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Artis College of Science and Technology
at-large Tim Fuhrer tfuhrer@radford.edu 2018-2020
Anthropological Sciences Jake Fox jfox32@radford.edu 2017-2019
Biology Joel Hagen jhagen@radford.edu 2017-2019
Chemistry George Harakas gharakas@radford.edu 2018-2020
Geology Ryan Sincavage rsincavage@radford.edu 2018-2020
Geospatial Science Stockton Maxwell rmaxwell2@radford.edu 2018-2020
Information Technology Ian Barland ibarland@radford.edu 2018-2020
Mathematics/Statistics Jean Mistele jmistele@radford.edu 2017-2019
Physics Rhett Herman rherman@radford.edu 2018-2020

College of Business and Economics
at-large Prahlad Kasturi pkasturi@radford.edu 2017-2019
at-large Danylle Kunkel drkunkel@radford.edu 2017-2019
Accounting, Finance, & Business Law Abhay Kaushik akaushik@radford.edu 2018-2019
Economics Daniel Farhat dfarhat@radford.edu 2017-2019
Management Vernard Harrington kvharring@radford.edu 2018-2020
Marketing Jane Machin jmachin@radford.edu 2018-2020

College of Education and Human Development
at-large Brad Bizzell bbizzell@radford.edu 2018-2020
at-large Katie Hilden kcliffe@radford.edu 2017-2019
at-large Cheri Triplett ctriplet@radford.edu 2017-2019
Counselor Education Jim Gumaer dgumaer@radford.edu 2017-2019
Health and Human Performance Pam Frasier pfrasier2@radford.edu 2018-2020
Recreation, Parks & Tourism Joshua Carroll jcarroll6@radford.edu 2017-2019
School of Teacher Education Sandra Schneider sschneider@radford.edu 2018-2020

College of Humanities and Behavioral Sciences
at-large Suzanne Ament seament@radford.edu 2018-2020
<table>
<thead>
<tr>
<th>Department</th>
<th>Name</th>
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<th>Years</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<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>2018-2020</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>
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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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<tr>
<td>Foreign Language &amp; Literature</td>
<td>Blas Hernandez</td>
<td><a href="mailto:bherandez@radford.edu">bherandez@radford.edu</a></td>
<td>2018-2020</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>
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<tr>
<td>Philosophy &amp; Religion</td>
<td>Guy Axtell</td>
<td><a href="mailto:gsaxtell@radford.edu">gsaxtell@radford.edu</a></td>
<td>2018-2020</td>
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<tr>
<td>Political Science</td>
<td>Reginald Shareef</td>
<td><a href="mailto:rshareef@radford.edu">rshareef@radford.edu</a></td>
<td>2018-2020</td>
</tr>
<tr>
<td>Psychology</td>
<td>Jeff Chase</td>
<td><a href="mailto:jlchase@radford.edu">jlchase@radford.edu</a></td>
<td>2018-2020</td>
</tr>
<tr>
<td>Sociology</td>
<td>Roby Page</td>
<td><a href="mailto:erpage@radford.edu">erpage@radford.edu</a></td>
<td>2017-2019</td>
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<tr>
<td>at-large</td>
<td>Tim Channell</td>
<td><a href="mailto:tchannell@radford.edu">tchannell@radford.edu</a></td>
<td>2018-2020</td>
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<tr>
<td>Art</td>
<td>Roann Barris</td>
<td><a href="mailto:rbarris@radford.edu">rbarris@radford.edu</a></td>
<td>2018-2020</td>
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<td>Dance &amp; Theater/Cinema</td>
<td>Ji-Eun Lee</td>
<td><a href="mailto:jlee211@radford.edu">jlee211@radford.edu</a></td>
<td>2018-2020</td>
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<tr>
<td>Interior Design &amp; Fashion</td>
<td>Tammy Robinson</td>
<td><a href="mailto:trrobinso@radford.edu">trrobinso@radford.edu</a></td>
<td>2017-2019</td>
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<tr>
<td>Music</td>
<td>Sekyung Jang</td>
<td><a href="mailto:sjang5@radford.edu">sjang5@radford.edu</a></td>
<td>2018-2020</td>
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<tr>
<td>McConnell Library</td>
<td>Alyssa Archer</td>
<td><a href="mailto:aarcher2@radford.edu">aarcher2@radford.edu</a></td>
<td>2017-2019</td>
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<tr>
<td>Waldron College of Health and Human Services</td>
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<tr>
<td>at-large</td>
<td>Sarah Gilbert</td>
<td><a href="mailto:sgilbert2@radford.edu">sgilbert2@radford.edu</a></td>
<td>2018-2020</td>
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<tr>
<td>at-large</td>
<td>Matthias Naleppa</td>
<td><a href="mailto:mnaleppa@radford.edu">mnaleppa@radford.edu</a></td>
<td>2018-2020</td>
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<tr>
<td>Communication</td>
<td>Hyejin Park</td>
<td><a href="mailto:hpark18@radford.edu">hpark18@radford.edu</a></td>
<td>2018-2020</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>2018-2020</td>
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<tr>
<td>Occupational Therapy</td>
<td>Sheila Krajnik</td>
<td><a href="mailto:skrajnik@radford.edu">skrajnik@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>
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<tr>
<td>Social Work</td>
<td>Mashooq Salehin</td>
<td><a href="mailto:msalehin@radford.edu">msalehin@radford.edu</a></td>
<td>2018-2020</td>
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Governance Structure of the 2018-2019 Faculty Senate

Faculty Senate Executive Council

President—Jake Fox
Vice-President—Stockton Maxwell
Secretary—Tim Channell
At-Large—Katie Hilden
At-Large—Danylle Kunkel

Campus Environment

<table>
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<tr>
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<tr>
<td>Ermann, Lauren</td>
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Curriculum

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## Faculty Issues

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<td>Ament, Suzanne</td>
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## Governance

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<td>Bizzell, Brad</td>
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## Resource Allocation

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<td>Carroll, Joshua</td>
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<td>18-19.03 Motion to Adopt the Academic Values Recommended by the Academic Values Exploration Team (AVET)</td>
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<td>18-19.06 Motion to Approve the Guiding Principles Established by the Radford University General Education Principle and Model Team</td>
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<td>18-19.07 Motion Concerning a New Parental Leave Policy</td>
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18-19.01 Motion for the Creation of Radford University General Education Principle and Model Team

Referred by: Faculty Senate Executive Council

MOTION:

The Faculty Senate recommends the establishment of the Radford General Education Principles and Model Team to identify and make recommendations on the guiding principles and model for a general education curriculum at Radford University based on the values identified by the Academic Values Exploration Team.

To ensure diversity and equity of representation of many faculty perspectives and that all faculty have access to provide input into that process, the team will comprise 2 full time Teaching and Research faculty representatives nominated and elected from each undergraduate college (CHBS, ACSAT, COBE, CVPA, CHED, and Waldron) as voting members on the team. Although these voting members are elected at the college level, their mission will be to represent views from across the Radford University community. One additional non-voting member, the Interim Director of the Core Curriculum, will be appointed as facilitator/chair of the team. It is expected that this team will need to meet weekly to ensure adequate progress towards completion of the charges within the timeline specified.

The team charges are to:

1) Review the accreditation expectations related to general education from SACSCOC and SCHEV in consultation with the Office of Institutional Effectiveness and Quality Improvement.

2) Conduct focus groups to solicit input from the following stakeholders and constituencies:
   a) Radford University T&R faculty
   b) Jefferson College faculty
   c) Current students
   d) A&P faculty
   e) Alumni
   f) McConnell Library
   g) Center for Career and Talent Development
   h) Academic Advising
   i) Student Affairs
   j) Any others identified by the team

3) Identify the guiding principles, based on the values identified by the Academic Values Exploration Team and in light of the Strategic Plan, which will guide development of general education at Radford University. Guiding principles are statements of mandatory institutional requirements that any general education model and program must fulfill at Radford University.
The expectation is that these principles will not prescribe the model of general education but rather identify necessary attributes of any model of general education. This recommendation will be submitted to Faculty Senate Executive Council no later than November 15, 2018 for subsequent review and approval by Faculty Senate.

4) Review peer institution and other college and university general education models for ideas and principles that might inform the development of general education at Radford University.

5) Upon deliberation and approval of guiding principles of general education by the Faculty Senate, this team should develop and recommend a model with which general education learning goals and outcomes could be fulfilled.

6) Drafts of all team recommendations should be circulated via public forums and the general education website for input and discussion. Feedback on the model of general education should be collected in consultation with each academic department in addition to the focus groups identified in charge #2 (above).

Recommendations for the general education model will be submitted to the Faculty Senate Executive Council no later than March 1, 2019, for subsequent review and approval by the Faculty Senate.

RATIONALE:

Broad review of general education at Radford University has not been conducted within the past ten years. Such a review is even more appropriate in light of the new Strategic Plan and the recent recommendations developed by the Academic Values Exploration Team.

As a faculty-driven effort this review is intended to be transparent and open to wide ranging input and communication from across campus. This review process is intentionally designed to result in actionable conclusions based on broad faculty buy-in, which will be essential in the success of any general education initiatives.
18-19.02 Motion to Create Ad Hoc Team for Civic Engagement

Referred by: Faculty Senate Executive Council

MOTION:

The Faculty Senate recommends the creation of an *ad hoc* team to develop an assessment strategy for the State Council of Higher Education (SCHEV) required competency of civic engagement.

The team charges are:

- To define civic engagement for purposes of this SCHEV competency
- To define criteria for the identification of appropriate curricular and/or non-curricular activities that should be considered part of students’ civic engagement
- To specify goals and objectives related to the competency of civic engagement
- To identify an assessment strategy for measuring attainment of competency of civic engagement
- To provide a report fulfilling the above charges to Faculty Senate by November 16, 2018

Team members will include:

- One T&R faculty representative from each of the undergraduate academic colleges (ACSAT, CEHD, COBE, CHBS, CVPA, Waldron), appointed by Faculty Senate Executive Council
- The Student Affairs Co-Director of the Citizen Leader Program
- The Academic Affairs Co-Director of the Citizen Leader Program
- The Associate Vice President for Student Life
- One representative from the Office of Institutional Effectiveness and Quality Improvement
- The Interim Director of Core Curriculum to act as convener of the team
- Up to two additional team members from community partner constituencies will be identified by the group prior to addressing the charges.

RATIONALE:

SCHEV requires all Virginia colleges and universities to identify goals and objectives related to the competency of civic engagement. In a recent report to SCHEV, Radford University indicated that the plan for fulfilling the Civic Engagement competency would be forthcoming. This team is charged with defining civic engagement, specifying goals and objectives, and identifying an assessment strategy for this required SCHEV competency. This competency, unlike all others, can be fulfilled within curricular or non-curricular activities.
18-19.03 Motion to Adopt the Academic Values Recommended by the Academic Values Exploration Team (AVET)

Referred by: Faculty Senate Executive Council

MOTION:

The Faculty Senate approves the adoption of the values identified and developed by the AVET to guide the development of general education at Radford University.

RATIONALE:

The faculty of Radford University are currently engaged in an ongoing effort to review and revise our general education curriculum. These recommendations are intended to define what lies at the heart of a Radford University education and guide our efforts moving forward.
18-19.03 Addendum

To: Dr. Jake Fox, President, Faculty Senate  
From: Dr. Nicole Hendrix, Interim Director, Core Curriculum  
Date: Monday, September 10, 2018  
Re: Recommendation for Academic Values Underlying General Education

During Summer 2018, fourteen Teaching and Research faculty from across campus and Roanoke locations and eight non-voting advisory members of the academic and student community came together to identify the academic values underlying general education. In the beginning, the team defined academic values.

“Academic values inspire and guide Radford University student experiences in general education.”

The next stage of the team’s work focused on reviewing potential academic values from many sources. In addition to examining academic institutions, these individuals sought information from many other arenas and now seek input from the campus and broader Radford community. To that end, the Radford University Academic Values Exploration Team recommends the following academic values for general education:

**Exploration**: Going beyond one’s limits to experience diverse subjects and disciplines for innovative learning and opportunities for self-discovery.  
Tagline: “Forge your own path.”

**Evaluation**: The ability to discern and use reasoning, critical thinking, and evidence-based research to make informed decisions.  
Tagline: “Transform information into insight.”

**Engagement**: Integrating knowledge, methods, and experiences to establish connections across concepts, disciplines, and communities.  
Tagline: “Become more than the sum of our parts.”
18-19.04 Motion to Change Handbook Language Regarding Composition of Faculty Appeals and Faculty Grievance Committees

Referred by: Governance Committee

MOTION:
The Faculty Senate recommends revising the language in Sections 1.8.4 (Composition of Faculty Appeals Committee) and 1.9.5 (Composition of Faculty Grievance Committee) of the Teaching and Research Faculty Handbook to the language provided in the attached supplemental document.

RATIONALE:
This proposed language aligns the language in the Handbook with the newly approved Academic Governance document regarding the composition of the Faculty Appeals and Grievance Committees. This proposal puts into place a process for updating membership by representation of faculty across the undergraduate colleges. Elections would be moved to the spring so that the Grievance Committee may begin at the beginning of the fall semester, prior to the start of classes. Finally, parallel language was created between the two committees in order to eliminate potential confusion.
1.8.4 Composition of Faculty Appeals Committees

The Faculty Appeals Committee shall consist of ten elected tenured faculty members. When colleges have multiple representatives, the representatives must come from different departments. Elections must take place prior to the end of the spring semester for the following academic year according to the Academic Governance document terms of service on committees. Ten representatives will be divided among the undergraduate colleges proportionate to the number of full-time faculty within each college, to be calculated every four years by the University Internal Governance Review Committee. Colleges must establish procedures to address allocation changes in representation.

No member may be elected to serve concurrently as principal or alternative on both the Faculty Appeals Committee and the Faculty Grievance Committee. Elected representatives and alternates will serve three-year terms. Transfer in membership will occur at the first meeting of the fall semester. The terms should be staggered so that each year one-third of the members are elected. Committee members may serve more than one term. At the beginning of the fall term of each academic year, the President of the Faculty Senate shall designate the convener of the Faculty Appeals Committee from among the elected members of that committee. The Faculty Appeals Committee shall elect its own chair.

No committee member shall participate in any deliberations when the appellant is a member of her or his department. Nor may a committee member serve as an appellant’s advocate in any matter brought before the committee. In addition, a committee member may excuse himself or herself or may be excused by the Chair of the committee from participation in proceedings any time there is a conflict of interest, a potential conflict of interest or even the appearance of a conflict of interest. In such cases, the member will be temporarily replaced by the alternate from her or his college. In the event there is disagreement between a committee member and the committee Chair as to whether or not the committee member should be so excused, the matter will be resolved by vote of the committee.

One alternate committee member shall be elected to the committee from each college. Colleges must establish procedures to ensure that the alternate is not from the same department as the elected member who is temporarily replaced. Additionally, alternates should be those faculty who received the next highest number of votes.

1.8.4 Composition of Faculty Appeals Committees

The Faculty Appeals Committee shall consist of ten elected tenured faculty members. Representation is as follows: three representatives elected from the College of Humanities and Behavioral Sciences, one from the College of Business and Economics, one from the College of Education and Human Development, one from the College of Visual and Performing Arts, two from the College of Science and Technology, and one from the Waldron College of Health and Human Services. One faculty member will be elected at-large by the University faculty.

One alternate member shall be elected to the committee from each college. Colleges should establish procedures to ensure that the alternate is not from the same department as the elected member who may temporarily be replaced. Alternates should be those faculty who received the second highest number of votes and are members of a Department other than that in which the committee member elected serves. One alternate member shall be elected for the at-large faculty representative. This shall be the faculty who received the second highest number of votes in the at-large election and who is a member of a department other than that in which the elected at-large member serves.

No member may be elected to serve concurrently as principal or alternative on both the Faculty Appeals Committee and the Faculty Grievance Committee. Elected members and alternates will serve three-year terms. The terms should be staggered so that each year one-third of the members are elected. Members may serve more than one term. At the beginning of the fall term of each academic year, the President of the Faculty Senate shall designate the convener of the Faculty Appeals Committee from among the elected members of that committee. The Faculty Appeals Committee shall elect its own chair.

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1.9.5 Composition of Faculty Grievance Committee

The Faculty Grievance Committee shall consist of ten elected tenured faculty members. When colleges have multiple representatives, the representatives must come from different departments. Elections must take place prior to the end of the spring semester for the following academic year according to the Academic Governance document terms of service on committees. Ten representatives will be divided among the undergraduate colleges proportionate to the number of full-time faculty within each college, to be calculated every four years by the University Internal Governance Review Committee. Colleges must establish procedures to address allocation changes in representation.

No member may be elected to serve concurrently as principal or alternative on both the Faculty Appeals Committee and the Faculty Grievance Committee. Committee members and alternates will serve three-year terms. Transfer in membership will occur at the first meeting of the fall semester. The committee may meet at any time during the calendar year, not just the academic year. The terms should be staggered so that each year one-third of the representatives are elected. Committee members may serve more than one term. The President of Faculty Senate shall convene the first meeting of the committee no later than the fourth week of the fall semester. The Grievance Committee shall elect its own chair.

No committee member shall participate in any deliberations when the grievant is a member of her or his department. Nor may a committee member serve as an appellant’s advocate in any matter brought before the committee. In addition, a committee member may excuse himself or herself or may be excused by the Chair of the committee from participation in proceedings any time there is a conflict of interest, a potential conflict of interest or even the appearance of a conflict of interest. In such cases, the committee member will be temporarily replaced by the alternate from his or her college. In the event there is disagreement between a committee member and the committee Chair as to whether or not the committee member should be so excused, the matter will be resolved by vote of the committee.

One alternate representative shall be elected to the committee from each college. Colleges should establish procedures to ensure that the alternate is not from the same department as the elected representative who may temporarily be replaced. Alternates should be those faculty who received the next highest number of votes and are members of a department other than that in which the elected committee member serves.

The Faculty Grievance Committee shall consist of ten elected tenured faculty members. Representation is as follows: three representatives elected from the College of Humanities and Behavioral Sciences, one from the College of Business and Economics, one from the College of Education and Human Development, one from the College of Visual and Performing Arts, two from the College of Science and Technology, and one from the Waldron College of Health and Human Services. One faculty member will be elected at-large by the University faculty. No member may be elected to serve concurrently on both the Faculty Appeals Committee and the Faculty Grievance Committee.

No committee member shall participate in any deliberations when the grievant is a member of her or his department.

Nor may a committee member serve as a grievant’s advocate in any matter brought before the committee on which that member is actively serving. In addition, a committee member may excuse himself or herself or may be excused by the Chair of the committee from participation in proceedings any time there is a conflict of interest, a potential conflict of interest or even the appearance of a conflict of interest. In such cases, the member will be temporarily replaced by the alternate from her or his college. In the event there is disagreement between a committee member and the committee Chair as to whether or not the committee member should be so excused, the matter will be resolved by vote of the committee.

Elected members and alternates will serve three-year terms. The terms should be staggered so that each year one-third of the members are elected. Members may serve more than one term. One alternate member shall be elected to the committee from each college. Colleges should establish procedures to ensure that the alternate is not from the same department as the elected member who may temporarily be replaced. Alternates should be those faculty who received the second highest number of votes and are members of a Department other than that in which the committee member elected serves. One alternate member shall be elected for the at-large faculty representative. This shall be the faculty who received the second highest number of votes in the at-large election and who is a member of a department other than that in which the elected at-large member serves.

At the beginning of the Fall term of each academic year, the President of the Faculty Senate shall designate the convener of the Faculty Grievance Committee from among the elected members of that committee. The Faculty Grievance Committee shall elect its own chair.
18-19.05—Motion to Recommend Approval of the Course UNIV 190

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends approval of the course UNIV 190 Cooperative Education Professional Development.

RATIONALE:

This course is needed to support a new cooperative education initiative from the Center for Career & Talent Development. The Radford University 2018-2023 (Goal 1, Strategy B) Strategic Plan articulates the need to “Provide educational opportunities for students that help them learn creative problem-solving through collaboration across degree programs, experiential/high–impact practice and inter-professional experiences.” Cooperative Education (co-op) is a high-impact experiential learning opportunity that provides students with a framework to advance their theoretical and practical learning and develop career competencies, while applying knowledge and skills learned in the classroom within a professional work setting.

UNIV 190 will enhance the University’s curriculum by enabling students in academic programs who wish to establish co-op partnerships to have a new alternative for engaging in experiential learning.

Co-op experiences differ from typical internships in that co-op generally refers to students working in a multi-work term agreement with one employer who has an established partnership with a university academic department. The co-op employer partner agrees to engage in a high degree of educational collaboration with the academic program in setting up the co-op partnership to ensure opportunities for new and enhanced learning throughout the co-op experiences.

New Course Proposal

New course proposals at the undergraduate level must be approved by the Department Curriculum Committee, Department Chair, College Curriculum Committee, and College Dean before being presented to the Undergraduate Curriculum and Catalog Review Committee. Proposals for new courses intended for inclusion in the Core Curriculum must also be approved by the General Education Curriculum Advisory Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Courses recommended by the Undergraduate Curriculum and Catalog Review Committee to the Vice President for Academic Affairs must be approved before they can be scheduled.

I. Catalog Entry

a. Department Prefix (three or four capital letters) UNIV

b. Course Number (three numbers) 190
c. Course Title  Cooperative Education Professional Development Course

d. Prerequisites

Minimum of 2.5 G.P.A. or by exception with approval by Academic Department Chairperson and Employer.

Confirmation of an approved Cooperative Education Agreement Form.

e. Credit Hours  1 (may be taken multiple semesters for up to 6 hours of academic credit)

f. Brief Description

The Cooperative Education (Co-op) Professional Development Course provides a framework to advance the co-op student’s theoretical and practical learning and career competencies development. Students will apply knowledge and skills learned in the classroom while working within a professional work setting. Through direct participation, reading, reflection, and evaluation, students relate their experience to their academic study, identify areas for growth, and gain a broader understanding of their chosen field. Additionally, the Co-op Professional Development Course will allow co-op students to build a multitude of professional networks. Students produce a culminating critical reflection on their internship experience demonstrating how they have achieved specific learning outcomes.

Co-op experiences are different from typical internships in that co-ops generally refer to students working in a more extensive and/or multi-work term agreement with one employer who has an established partnership with a university academic department.

II. Detailed Description of Course

a. Content

Objectives are developed and approved in consultation with the co-op employer who ensures that specific work projects and tasks are related to the student’s academic studies and chosen career path. Through regularly assigned readings, reflections, and periodic consultation with the work supervisor, the student will document their progress throughout the co-op period and will produce a final culminating reflective statement summarizing what has been learned and how they have achieved the specific learning outcomes.

At the mid-term and at the end of the co-op period, students will complete a reflective evaluation of their experience. Likewise, the employer will complete a mid-term check-in and final performance evaluation for the co-op student.
Prior to enrolling in UNIV 190, students will secure a co-op rotation with an approved co-op employer partner and will complete the required Co-Op Agreement form.

The Co-op Professional Development Course will be administered online over the course of the respective academic term, but not to exceed the duration of the corresponding enrollment period.

The student, university, and employer partner are expected to abide by the responsibilities for the Student Co-op, as outlined in the Co-Op Agreement Form.

c. Student Goals and Objectives of the Course

The goal of the co-op experience is to provide co-op students with a framework to advance her/his theoretical and practical learning and develop career competencies, while applying knowledge and skills learned in the classroom within a professional work setting students.

A minimum of two individual course-level co-op project objectives are developed and approved by the academic department in consultation with the employer partner based on the student’s academic course of student and chosen career path. Each objective should involve new learning or opportunity for expanded growth or improvement. These objectives will serve as a guide for assignment of specific tasks and projects, and will be utilized to evaluate the learning progress of the student.

Upon successful completion of a co-op, students will be able to relate their experience to their academic study, career competencies development, identify areas for continued growth and development, articulate how they have gained a broader understanding of their chosen field, identify specific roles and career opportunities in their chosen field, and indicate how they have established a professional network.

d. Assessment Measures

Students will receive regular feedback from the faculty-of-record and will be evaluated by frequent reflection assignments and a final reflective paper showing evidence of career competency development and specific learning outcomes achievement.

Students will complete a self-evaluation at mid-term and at the conclusion of the co-op.

Students will receive a mid-term check-in and final performance evaluation from the employer that includes assessment of their ability to apply discipline specific knowledge as well as development in career readiness competencies.

e. Other Course Information
# III. Background and Justification

## a. Need for the Course
The Radford University 2018-2023 (Goal 1, Strategy B) articulates the need to “Provide educational opportunities for students that help them learn creative problem-solving through collaboration across degree programs, experiential/high-impact practice and inter-professional experiences.” Cooperative Education (co-op) is a high-impact experiential learning opportunity that provides students with a framework to advance their theoretical and practical learning and develop career competencies, while applying knowledge and skills learned in the classroom within a professional work setting students.

## b. Students for Whom Course is Offered
UNIV 190 is offered to students meeting the prerequisites and approved by programs engaging in co-op partnerships within their academic curriculum/Departmental Coordinator; and who have submitted an approved Co-Op Agreement Form.

## c. Anticipated Enrollment
Initial pilot enrollment will consist of fewer than five co-op students. As a new avenue to enhance experiential learning, enrollment will grow; however, based on national trends, it is anticipated that the co-op program will likely not exceed one hundred students annually.

## d. Frequency of Course Offerings
The course is anticipated to be offered Fall, Spring, and Summer 3 sessions.

## e. Level and Prerequisites
Any student meeting the academic prerequisites may take the class; however, it is anticipated that most students will be rising juniors before they have sufficient experience to engage in the co-op experience.

# IV. Rationale for Resources Required

## a. Faculty Resources
The UNIV 190 course will be taught by a faculty of record in the student’s academic department or other appropriately credentialed faculty.

## b. Effect on Existing Curricula
UNIV 190 will enhance the University’s curriculum by enabling students in academic programs who wish to establish co-op partnerships to have a new alternative for engaging in experiential learning.

Co-op experiences differ from typical internships in that co-op generally refers to students working in a multi-work term agreements with one employer who has an established partnership with a university academic department. The co-op employer partner agrees to engage in a high degree of educational collaboration with the academic program in setting up the co-op partnership to ensure opportunities for new and enhanced learning throughout the co-op experiences.

c. Facilities, Equipment and Supplies

Facilities: No additional facilities required - Program administration will be housed in the Center for Career and Talent Development - 331 Russell Hall

Equipment: No additional equipment required - Program administration and course will be managed using existing equipment allocated to the Center for Career and Talent Development

Supplies: No additional supplies required - Program administration and course will be managed using existing equipment allocated to the Center for Career and Talent Development

Technology: Each section of UNIV 190 will require one D2L course shell to manage the class. The course management and tracking will utilize Handshake Internship/Experiential Learning Module.

d. Library Resources

Describe the adequacy of materials available to support this course.

Current Resources are adequate.

List in priority order the additional materials to be purchased.

No new library resources anticipated

Attach additional sheets as needed.

Prepared by: Ellen Taylor/Gwen Houston

Signature of Faculty Member:  
Signature of Librarian assigned to requesting department:
e. Computer Resources
   None.

f. Other Anticipated Resources
   None.

* Approval of new courses only. Resources required for new courses must be approved through the college resource allocation process.
18-19.06 Motion to Approve the Guiding Principles Established by the Radford University General Education Principle and Model Team

Referred by: Faculty Senate Executive Council

MOTION:

The Faculty Senate recommends approving the guiding principles established by the Radford University General Education Principles and Model Team.

1) The general education program is student centered. Therefore, the general education program:
   a) is easy to understand, explain, and navigate.
   b) allows student choice.
   c) encourages timely graduation.
   d) accommodates the needs of students (e.g. freshman, transfer, non-traditional, first-generation, veterans, international).

2) The general education program promotes strong foundations for student learning and success on campus and beyond. Therefore, the general education program:
   a) encourages engagement with and guidance by full-time faculty.
   b) provides opportunities to develop abilities and gain knowledge useful across disciplines.
   c) exposes students to diversity of perspective and depth of knowledge through coursework outside their discipline.
   d) enables reliable and valid assessment of learning goals and outcomes.

3) The general education program reflects the identity and responsibilities of Radford University. Therefore, the general education program:
   a) embodies the Vision, Mission, and Core Values in the Strategic Plan.
   b) fulfills regional, state, University, college, and department accreditation requirements.
   c) invites all Radford University colleges to contribute to General Education.
   d) adapts to internal and external factors (e.g. transfer issues, legislative changes, accreditation-University, department, SACS, and SCHEV).

RATIONALE:

In response to FS Motion 18-19.01 the Radford University General Education Principles and Model Team submits these guiding principles for approval.
18-19.07 Motion Concerning a New Parental Leave Policy

Referred by: Faculty Issues Committee

MOTION

We recommend the addition of the following highlighted text at the end of Section 1.12.2.4 of the Teaching and Research Faculty Handbook referencing the recent Executive Order 12 in support of paid parental leave for up to 8 weeks:

Current Language:

“1.12.2.4 Family and Medical Leave--Under qualifying circumstances, federal law provides full-time faculty with unpaid, job protected leave to care for the faculty member’s child after birth, placement, adoption, or foster care; to care for the employee’s spouse, child, or parent who has a serious health condition; or for a serious health condition that makes the employee unable to perform his or her job. Further information on this type of leave may be obtained from the Personnel/EO Office.”

Proposed Added Language:

As of June 2018, Teaching and Research Faculty are now eligible for up to 8 weeks of paid parental leave. Again, eligible faculty should contact the Personnel/EO Office for further information.

RATIONALE:

On June 26, 2018 the Governor issued Executive Order Twelve (2018) which authorized paid parental leave for employees of executive branch state agencies. The benefit provided up to eight weeks of paid parental leave to enable employees to care for and bond with a newborn, or for a child under the age of eighteen (18) newly-placed for adoption, foster or custodial care. The paid leave could be used in combination with other leave benefits and applies to both parents if both are eligible state employees. While Radford University is an Executive Branch agency, not all employee classifications are covered under the new provision. Currently, only Classified Staff are eligible for the benefit at Radford University under the Executive Order. This is because Teaching and Research Faculty as well as Administrative and Professional Faculty leave policies are governed locally and are outlined in their respective handbooks. Upon consultation with the Vice President for Finance and Administration and Chief Financial Officer, it was suggested that the Faculty Senate address this policy.