Academic Excellence and Student Success Committee

November 2023

Radford
UNIVERSITY

Academic Excellence and Student Success Committee
1:45 p.m.**
November 30, 2023
Kyle Hall, Room 340, Radford, VA

DRAFT
<u>Agenda</u>

- **Call to Order**   Ms. Jeanne Armentrout**,** *Chair*

- **Approval of Agenda**   Ms. Jeanne Armentrout**,** *Chair*

- **Approval of Minutes**   Ms. Jeanne Armentrout**,** *Chair*
  - September 7, 2023

- **Wicked Problem Presentation**   Dr. Paige Tan, *Professor of Political Science*
                                                             Dr. Heather Keith, *Professor of Philosophy and Executive Director of Faculty Development*
                                                             Caroline Sapp and Becca Holcombe, *Students*

- **External Grants and Contracts**   Dr. Jeanne Mekolichick, Associate Provost for Research, Faculty Success and Strategic Initiatives

- **Academic Affairs Update**   Dr. Bethany M. Usher, *Provost and Senior Vice President for Academic Affairs*
  - Mid-Semester Updates
  - Two-Year Plan Discussion

- **Recommendations and Action Items**   Dr. Bethany M. Usher, *Provost and Senior Vice President for Academic Affairs*
  - Recommendation to Approve Revisions to the Teaching and Research Faculty Handbook Language to be Gender Neutral (Attachment A)

  - Recommendation to Approve Revisions to the Teaching and Research Faculty Handbook Language for Employment Classifications (Tenured, Tenure-Track, Adjunct) (Attachment B)

- o Recommendation to Approve Revisions
  to the Teaching and Research Faculty Handbook
  Language for Employment Classifications (Special Purpose)
  (Attachment C)

- o Recommendation to Approve Merger of the Department
  of English and the Department of Foreign Languages
  and Literatures into the School of Writing, Language and Literature
  (Attachment D)

- o Recommendation to Approve the Discontinuation of the
  Doctor of Psychology in Counseling Psychology Program
  (Attachment E)

- **Information Item**
  - o Emeriti Faculty (Attachment F)

- **Other Business**   Ms. Jeanne Armentrout, *Chair*

- **Adjournment**   Ms. Jeanne Armentrout, *Chair*

** All start times for committee meetings are approximate. Meetings may begin either before or after the listed approximate start time as committee members are ready to proceed.

<u>COMMITTEE MEMBERS</u>
Ms. Jeanne Armentrout, Chair
Dr. Betty Jo Foster, Vice Chair
Mr. Robert Archer
Mr. George Mendiola
Ms. Georgia Anne Snyder-Falkinham
Dr. Kurt Gingrich, (Non-Voting Faculty Advisory Representative)

2

Meeting Materials

Wicked Problems (Rittel and Webber 1973)

- Messy, evolving, complex, sticky...

- No single definition, always multiple and diverse perspectives, no single observer sees the whole scope

- No endpoint or definitive solution, just better or worse measures

- No standard approaches

- Intersectional; cause and effect relationships with other wicked problems

- No definitive scientific test for a solution

- Attempts to solve one wicked problem are difficult to adapt to other wicked problems.

- Examples: global hunger, climate change, mental health crisis, human trafficking, persistent inequality...
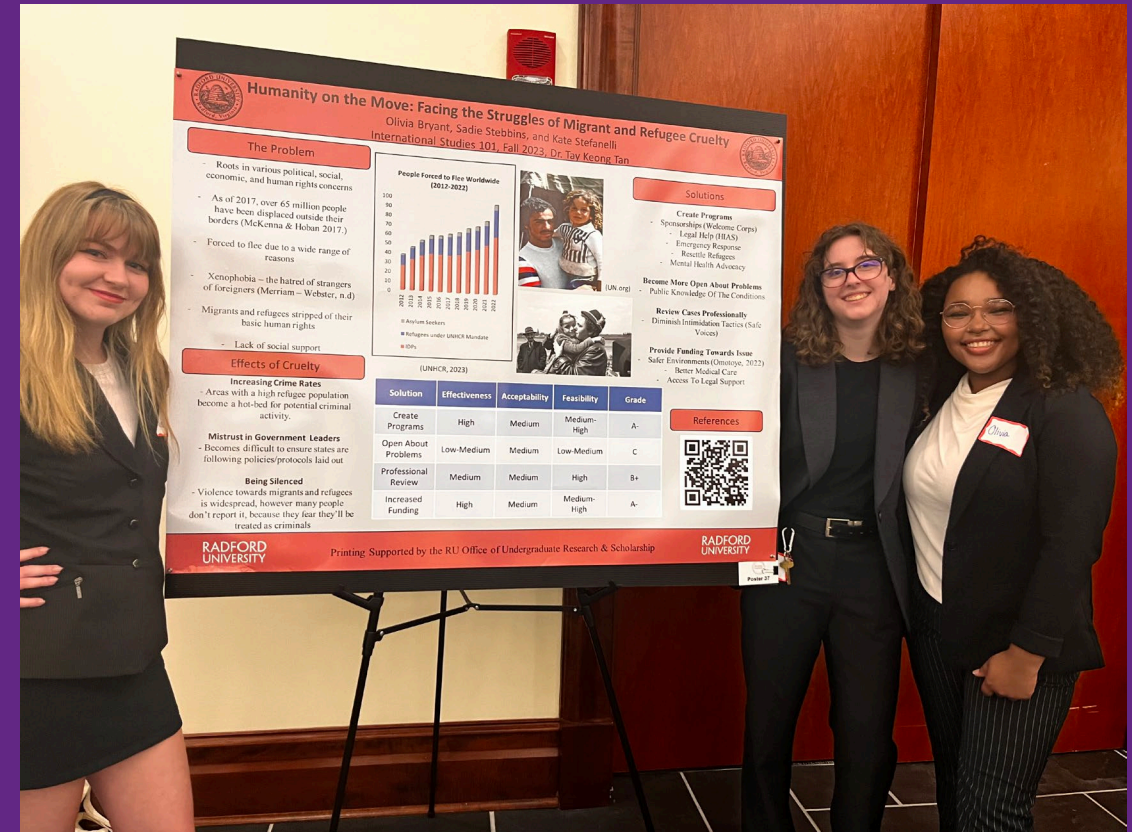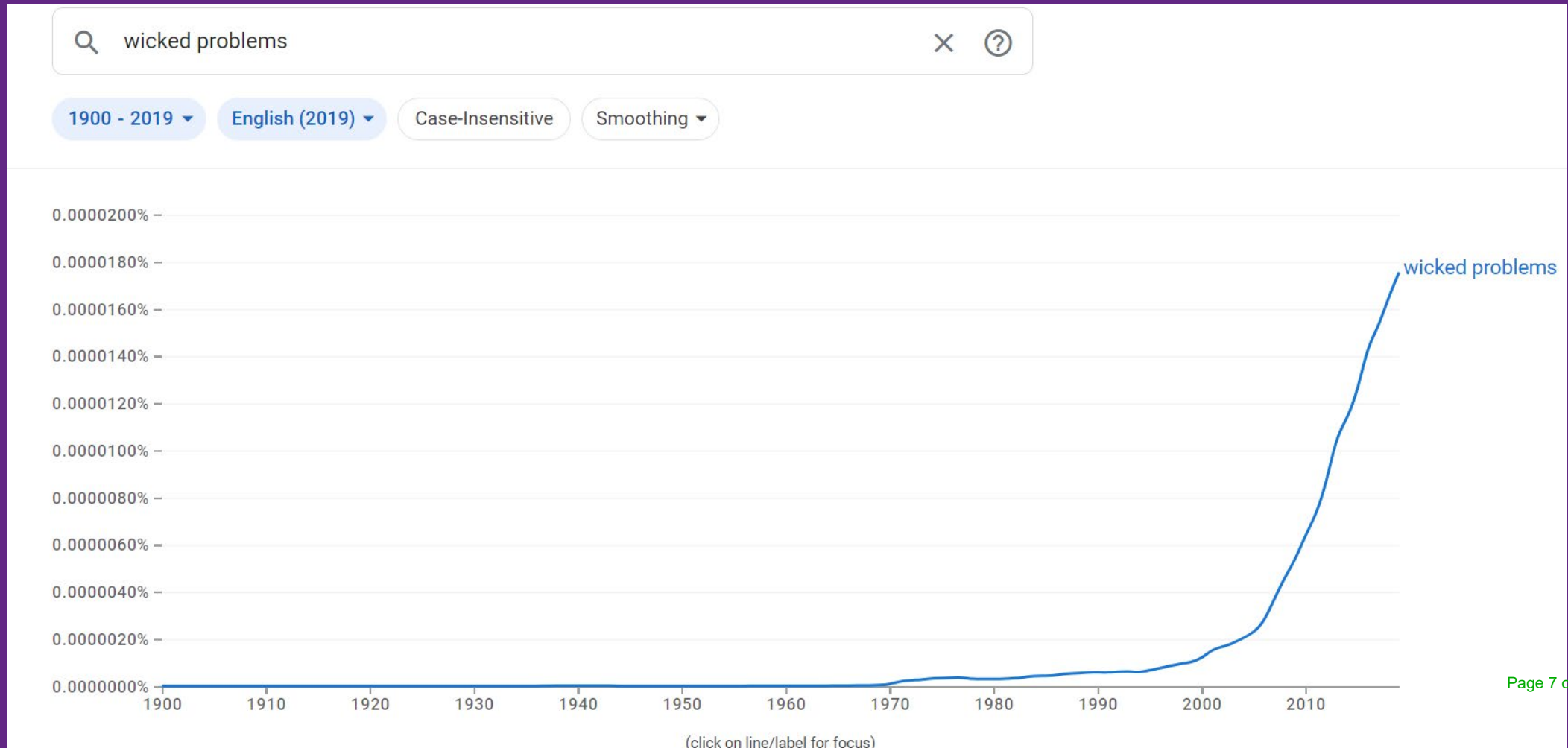

Photo: Dr. Darren Minarik

Wicked Problems on the Rise (Ngram 1900-2019)

PHIL 115: Wicked Problems Class

- Campus and community as classroom
- Undergraduate research for FY students
- Systems thinking, complex problem-solving
- Team/collaboration skills
- Communication skills across divides
- Incorporates NACE Career Competencies
- Tunes into students' passions, motivation
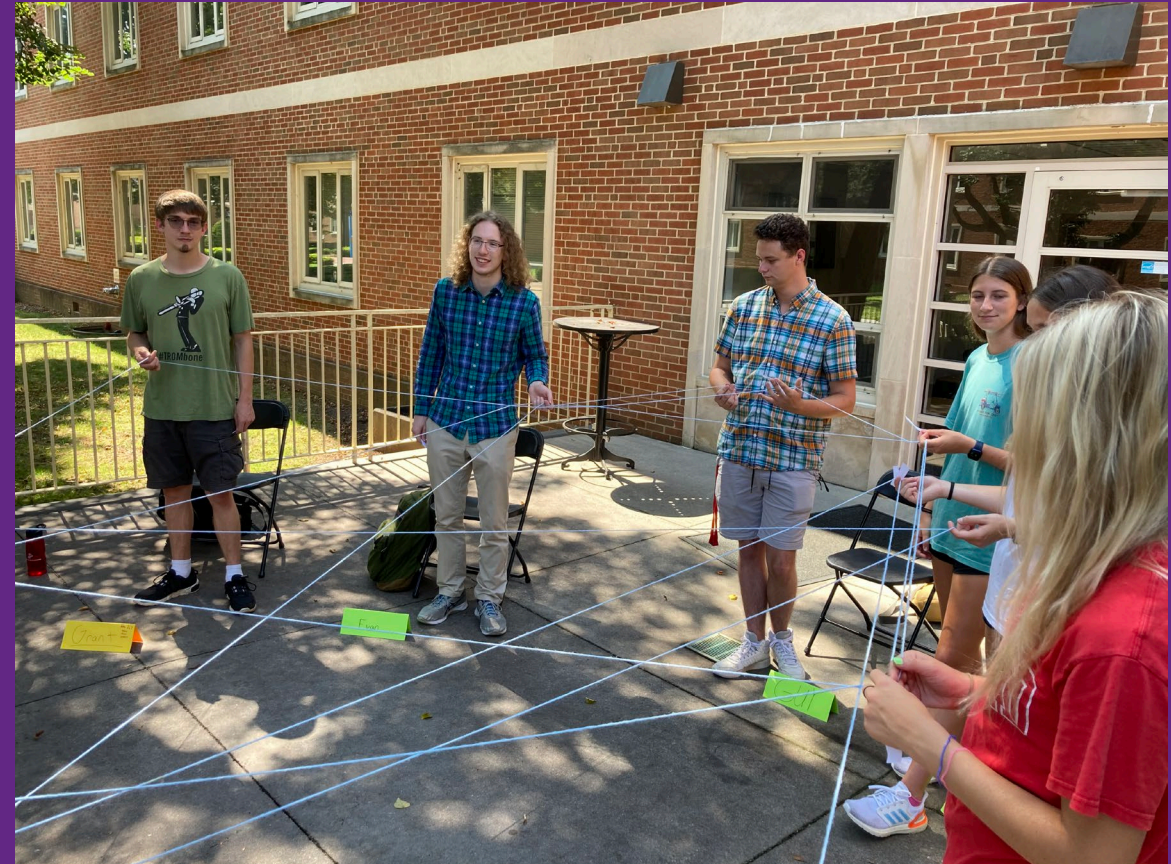- Inspires "active hope" for the future

Photo: Dr. Heather Keith

Wicked Pedagogy

- Creating student experts (authority, belonging)
- Signature assignments
- Good instructional design (such as transparent learning outcomes and assessments)
- Active learning techniques
- Applied/experiential learning
- Beyond content knowledge

" . . . if we've educated our students effectively, they move into the world as questioning, informed, thoughtful agents of positive change."

creating
wicked
students

DESIGNING COURSES
FOR A COMPLEX WORLD

paul hanstedt
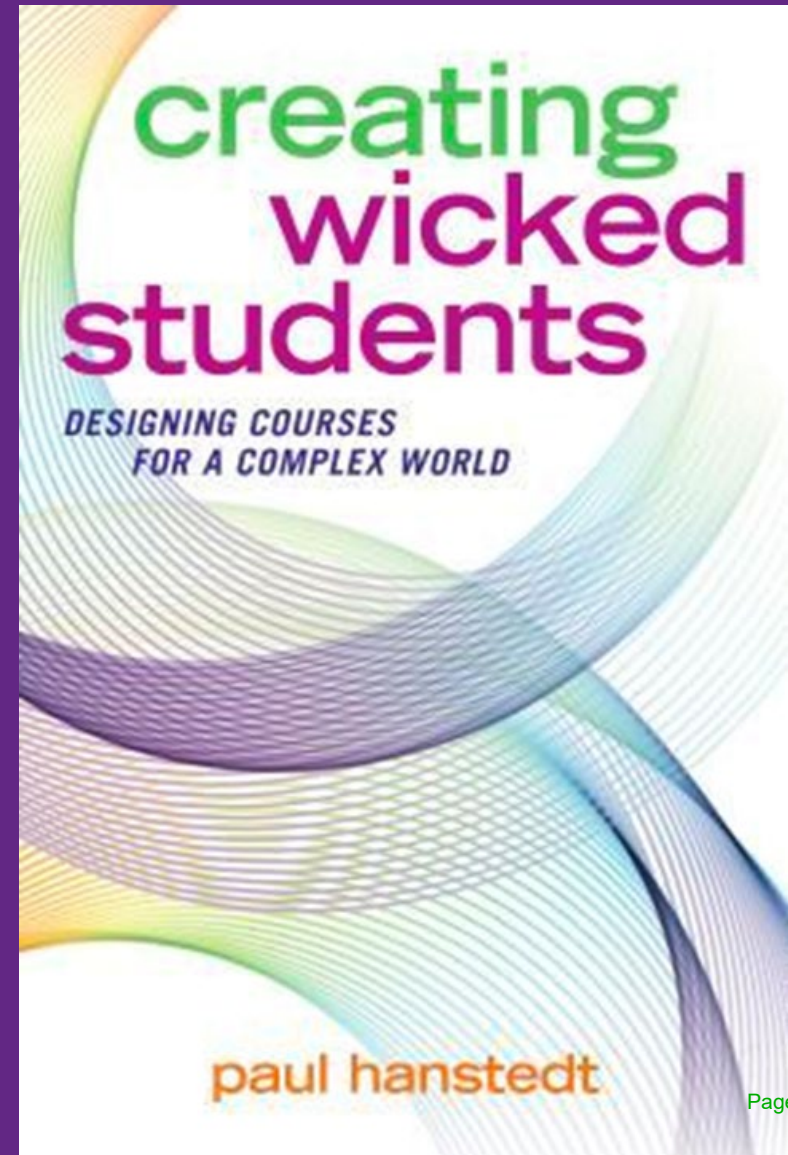
Wicked Society/Mentored Research

- Dr. Tay Keong Tan (POSC) created the Wicked Society (undergrad) and Wicked Graduate Alliance (graduate students) to carry out advanced learning in Wicked Problems.

- One project was the creation of a wicked problems toolkit of teaching resources for United Nations Principles of Responsible Management Education (UN PRME) faculty around the world.

- Also, Dr. Tan and Dr. Paul Hanstedt, author of *Creating Wicked Students,* traveled with Radford students to the UN PRME conference in Lisbon, Portugal (September 2023) where students received Outstanding Achievement and Meritorious Achievement awards for their wicked problems research.

- Dr. Tan was recognized with an "Innovator's Award" from UN PRME for his wicked problems research and teaching.

Photo: Dr. Tay Keong Tan

Wicked Problems Minor

- The Wicked Problems minor seeks to build on the Wicked Problems class and festival by creating a menu of classes from POSC and PHRE to make students wicked-good problem solvers.

- Classes include: PHIL 115, POSC 130 Changing the World, courses in leadership, ethics, religion, and US foreign policy.

- E and L in the REAL curriculum.

- 20+ minors within one year.

Photo: Dr. Meg Konkel
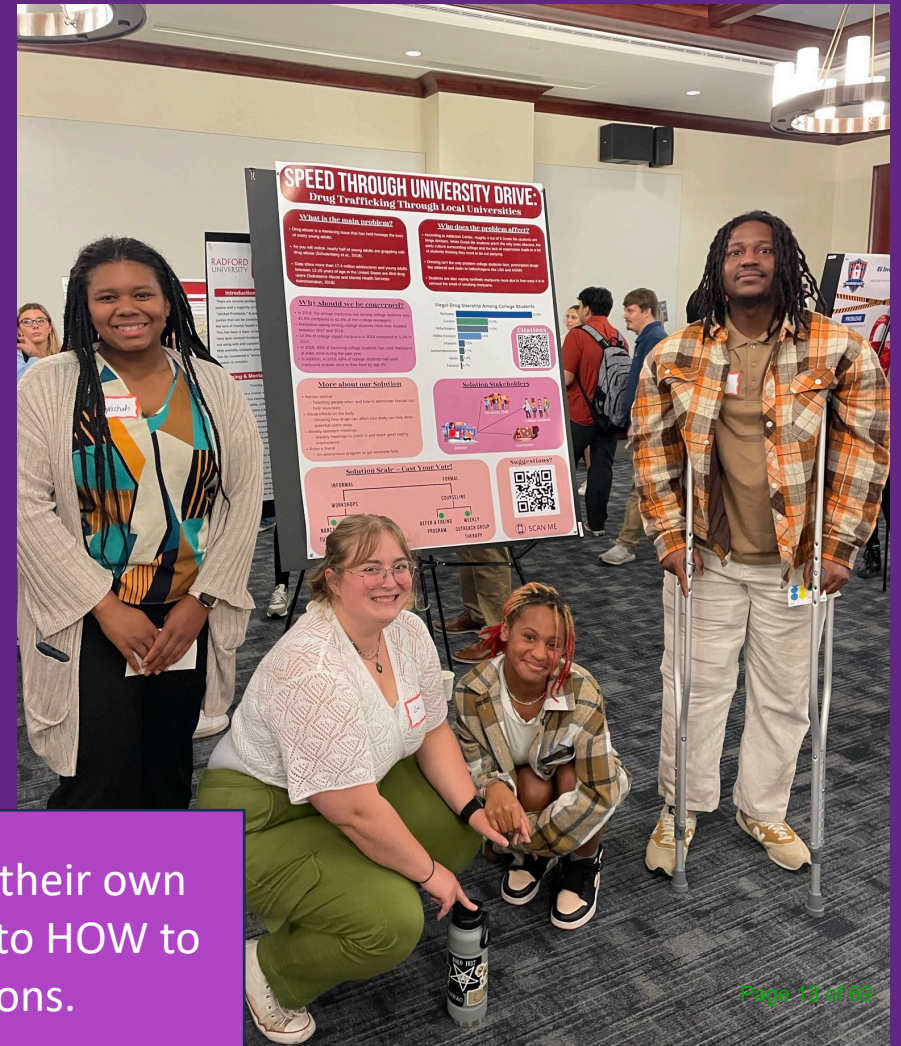
Wicked Festival

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Interdisciplinary
Hosted by CHBS.
Supported by CITL, Citizen Leader, and OURS.

Unifying the Wicked Festival

- From Wicked Problems literature and Paul Hanstedt's *Creating Wicked Students . . . .*

- Students tackle complex public problems.

- Students become the authorities.

- Students get to solutions.

Individual professors bring their own disciplines and approaches to HOW to get students to solutions.

Photo: Dr. Meg Konkel

A Selection of Problems Tackled at the Fall 2023 Wicked Festival

- Radford University: Reducing food waste on Radford's campus
- Education: Saving high school football players from head injuries
- Food: Tackling food insecurity
- Gender: Workplace gender inequality
- Global Politics/Issues: Deterring China from invading Taiwan
- Health/Wellness: Healthcare disparities in the African American community
- Homelessness: Assisting the homeless through job opportunities
- Mental Health: Reduce anxiety in student athletes
- Poverty/Inequality: Breaking the poverty cycle
- Technology: Ill effects of social media
- US Politics: Polarization

-

Problems are complex, public. Not all wicked in the traditional sense.

Photo: Dr. Katy Shepard

Wicked Festival Growth: Fall 2021- Fall 2023

- **2021**
- 5 faculty
- 4 disciplines
- 2 colleges
- 100 students

Innovations/Signature Features:
- Real, not forced, interdisciplinarity.
- Students have conversations with other students about their problems/solutions.
- Came up with a solution to no-audience problem at many research showcases on campus.
- Mixed judging teams (faculty-students-alums).
- Awards for presentation, research, solution, and video.

- **2023**
- 15 faculty
- 11 disciplines
- 6 colleges
- 472 students

Photo: Dr. Heather Keith

What We Find Wicked Learning Does for Students

- Improves abilities in problem definition, research, and solution evaluation.

- Develops skills in visual and oral communication (repeated presentation with real-time feedback).

- Scaffolded projects help students realize success is a process (that sometimes includes setbacks that can help you get to a better place).

- Enhances teamwork.

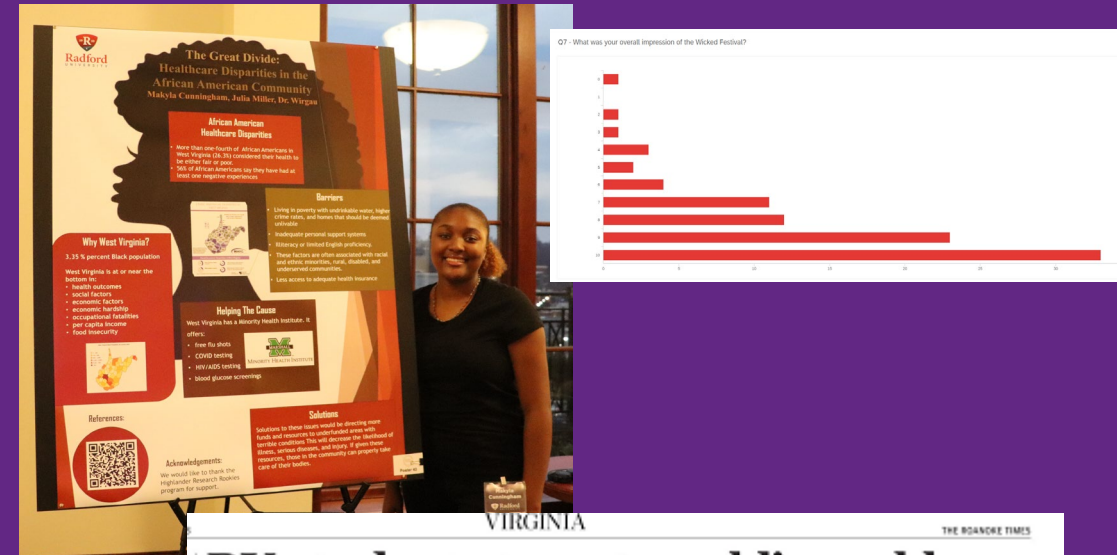- Builds CONFIDENCE, EMPOWERMENT, and HOPE!

Photo: Dr. Stockton Maxwell

What We Find Wicked Learning Does for Radford

- Student satisfaction (93% rated Fall 2023 Wicked 6-10).

- Students tell us they have something at Radford that their friends don't have at their universities.

- Alums have conveyed enthusiasm for the career-ready skills focus on problem solving (see NACE).

- Faculty have expressed interest in the community building associated with wicked and the ground-up nature of the Initiative.

- Institutional Research found students who participated in the Wicked Festival between 2021 and 2023 were 5.7% more likely to be retained at Radford.

- Media coverage enhances Radford's regional profile.

Photo: Dr. Joe Wirgau

RADFORD UNIVERSITY
Political Science

US and the Fentanyl Crisis
POSC 350: US Foreign Policy

AUTHORS

Caroline Sapp
Becca Holcombe

(Cid, 2022)

Why is it Wicked?

- Economic
  - U.S. Congress Joint Economic Committee (JEC) found that the opioid epidemic cost the U.S. nearly $1.5 trillion in 2020 (Klobucista & Martinez, 2023).
- Social
  - Overdose deaths roughly quadrupled, from 8,050 in 1999 to 33,091 in 2015.
  - In 2021, nearly 107,000 Americans died from a drug overdose, three-quarters of those deaths involving opioids.
- International
  - Mexican cartels buy and transport precursor chemicals in the People's Republic of China.
- Political
  - The fentanyl crisis has become a polarizing topic in the United States and is a major topic of conversation on the Presidential campaign trail.

(Bloomberg, 2023)

What Has Been Done:

- The National Interdiction Command and Control Plan.
- Canada and US's Beyond the Border Plan.
- Diplomatic Pressure (China and Mexico).
- Economic Sanctions.
- Bureau of International Narcotics and Law Enforcement Affairs.

What Worked and What Didn't:

- Did work:
  - US Law Enforcement training Mexican Police.
- Didn't work:
  - China's crackdown on the production.
  - Cooperation between the US, Mexico, and China.

Recommendation

- Combating the cartels in Mexico through the DEA, FBI, and State Department.
- Global public information campaign blaming China for facilitating the fentanyl crisis.

Alternative Ideas

- Disrupting the drug supply chain to stop fentanyl before it reaches US borders.
- Bombing drug labs in Mexico.
- Working to lower the corruption levels in the Mexican government.

Decision-Making Matrix

Criteria	Combating the cartels in Mexico through the DEA, FBI, and State Department.	Disrupting the drug supply chain to stop fentanyl before it reaches US borders.	Bombing drug labs in Mexico.	Working to lower the corruption levels in the Mexican government.	Global public information campaign blaming China for facilitating the fentanyl crisis.
Cost	4	3	1	2	4
Effectiveness	3	2	1	3	3
Political Acceptability for Leaders in the (abroad?)	3	4	1	4	5
Public Acceptability in the US	5	5	3	3	5
Total	15	14	6	12	17

Who Our Recommendation is for

- The State Department
- The President

Sources:

A special thank you to Dr. Paige Tan for helping us and to the OURS department for printing our poster.

External Grants and Contracts: Overview, Successes, and Opportunities

Sponsored Programs and Grants Management

The pre- and post-award administration office for all externally funded grants and contracts for Radford University

External Grants/Contracts Awarded by Fiscal Year (2010-2023)

IN MILLIONS
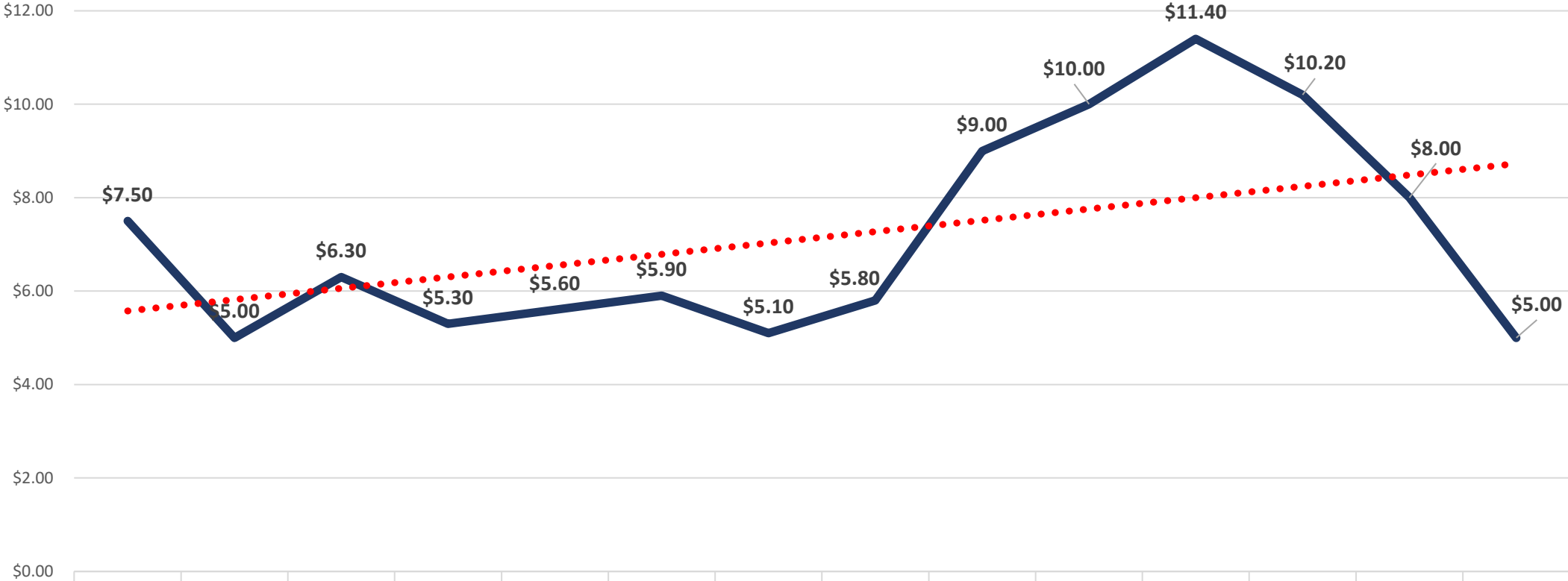
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Dollar Amount	$7.50	$5.00	$6.30	$5.30	$5.60	$5.90	$5.10	$5.80	$9.00	$10.00	$11.40	$10.20	$8.00	$5.00

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Comparison of Submissions and Awards by College/Division (2018-2023)

	Artis	Davis	CEHD	CHBS	CVPA	WCHHS	SON	Library	AA	F&A	SA	IMPACT
Submissions	$17.0	$0.3	$20.0	$3.4	$5.8	$4.2	$7.3	$0.003	$0.57	$5.7	$3.0	$59.2
Awards	$3.2	$0.1	$15.5	$1.9	$4.7	$3.9	$1.9	$0.003	$0.3	$5.7	$0.5	$15.9
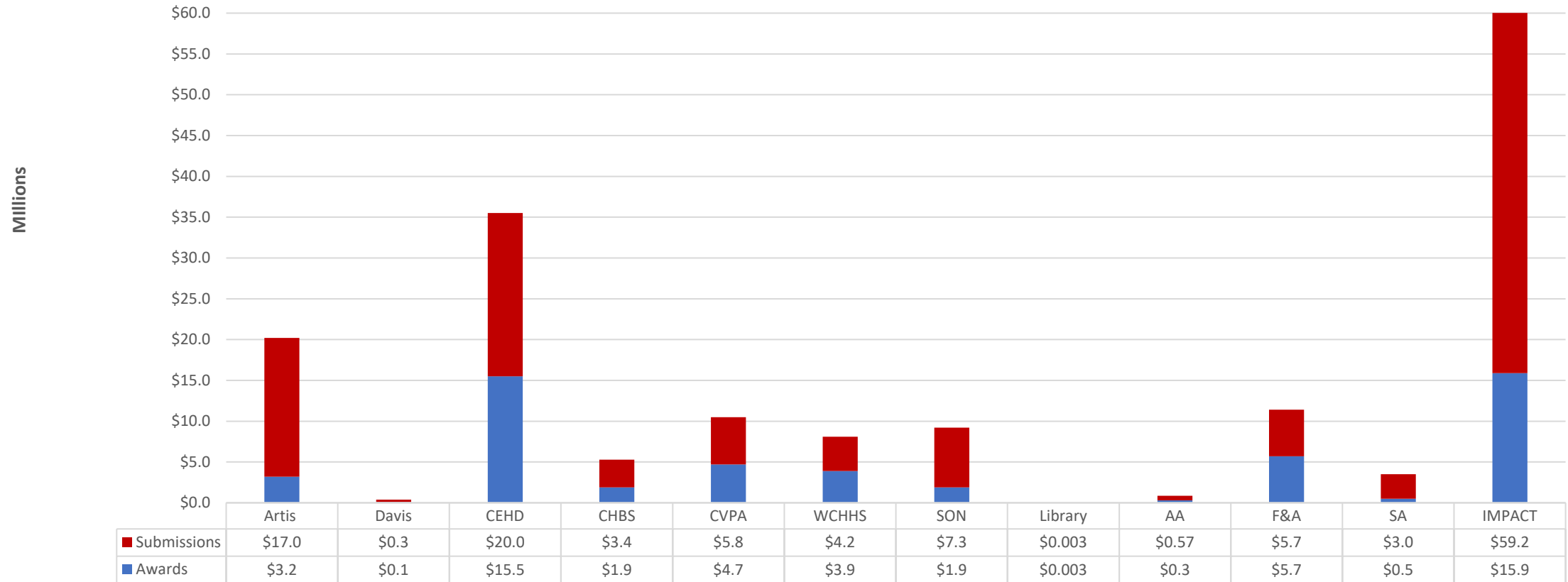
Summary of External Projects Awarded by Funding Source (2018-2023)

Private: 6%
$3.0 Million

State: 24%
$13.1 Million

Federal: 70%
$38.0 Million
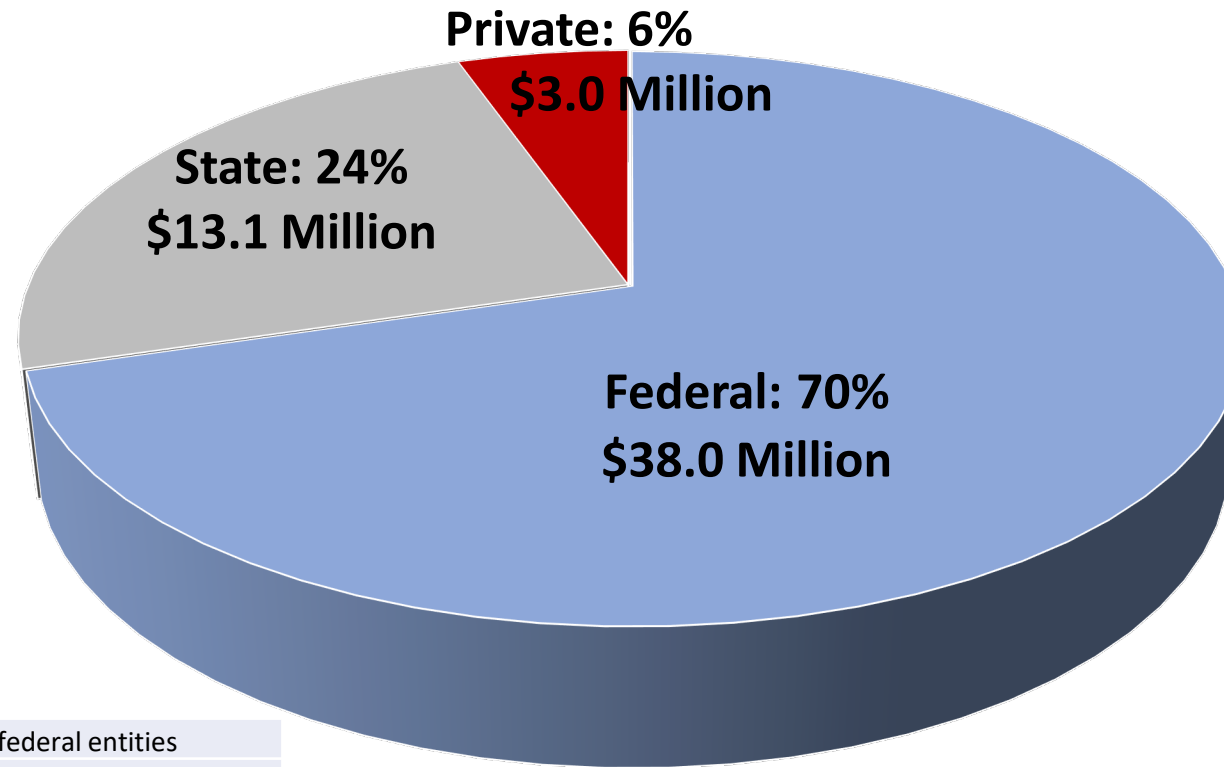
Federal Includes federal flow through from non-federal entities
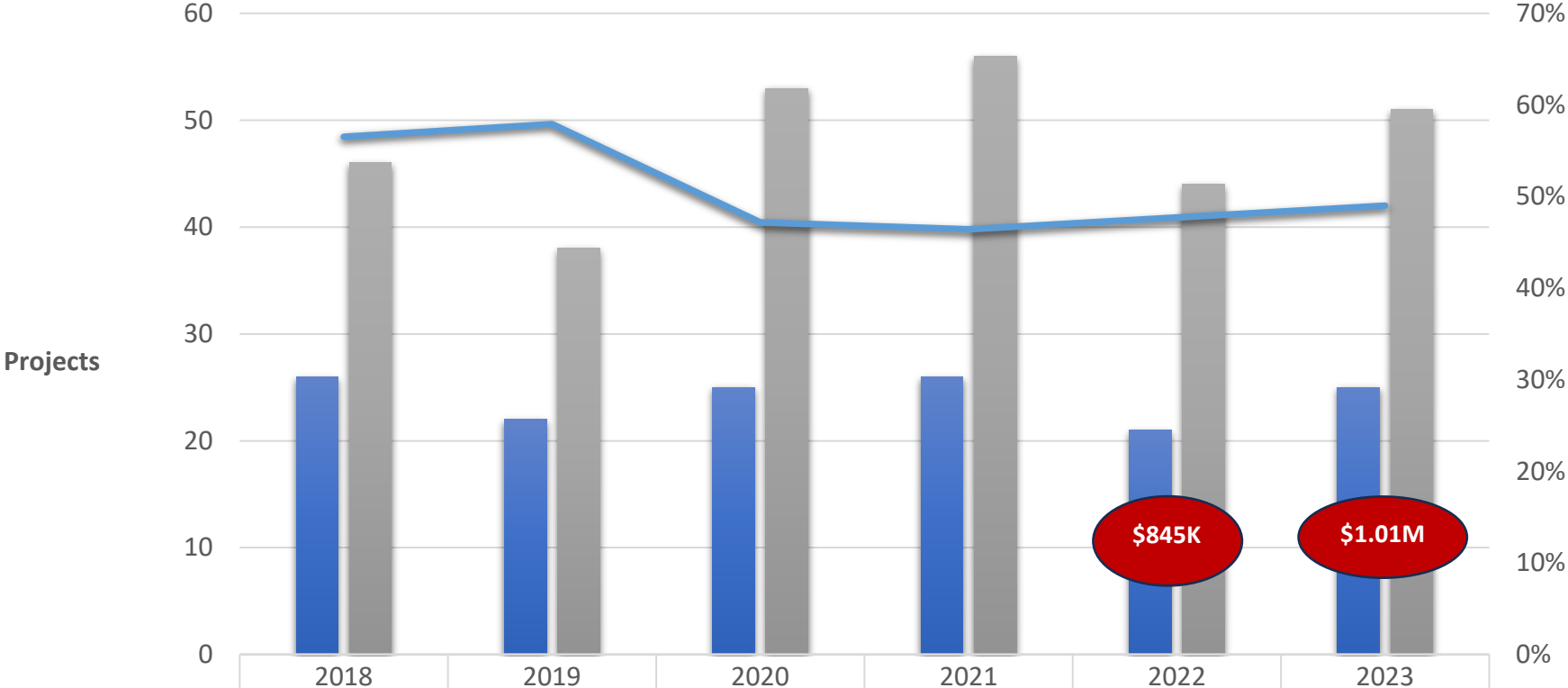**Private** Includes both Foundations and Corporations. University Advancement also reports on Foundations/Corporations

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Percentage of External Projects Awarded by Purpose (2018-2023)

- Research = 7%
- Public Service = 38%
- Instruction=56%
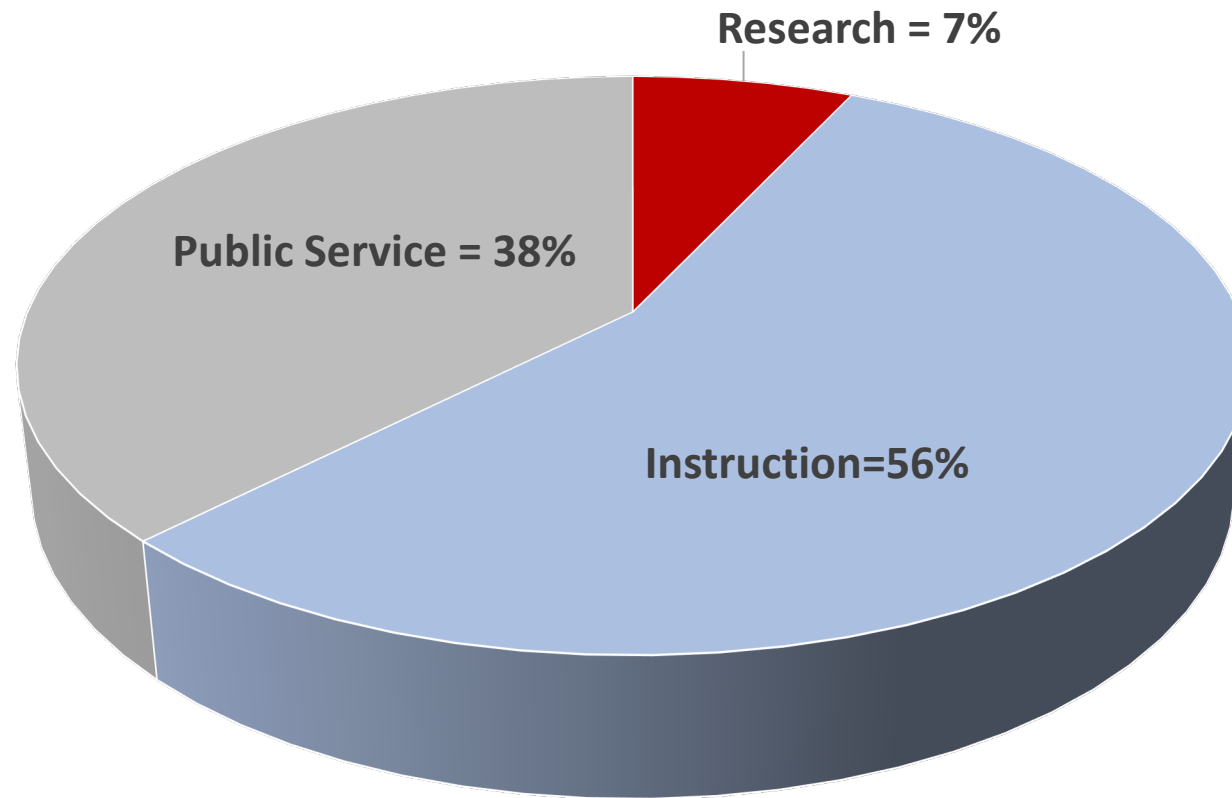
Summary of Direct/Indirect Student Benefits By Fiscal Year (2018 – 2023)

	2018	2019	2020	2021	2022	2023
No. of New Awards with Direct and Indirect Student Benefit	26	22	25	26	21	25
Total No. of New Awards By Year	46	38	53	56	44	51
% of Student Benefit	57%	58%	47%	46%	48%	49%

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Summary of Direct/Indirect Community Benefit By Fiscal Year (2018 – 2023)

	2018	2019	2020	2021	2022	2023
No. of New Awards by Year	45	38	53	56	44	51
No. of New Awards with Direct and Indirect Community Benefit	14	12	15	13	14	17
% of Total Community Benefit	30%	32%	28%	23%	32%	33%
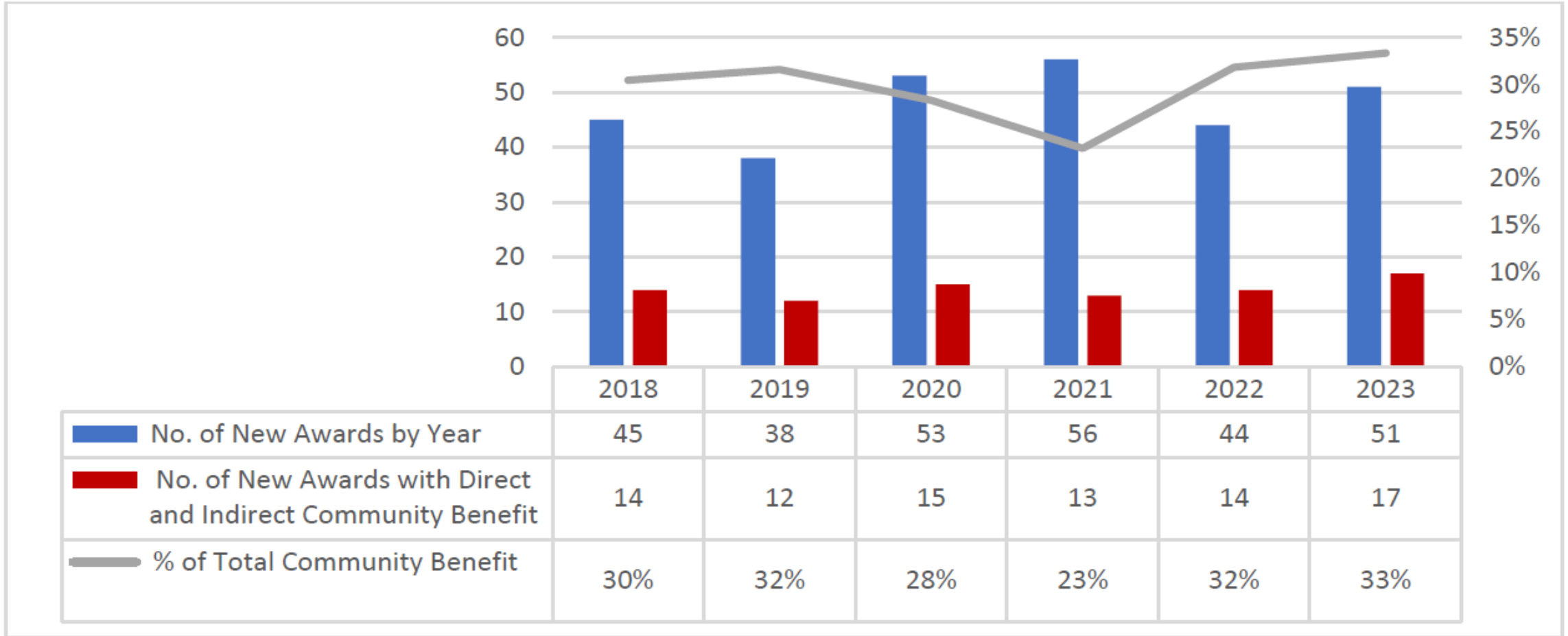
Total Unduplicated Grant Writers/Awards Years 2018-2023

Unduplicated Grant Writing by
Author Type
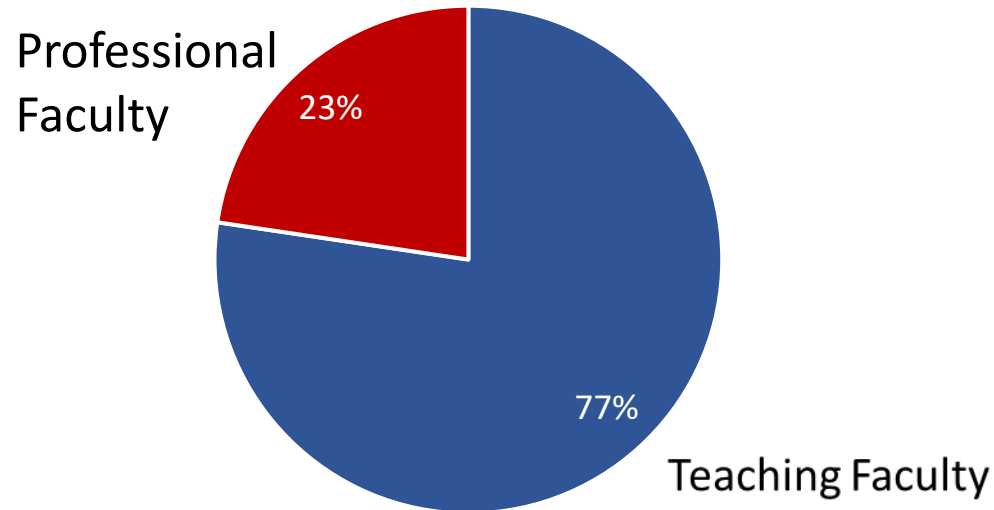
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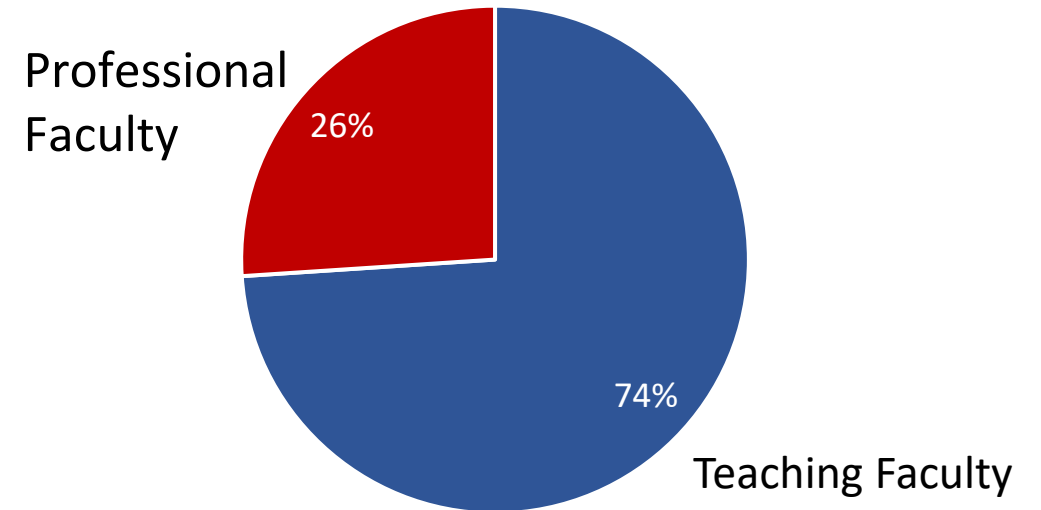
Success Highlights

Vinod Chachra IMPACT Lab Partnerships

K-12 Teacher Education & Leadership

Computer Science & Cyber Security

Social Work

Criminal Justice

Pedagogy and Programing Grants

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Opportunities

Healthcare & Life Sciences	Economic Development	Institutional Support Grants	K-12 Education

Looking Forward

Capacity building

Infrastructure Development

Faculty Time

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Academic Affairs

Board of Visitors

November 30, 2023

Academic Affairs Update Agenda

- Mid-semester updates
  - Academic Affairs Mission
  - Distinction Forums
  - Tartan Transfer
- Two-Year Plan updates
- Questions and Conversation
- Information Item: Emeritus Faculty
- Voting Item: Teaching and Research Handbook updates (3)
- Voting Item: School
- Voting Item: Program Closure

Academic Affairs

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Radford University 2023–>2035

Challenge: Adapt to deliver on our academic mission with fewer students and fewer resources in the short-term AND position Radford University to thrive in the future.
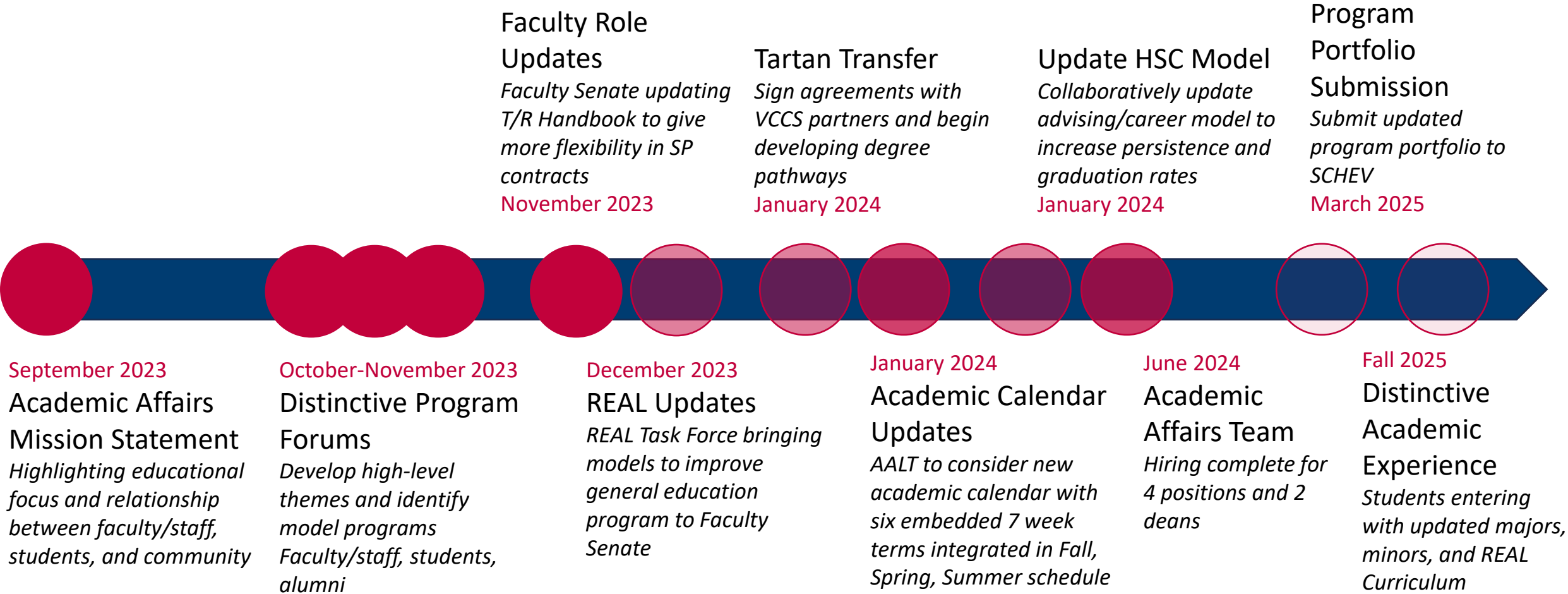
Academic Affairs

Academic Affairs 2023-2024 Strategic Goals

Define and capitalize on Radford University's distinctive academic programs and experiences.

Stabilize enrollment through increased student matriculation and reduced attrition.

Streamline Academic Affairs to increase efficiency and effectiveness.

Academic Affairs

Academic Affairs Goals Timeline

Faculty Role Updates
Faculty Senate updating T/R Handbook to give more flexibility in SP contracts
November 2023

Tartan Transfer
Sign agreements with VCCS partners and begin developing degree pathways
January 2024

Update HSC Model
Collaboratively update advising/career model to increase persistence and graduation rates
January 2024

Program Portfolio Submission
Submit updated program portfolio to SCHEV
March 2025

September 2023
Academic Affairs Mission Statement
Highlighting educational focus and relationship between faculty/staff, students, and community

October-November 2023
Distinctive Program Forums
Develop high-level themes and identify model programs Faculty/staff, students, alumni

December 2023
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REAL Task Force bringing models to improve general education program to Faculty Senate

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Academic Calendar Updates
AALT to consider new academic calendar with six embedded 7 week terms integrated in Fall, Spring, Summer schedule

June 2024
Academic Affairs Team
Hiring complete for 4 positions and 2 deans

Fall 2025
Distinctive Academic Experience
Students entering with updated majors, minors, and REAL Curriculum

Fall 2023-early Spring 2025
Program and Faculty Alignment
*Colleges and Academic programs encouraged to update curricula*

Academic Affairs Mission: Radford University cultivates an inclusive, experiential learning environment that ignites lifelong curiosity, and empowers graduates to lead thriving communities through service, research, and innovation.

Academic Affairs

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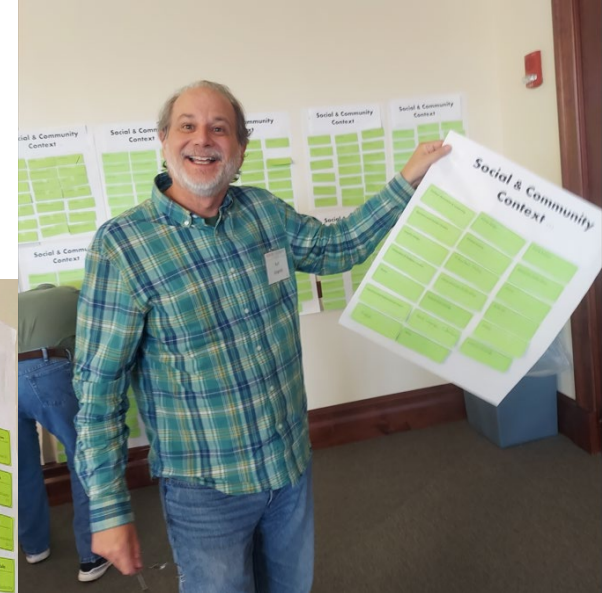
Distinction Forums- Academic Planning

Academic Affairs

Distinction Forums

Academic Experiences
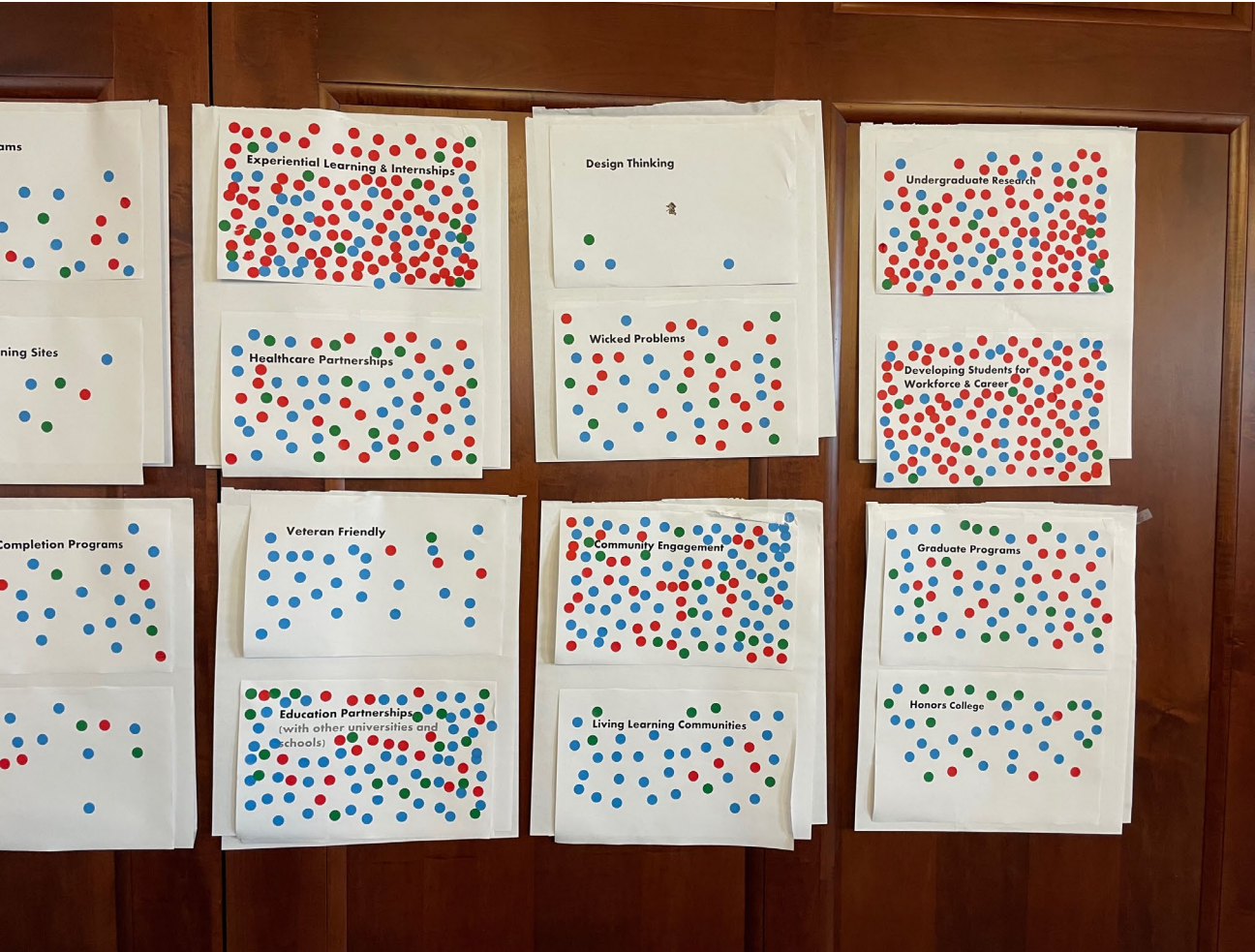
Academic Themes

Academic Affairs

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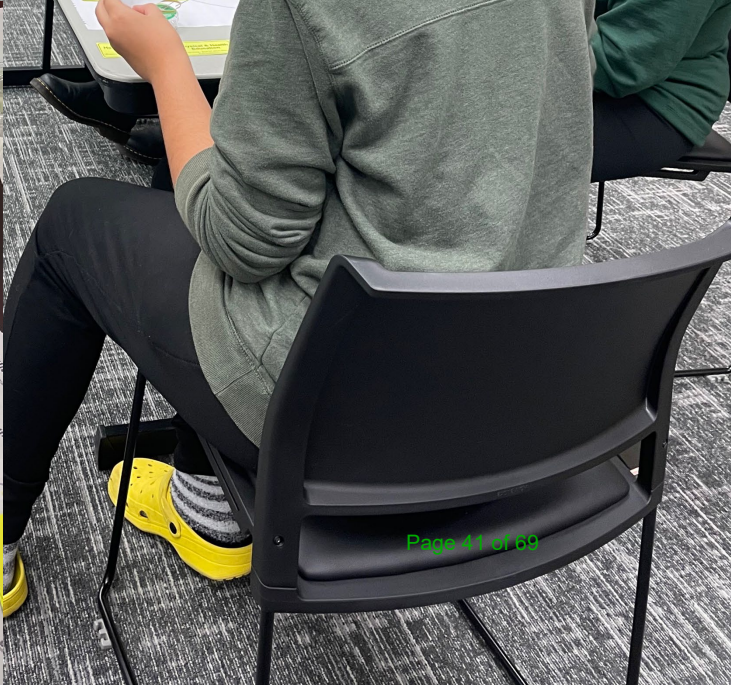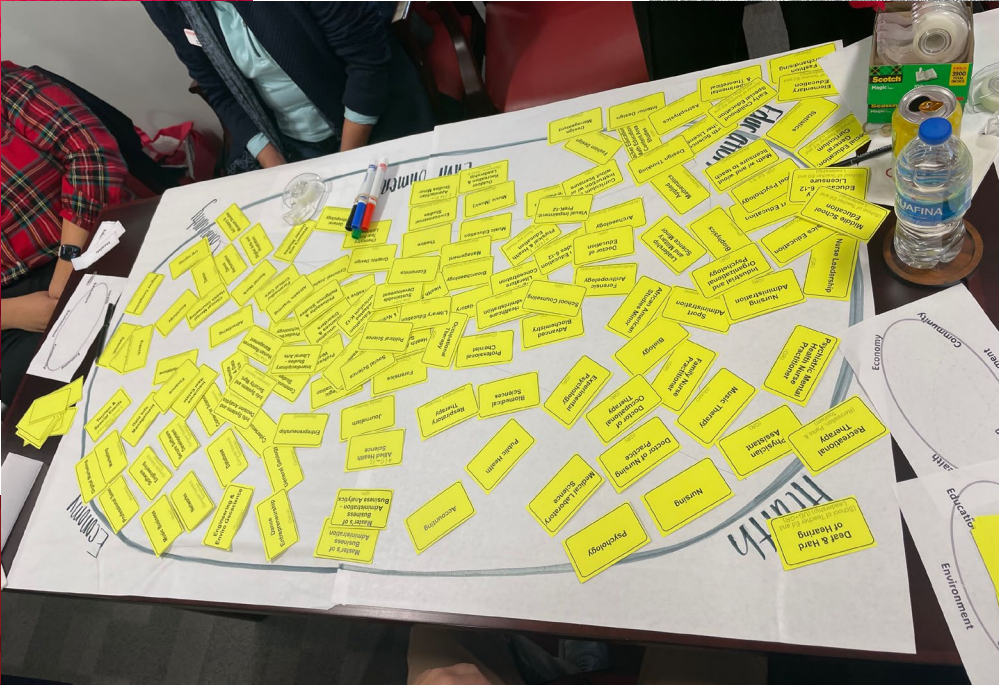
Distinctive Academic Programs: Leading Thriving Communities

Health

Education

Environment

Community

Economy

The Radford Distinctive Academic Experiences

Categories	Red Dots	Green Dots	Total Dots
Developing Students for Workforce & Career	91	41	132
Experiential Learning & Internships	91	47	138
Undergraduate Research	82	42	124
Community Engagement	35	78	113
Diversity & Access	31	57	88
Healthcare Partnerships	27	32	59
General Education - Liberal Arts	24	23	47
Wicked Problems	24	29	53
Outdoors	21	34	55
Education Partnerships (with other universities and	20	71	91

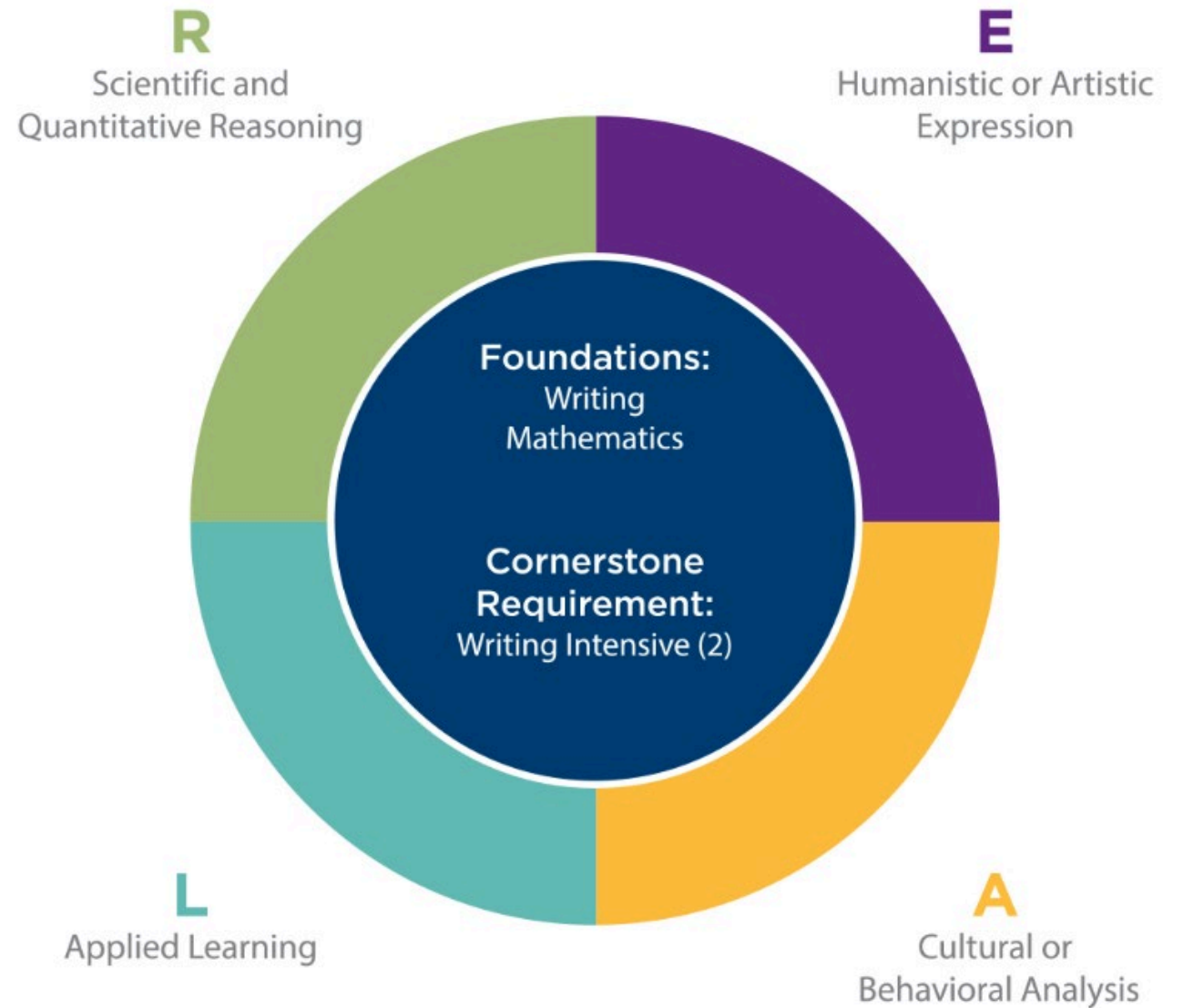| Categories	Red Dots	Green Dots	Total Dots
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Diversity & Access	31	57	88
Graduate Programs	19	50	69
Geographic Location	15	47	62
Healthcare Partnerships	27	32	59
Interdisciplinary	13	44	57

Key Features

- **Experiential Learning**
- **Developing Students for Workforce and Career**
- **Undergraduate Research**
- **Community Engagement**
- **Diversity and Access**
- **Educational Partnerships**
- **Healthcare Partnerships**
- **Geographical Location/Outdoors**
- *REAL/General Education/Liberal Arts*
- *Wicked Problems*
- *Graduate Programs*
- *Interdisciplinary Programs*

Academic Affairs

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REAL Curriculum Updates

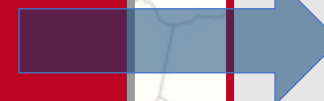# Radford University as the center of Virginia's education pathways: Tartan Transfer

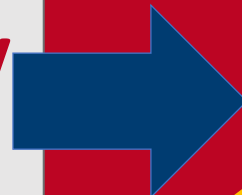**Radford Undergraduate Programs**

Radford Graduate Programs

Virginia R1 Graduate Programs

K-12 Education

Virginia Community Colleges

Careers and Citizenship
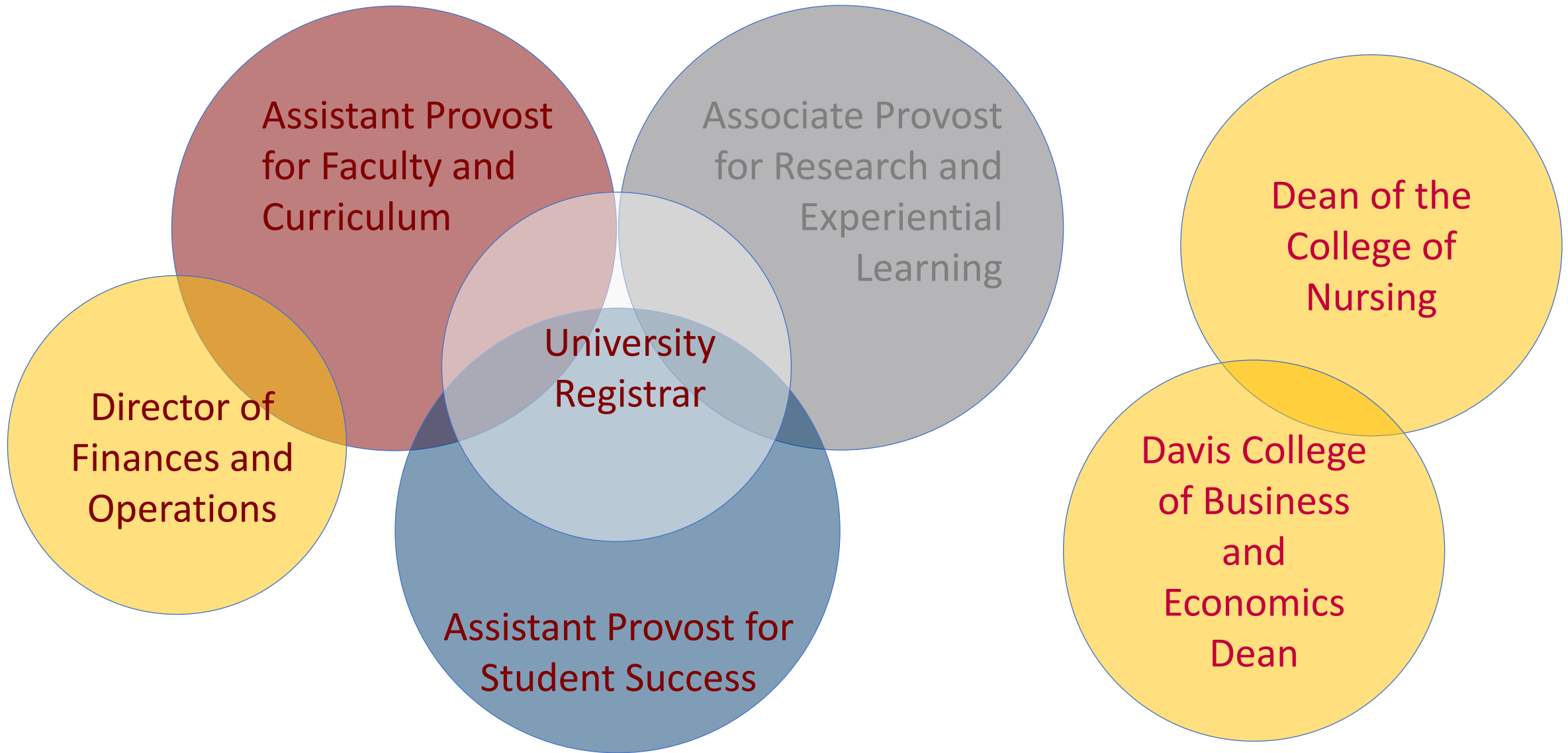
Academic Affairs

Transfer Self Service Tool

Our **Transfer Equivalency Self Service Tool** allows you to enter your coursework from other institutions and determine how your courses will most likely apply to your intended major at Radford University. You can input any courses you have already completed and view an unofficial degree audit based on how your credits transfer.
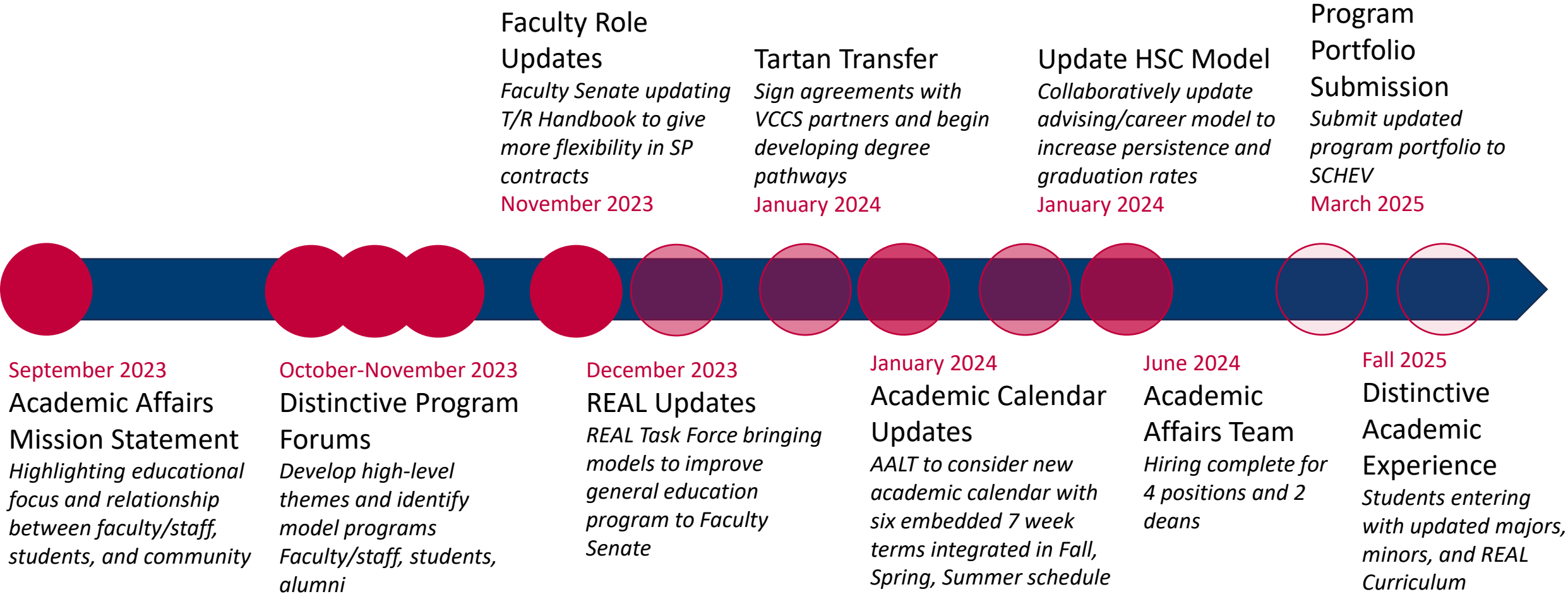
Create an account in the system in order for your information to be saved and record your password (we cannot reset it). If you do not create an account within the tool, download a PDF of your audit as it will not be saved in the system.

Things to know about the Transfer Equivalency Self Service Tool:

› Updates to transfer credit can occur

› If you do not see your course listed, contact the Office of Admissions for information on requesting information on course equivalency at **admissions@radford.edu**

› If your course shows an elective credit as the transferrable course, you can work with an advisor (after enrollment) to determine if the course can be re-reviewed for specific credit

› If you complete a transferrable associates degree at a Virginia Community College, your general education requirements will be waived

› Prior to official transcripts being received and official credit evaluation completed, any evaluation of transfer credits is unofficial.
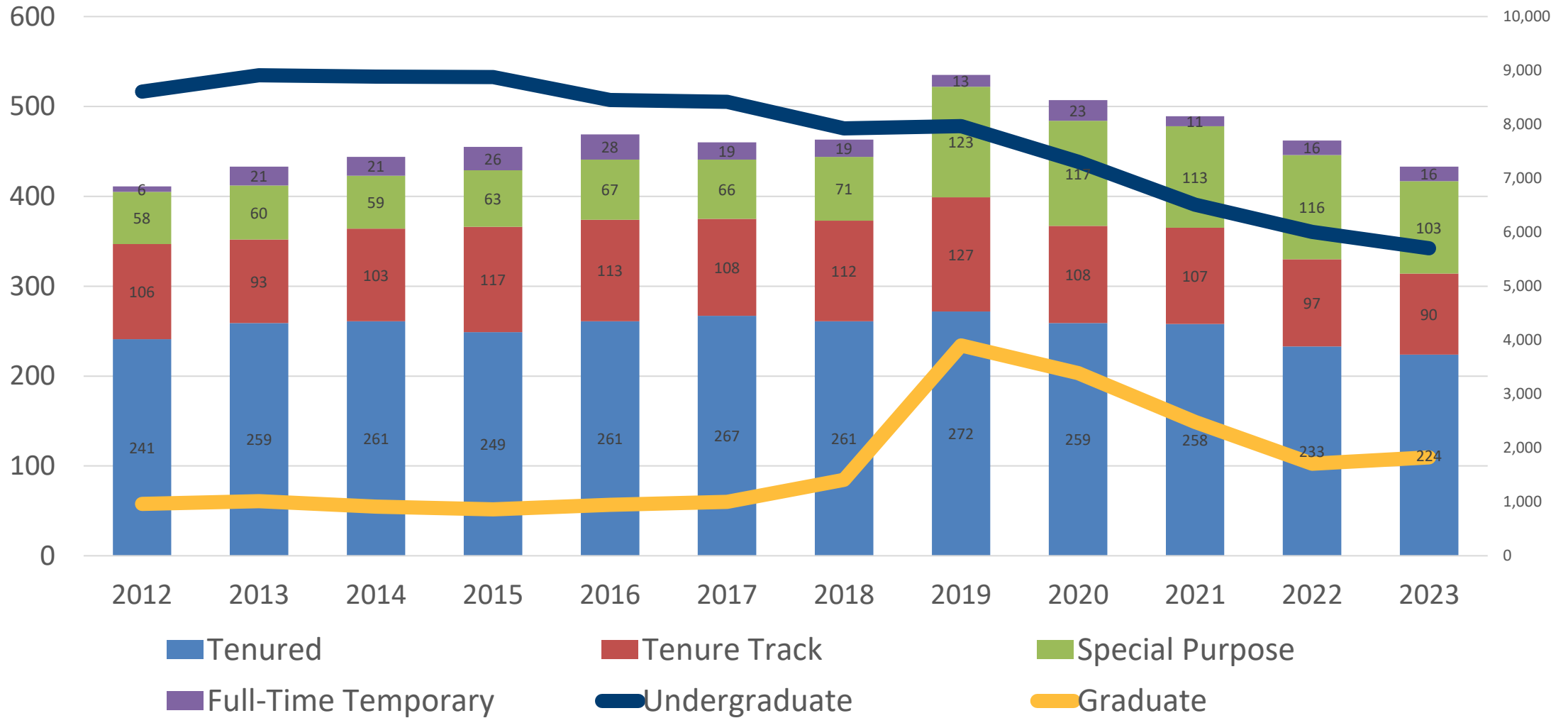
Academic Affairs

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Program and Faculty Alignment
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Academic Affairs

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Two year plan questions

• The improve academic programming (row 5) indicates the baseline will be programs compared to peers. Can it be clarified if these are peer institutions or peer Virginia institutions? Peer institutions from other states would not make sense as they are not considered our competitors relative to Virginia students.

• The improve academic programming (row 7), one goal related to experiential learning activity aims to achieve 80% for 2026 graduates. How does this comply with Virginia statute that requires such an activity?

Faculty and Student headcounts, 2012-2023

Legend: Tenured, Tenure Track, Special Purpose, Full-Time Temporary, Undergraduate, Graduate

Year	Tenured	Tenure Track	Special Purpose	Full-Time Temporary
2012	241	106	58	6
2013	259	93	60	21
2014	261	103	59	21
2015	249	117	63	26
2016	261	113	67	28
2017	267	108	66	19
2018	261	112	71	19
2019	272	127	123	13
2020	259	108	117	23
2021	258	107	113	11
2022	233	97	116	16
2023	224	90	103	16

Emeritus Faculty

Professor Walter Jaronski,
Department of Physics

Discussion

Academic Affairs

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ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE

November 30, 2023

RESOLUTION TO AMEND THE
TEACHING AND RESEARCH FACULTY HANDBOOK

WHEREAS, All proposed changes to the *Teaching and Research Faculty Handbook* must be managed in accord with §5.0 of that handbook, and

WHEREAS, the authority to amend or revise the Faculty Handbook lies with the Board of Visitors. However, proposals for revising the Handbook may be initiated by faculty, administrators, the President, or members of the Board of Visitors. Revisions fall into two categories: (1) those required to ensure that the University is in compliance with state policies and mandates, and (2) those within the purview of the decision-making processes within the University, and

WHEREAS, revisions required to ensure that the University is in compliance with state policies and mandates, and that do not require a decision by University personnel, will be effected through an administrative update, with faculty being informed of the change and the reasons for it, and

WHEREAS, revisions within the purview of the decision-making processes in the University Internal Governance system will be considered by appropriate committees as defined by the Internal Governance system. Proposals for changes will be made in the form of text intended to replace a portion of the Teaching and Research Faculty Handbook, noting new language and striking out the old language, and

WHEREAS, it will be the Faculty Senate's responsibility to ensure that the general faculty is provided time and opportunity to review the proposed change so faculty can communicate with their senators prior to any action by the Faculty Senate; and

WHEREAS, the Faculty Senate's recommendations on proposed revisions to the Teaching and Research Faculty Handbook will be forwarded to and approved by the President. The Provost will forward the Faculty Senate's recommendations to the Academic Excellence and Research Committee who will in turn make recommendations to the member of the full Board of Visitors; and

NOW, THEREFORE, BE IT RESOLVED, that the Academic Excellence and Research Committee recommends that the Board of Visitors approves, in accordance with §5.0 of the *Teaching and Research Faculty Handbook,* **a universal update** of the *Teaching and Research Faculty Handbook* to change all instances of *gendered pronouns* to use gender-neutral language. Said motion reads as follows**:**

Motion to Revise the Teaching Responsibilities Language in the Teaching and Research Handbook

Referred by: Governance

MOTION:

This motion revises the language of the T&R Faculty Handbook to change gendered pronouns such as *he or she*, s*he/he*, *his or hers*, and *himself/herself* to use gender neutral language such as *they*, *them*, *their*, and *themself*. A fully annotated version of the proposed updates (in red) are available in Appendix A on the Faculty Senate Motions web site.

RATIONALE:

This simple revision makes the handbook gender neutral, inclusive, and consistent in its language.

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RADFORD UNIVERSITY
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE

November 30, 2023

RESOLUTION TO AMEND THE
TEACHING AND RESEARCH FACULTY HANDBOOK

WHEREAS, All proposed changes to the *Teaching and Research Faculty Handbook* must be managed in accord with §5.0 of that handbook, and

WHEREAS, the authority to amend or revise the Faculty Handbook lies with the Board of Visitors. However, proposals for revising the Handbook may be initiated by faculty, administrators, the President, or members of the Board of Visitors. Revisions fall into two categories: (1) those required to ensure that the University is in compliance with state policies and mandates, and (2) those within the purview of the decision-making processes within the University, and

WHEREAS, revisions required to ensure that the University is in compliance with state policies and mandates, and that do not require a decision by University personnel, will be effected through an administrative update, with faculty being informed of the change and the reasons for it, and

WHEREAS, revisions within the purview of the decision-making processes in the University Internal Governance system will be considered by appropriate committees as defined by the Internal Governance system. Proposals for changes will be made in the form of text intended to replace a portion of the Teaching and Research Faculty Handbook, noting new language and striking out the old language, and

WHEREAS, it will be the Faculty Senate's responsibility to ensure that the general faculty is provided time and opportunity to review the proposed change so faculty can communicate with their senators prior to any action by the Faculty Senate; and

WHEREAS, the Faculty Senate's recommendations on proposed revisions to the Teaching and Research Faculty Handbook will be forwarded to and approved by the President. The Provost will forward the Faculty Senate's recommendations to the Academic Excellence and Research Committee who will in turn make recommendations to the member of the full Board of Visitors; and

NOW, THEREFORE, BE IT RESOLVED, that the Academic Excellence and Research Committee recommends that the Board of Visitors approves, in accordance with §5.0 of the *Teaching and Research Faculty Handbook,* **Section 1.1.1, 1.1.2 and 1.1.5** of the *Teaching and Research Faculty Handbook* as hereby amended. Said sections are to now read as follows**:**

Motion to Revise the Teaching Responsibilities Language in the Teaching and Research Handbook

Referred by: Faculty Issues

MOTION:

The Faculty Senate approves the addition of language (red type) and the deletion of language (~~stricken through~~) in Section 1.1.1, Section 1.1.2, and Section 1.1.5 of the T & R Faculty Handbook.

1.1.1 Tenured Faculty

Tenured faculty hold continuing full-time appointments following recommendation to and approval by the President as described in section 1.6 of this Handbook. Such appointments include rank with opportunity for promotion and carry full benefits, ~~as outlined in the Personnel Information Manual,~~ except in cases of certain leaves. With rare exceptions, a terminal degree consistent with accreditation criteria of the discipline and the Southern Association of Colleges and Schools Commission on Colleges is required for a tenured appointment.

1.1.2 Tenure-Track Faculty

Tenure-track faculty positions provide probationary appointments. Tenure-track faculty hold renewable, full-time appointments for one-year terms, subject to annual reappointment as described in section 1.5 of this Handbook. Such appointments carry rank with opportunity for promotion and carry full benefits, ~~as outlined in the Personnel Information Manual,~~ except in cases of certain leaves. A terminal degree consistent with accreditation criteria of the discipline and the Southern Association of Colleges and Schools Commission on Colleges is generally required for a tenure-track appointment.

1.1.5 Adjunct Faculty

Adjunct faculty positions supplement the faculty of a department wherever additional faculty are needed. Adjunct faculty include those employed for part-time teaching and those who serve a department or college in a significant capacity without compensation. Adjunct faculty hold appointments for three years, during which they are eligible for but not guaranteed teaching assignments, as defined by their letter of appointment, without eligibility for tenure; where authorized by the Dean and approved by the Provost and Vice President for Academic Affairs, adjunct appointments may be renewed. Such reappointments should be made anytime during the last semester of the previous appointment period. Appointments carry rank without the opportunity for promotion during the appointment period; however, promotion may be recommended at subsequent appointments subject to the Criteria for Awarding Rank at Appointment. Adjunct faculty members receiving compensation also receive limited benefits~~, as described in Personnel Information Manual~~. A terminal degree in the discipline is not required for appointment, but adjunct faculty must hold an advanced degree or equivalent credentials based on experience consistent with accreditation criteria of the discipline and the Southern Association of Colleges and Schools Commission on Colleges. Specific responsibilities of adjunct faculty are given in their letter of appointment.

In the event that an adjunct faculty member is subsequently hired in a tenure-track position, the time employed as an adjunct faculty member cannot count toward the probationary period.

RATIONALE:

This motion removes outdated information, as the Personnel Information Manual no longer exists.

RADFORD UNIVERSITY
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE

November 30, 2023

RESOLUTION TO AMEND THE
TEACHING AND RESEARCH FACULTY HANDBOOK

WHEREAS, All proposed changes to the *Teaching and Research Faculty Handbook* must be managed in accord with §5.0 of that handbook, and

WHEREAS, the authority to amend or revise the Faculty Handbook lies with the Board of Visitors. However, proposals for revising the Handbook may be initiated by faculty, administrators, the President, or members of the Board of Visitors. Revisions fall into two categories: (1) those required to ensure that the University is in compliance with state policies and mandates, and (2) those within the purview of the decision-making processes within the University, and

WHEREAS, revisions required to ensure that the University is in compliance with state policies and mandates, and that do not require a decision by University personnel, will be effected through an administrative update, with faculty being informed of the change and the reasons for it, and

WHEREAS, revisions within the purview of the decision-making processes in the University Internal Governance system will be considered by appropriate committees as defined by the Internal Governance system. Proposals for changes will be made in the form of text intended to replace a portion of the Teaching and Research Faculty Handbook, noting new language and striking out the old language, and

WHEREAS, it will be the Faculty Senate's responsibility to ensure that the general faculty is provided time and opportunity to review the proposed change so faculty can communicate with their senators prior to any action by the Faculty Senate; and

WHEREAS, the Faculty Senate's recommendations on proposed revisions to the Teaching and Research Faculty Handbook will be forwarded to and approved by the President. The Provost will forward the Faculty Senate's recommendations to the Academic Excellence and Research Committee who will in turn make recommendations to the member of the full Board of Visitors; and

NOW, THEREFORE, BE IT RESOLVED, that the Academic Excellence and Research Committee recommends that the Board of Visitors approves, in accordance with §5.0 of the *Teaching and Research Faculty Handbook,* **Section 1.1.3** of the *Teaching and Research Faculty Handbook* as hereby amended. Said sections are to now read as follows**:**

Motion to Revise the Teaching Responsibilities Language in the Teaching and Research Handbook

Referred by: Faculty Issues

MOTION:

The Faculty Senate approves the addition of language (red type) and the deletion of language (~~stricken through~~) in Section 1.1.3 of the T & R Faculty Handbook.

1.1.3 Special Purpose Faculty

~~Special purpose faculty positions provide special faculty functions such as clinical supervision, writing instruction, or internship supervision.~~ Special purpose faculty hold ~~continuing,~~ full-time or part-time appointments, subject to annual reappointment, without eligibility for tenure, and are subject to annual reappointment as described in section 1.5 of this Handbook. Continuation of employment is contingent upon the need of the service, the availability of funds, and performance that meets or exceeds expectations. Such appointments carry rank with opportunity for promotion and carry full or part-time benefits, ~~as outlined in the Personnel Information Manual,~~ except in cases of certain leaves. A terminal degree in the discipline is not required for appointment; however, special purpose faculty must hold an advanced degree consistent with the accreditation criteria of the discipline and the Southern Association of Colleges and Schools Commission on Colleges.

RATIONALE:

This motion aims to define faculty roles more clearly, aligning the description of SPF positions with how these positions function in practice. The inserted language is consistent with SPF contracts and the existing procedures for reappointment. The motion also removes outdated information, as the Personnel Information Manual no longer exists.

RADFORD UNIVERSITY
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE

November 30, 2023

RESOLUTION TO MERGE THE DEPARTMENT OF ENGLISH AND THE DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES INTO THE SCHOOL OF WRITING, LANGUAGE, AND LITERATURE

WHEREAS, Faculty Senate approves the merger of the Department of English and the Department of Foreign Languages and Literatures into the School of Writing, Language and Literature; and

WHEREAS, Faculty in the Department of English and in the Department of Foreign Languages and Literatures have approved a proposal to merge the departments to form the School of Writing, Language, and Literature;

WHEREAS, the change to a the proposed departmental structure has a net-neutral effect on the budget;

NOW, THEREFORE, BE IT RESOLVED, that the Academic Excellence and Student Success Committee recommends that the Board of Visitors approves merger of the Department of English and the Department of Foreign Languages and Literatures; and furthermore approve naming the merged unit as the School of Writing, Language and Literature;

BE IT FURTHER RESOLVED, that the President and/or designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of the name change to the State Council of Higher Education for Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

RADFORD UNIVERSITY
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE

November 30, 2023

RESOLUTION FOR DISCONTINUANCE OF THE DOCTOR OF PSYCHOLOGY (PSY.D.) IN COUNSELING PSYCHOLOGY

WHEREAS, the Department of Psychology in the College of Humanities and Behavioral Sciences at Radford University proposes to discontinue the Doctor of Psychology (Psy.D.) in Counseling Psychology; and

WHEREAS, the purpose of the Doctor of Psychology (Psy.D.) in Counseling Psychology was to prepare persons interested in careers as psychologists in mental health settings and institutions where clinical supervision and the direct application of counseling, therapy, and psychological assessment are required, with a focus on rural mental health;

HOWEVER, the program only graduated between 3 and 5 students annually; and

WHEREAS, the Psy.D. program was resource intensive. A minimum of 5 graduate faculty were required to offer the program. To compete with other psychology doctoral training programs in the Commonwealth, Psy.D. students received full financial support across their first three years in the Program; and

WHEREAS, the loss of all but one Program faculty member occurred within a period of 12 months and Radford was not able to hire sufficient numbers of core Program faculty members to support the program long-term; and

WHEREAS, the Psychology Department intends to develop the existing Clinical-Counseling Specialization of the Psychology, M.S. to meet the critical shortage of rural mental health care professionals;

NOW, THEREFORE, BE IT RESOLVED, a decision has been made to discontinue the Doctor of Psychology (Psy.D.) in Counseling Psychology and remove it from the Radford University degree inventory; and it is further RESOLVED, that the President and/or his designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of the discontinuance of the program to the State Council of Higher Education of Virginia.

Proposed Intent to Discontinue
Radford University is proposing to discontinue the Graduate Program in Counseling Psychology (Psy.D.; CIP code: 42.2803). The doctoral Program is located in the College of Humanities and Behavioral Sciences.

Background
The Psy.D. Program in Counseling Psychology was initially offered at Radford University in Fall 2008. The purpose of the Program was to train doctoral level Counseling Psychologists and prepare them for licensure as Licensed Clinical Psychologists.
Between August of 2021 and August of 2022, 5 of 6 Program faculty either retired or resigned their positions, leaving one remaining faculty member to run the program. The Department of Psychology evaluated the long-term viability of the Program and determined that the Program should not continue. This decision was shared with College of Humanities and Behavioral Sciences leadership, the Office of the Provost, and the Office of the President, and the Department's decision was supported.

Rationale for Intent to Discontinue
Two primary factors were considered in the decision to discontinue the Program. First, the Psy.D. program is resource intensive. To compete with other psychology doctoral training programs in the Commonwealth, Psy.D. students receive full financial support across their first three years in the Program (year four is a paid internship at an American Psychological Association accredited internship site). Second, the loss of all but one Program faculty member occurred within a period of 12 months. This loss of faculty, coupled with an unsuccessful attempt to recruit new Program faculty in the past year and the reality of existing budget constraints at the University, made it unlikely that the program would be able to successfully recruit a new Training Director and sufficient numbers of core Program faculty members to support the program long-term.

Critical Shortage Area
Doctoral-level Psychologists represent a critical shortage area in rural areas.

Teach-out Plan
The program currently has four cohorts of students enrolled. To support the teach out over the next four years, we hired a part-time faculty member to serve as the Program Training Director; reassigned a special-purpose, full-time faculty member to serve as core Program faculty; and hired a part-time faculty member to serve as core faculty. We anticipate having sufficient faculty resources in place to cover all course work, practicum supervision, and dissertation project supervision for the next four years. We do not anticipate any student will be delayed in graduation or incur additional costs as a result of the program closure.

"Stopped Out" Students
There are currently no stopped out students within the program.

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EMERITUS FACULTY

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

Professor Walter Jaronski   Department of Physics

- Criteria for the awarding of emeritus faculty status are:
    o A minimum of ten years of service to Radford University;
    o Evidence of effective teaching; and
    o Significant professional contributions.

- The privileges and responsibilities attached to emeritus status include:
    o Use of the library;
    o Use of those athletic facilities available to regular faculty;
    o Use of a university computer account;
    o A Radford University identification card and special event discounts available with it; and
    o Attendance at University functions that are open to all regular faculty

Minutes

ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE
1:00 P.M.
SEPTEMBER 7, 2023
KYLE HALL, ROOM 340, RADFORD, VA

DRAFT
MINUTES

COMMITTEE MEMBERS PRESENT
Ms. Jeanne Armentrout, Chair
Dr. Betty Jo Foster, Vice Chair
Mr. Robert A. Archer
Mr. George Mendiola
Dr. Kurt Gingrich, (Non-Voting Faculty Advisory Representative)

COMMITTEE MEMBER ABSENT
Ms. Georgia Anne Snyder-Falkinham

OTHERS PRESENT
Dr. Bret Danilowicz, President
Dr. Bethany Usher, Provost
Dr. Rob Hoover, Vice President for Finance and Administration
Dr. Angela Joyner, Vice President for Economic Development and Corporate Education
Dr. Susan Trageser, Vice President for Student Affairs
Ms. Penny Helms White, Interim Vice President for University Advancement
Dr. Dannette Beane, Vice President for Enrollment Management and Strategic Communications
Ms. Karen Casteele, Secretary to the Board of Visitors and Special Assistant to the President
Mr. Mike Melis, Senior Assistant Attorney General, Office of the Attorney General
Ms. Susan Richardson, University Counsel

CALL TO ORDER
Ms. Jeanne Armentrout, Chair, formally called the meeting to order at 1:00 p.m. in Kyle Hall on the campus of Radford University.

APPROVAL OF AGENDA
Ms. Armentrout asked for a motion to approve the September 7, 2023 agenda. Mr. Robert Archer so moved, Mr. George Mendiola seconded, and the motion carried unanimously.

APPROVAL OF MINUTES

Ms. Armentrout asked for a motion to approve the June 8, 2023 minutes. Dr. Kurt Gingrich stated that he was not in attendance at the June 8, 2023 Board of Visitors meeting and noted his colleague, Dr. David Beach, was there in attendance. With that change, Mr. Robert Archer so moved, Dr. Betty Jo Foster seconded, and the motion carried unanimously.

PRESENTATION

Dr. Joe Wirgau, Director of the Office of Undergraduate Research and Scholarship, gave an overview of Undergraduate Research Experiences which was first established in 2014. He introduced Leah Ellis, a junior in the Nutrition and Dietetics program. Ms. Ellis chose to come to Radford University because of the specialized opportunities that were shared with her before coming to campus. Since arriving, she has participated in programs that have enhanced her experiences, such as Radford Research Rookies, Accelerated Research Opportunities LLC (ARO), Summer Undergraduate Research Foundation (SURF) and Translational Obesity Undergraduate Research Scholars Program (TOURS). Taking part in all the programs offered by Radford led her to being offered a research assistant position at Virginia Tech.

ACADEMIC AFFAIRS UPDATES

Dr. Jessica Stowell, Director, Office of Institutional Effectiveness and Quality Improvement, gave a brief update on the SACSCOC site visit. There was one recommendation provided regarding adjunct evaluations. The final decision will come from SACSCOC in December 2023. Realizing Inclusive Student Excellence (RISE) QEP has launched, and the first faculty cohort selected. The RISE Community Action Teams (RCATS) have also started in each college.

Provost Bethany Usher spoke with enthusiasm regarding the Faculty Awards and what such dynamic faculty brings to our campus and students.

Provost Usher updated the committee regarding the 2023-2025 Academic Affairs goals. The main challenge being: Adapt to deliver on our academic mission with fewer students and fewer resources in the short-term AND position Radford University to thrive in the future. Provost Usher went on to explain the goals.

Goal 1: Define and capitalize on Radford University's distinctive academic programs and experiences.
- Defined AA Mission Statement
- Defined and intentional catalog of programs that are distinctive to RU
- Distinctive REAL general Education curriculum that supports major exploration, transfer student success
- Every student graduates career-ready with at least one high-impact experience
- Campus constituents will build skills and dispositions for constructive dialogue across perspectives and differences

Goal 2: Stabilize enrollment through increased student matriculation and reduced attrition.
- Clearly defined pathways for VCCS students to transfer to RU
- Students equitably completing 100/200 level courses
- Enrolled students persist and graduate from RU

- Radford students/alumni complete graduate degrees at RU
- Consortium agreement between Radford and Virginia Tech
- Radford students will have preferential admission to graduate programs at VA R1s

Goal 3: Streamline Academic Affairs to increase efficiency and effectiveness.
- Defined and intentional catalog of programs that are distinctive to RU
- Permanent Academic Affairs Leadership Council with realigned duties
- Intentional program placement at all sites (RU, RUC/RHEC, SWHEC, Selu, +)
- Faculty and staff aligned with academic program and student needs, based on Academic Affairs mission and Radford's distinctive portfolio of programs and experiences

Expected outcomes, strategies, measures, baselines and targets were explained for each goal. Provost Usher then provided the timeline for identifying Radford University's distinctive academic programs, beginning with developing an Academic Affairs mission statement by September 2023 and continuing through Spring 2025.

Provost Usher also shared the very sad news of the passing of the University Registrar, Matthew Brunner.

INFORMATION ITEM
Ms. Armentrout announced as an informational item the eight faculty members who were awarded emeritus status. President Danilowicz noted the significance of this achievement and that it is recommended by faculty colleagues and approved by their chair, dean, the provost and the president.

FACULTY SENATE
Dr. Kurt Gingrich began by thanking President Danilowicz and Provost Usher for building trust between the faculty and the administration.

Dr. Gingrich reviewed Faculty Senate Achievements of 2022-2023
- Required faculty use of LMS
- Resolution on Academic Freedom and Civil Discourse
- Handbook Language for Workload Optimization
- Efforts to improve equity among learning sites
- Scores of curriculum updates.

Dr. Gingrich reviewed Faculty Senate Goals for 2023-2024
- Assist the provost's efforts to define the mission of Academic Affairs and the distinctive programs and pedagogies of RU
- Gather information on students' perspectives regarding REAL and attendance policies
- Examine processes for approving new minors and sunsetting low enrolled minors
- Consider changes to handbook language on Special Purpose faculty.

ADJOURNMENT

With no further business to come before the Committee, Ms. Armentrout, adjourned the meeting at 2:37 pm.

Respectfully submitted,

Karen Montgomery
Executive Assistant to the Provost and Senior Vice President of Academic Affairs

End of Board of Visitors Materials