedback from the Provost, the Academic Affairs Leadership Team, and the Governance and Curriculum Committees of Faculty Senate. The group was charged with drafting an approval process document to include in the IG document that 1) defines the processes for review and approval of changes in curriculum and 2) clarifies the role of each constituency in the review, comment, and approval process. The accompanying flowcharts accomplish this goal.

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17-18.16—Motion to Recommend Approval of the Academic Affairs Approval Pathway for Changes to the General Education Program

Referred by: Governance Committee

MOTION: Faculty Senate recommends the approval of the General Education Program pathway (page 8)

RATIONALE:

Radford University does not currently have formally approved curriculum pathways. The proposed Academic Affairs approval flowchart document resulted from work of the Internal Governance Review Working Group. The review process included feedback from the Provost, the Academic Affairs Leadership Team, and the Governance and Curriculum Committees of Faculty Senate. The group was charged with drafting an approval process document to include in the IG document that 1) defines the processes for review and approval of changes in curriculum and 2) clarifies the role of each constituency in the review, comment, and approval process. The accompanying flowcharts accomplish this goal.

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17-18.17—Motion to Recommend Approval of the Pathways for Academic Departments and Academic Colleges

Referred by: Governance Committee

MOTION: Faculty Senate recommends the approval of the pathways for academic departments and academic colleges (pages 9 & 10).

RATIONALE:

Radford University does not currently have formally approved curriculum pathways. The proposed Academic Affairs approval flowchart document resulted from work of the Internal Governance Review Working Group. The review process included feedback from the Provost, the Academic Affairs Leadership Team, and the Governance and Curriculum Committees of Faculty Senate. The group was charged with drafting an approval process document to include in the IG document that 1) defines the processes for review and approval of changes in curriculum and 2) clarifies the role of each constituency in the review, comment, and approval process. The accompanying flowcharts accomplish this goal.
17-18.18—Motion to Define the Civic Engagement Goal

Referred by: Curriculum Committee

MOTION: Faculty Senate approves the following goal for civic engagement:

“While at Radford University, students will demonstrate awareness of their roles, rights, and responsibilities in the various communities they inhabit by participating in civic engagement activities.”

RATIONALE:

As defined by SCHEV, “Civic engagement [is] an array of knowledge, abilities, values, attitudes, and behaviors that in combination allow individuals to contribute to the civic life of their communities. It may include, among other things, exploration of one’s role and responsibilities in society; knowledge of and ability to engage with political systems and processes; and/or course-based or extra-curricular efforts to identify and address issues of public or community concern.”

For Reference:

17-18.19—Motion to Create a Healthcare Certificate

Referred by: Curriculum Committee

MOTION:

The Faculty Senate recommends the approval of the attached proposal for the creation of an undergraduate certificate in Healthcare.

RATIONALE:

As a result of collaborative efforts between the School of Nursing, Department of Information Technology, and Carilion Clinic, a Healthcare Certificate has been developed in the School of Nursing that would enable students to meet the growing need for healthcare information management and informatics. The curriculum would be targeted towards students in Information Technology, Business, and related majors.

The Healthcare Certificate consists of 4-5 courses, for a total of 14-16 credit hours. The track would be housed in the School of Nursing for non-nursing students (See attached complete proposal).

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