Radford University Faculty Senate

Motions

2021-2022

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**Faculty Senate Membership by College** ([http://www.radford.edu/content/faculty-senate/home/contacts.html](http://www.radford.edu/content/faculty-senate/home/contacts.html))

### Artis College of Science and Technology

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<th>Term</th>
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<tr>
<td>at-large</td>
<td>Agida Manizade</td>
<td><a href="mailto:amanizade@radford.edu">amanizade@radford.edu</a></td>
<td>2020-2022</td>
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<tr>
<td>Anthropological Sciences</td>
<td>Jake Fox</td>
<td><a href="mailto:jfox32@radford.edu">jfox32@radford.edu</a></td>
<td>2021-2023</td>
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<tr>
<td>Biology</td>
<td>Matt Close</td>
<td><a href="mailto:mclose2@radford.edu">mclose2@radford.edu</a></td>
<td>2021-2023</td>
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<td>Chemistry</td>
<td>Tim Fuhrer</td>
<td><a href="mailto:tfuhrer@radford.edu">tfuhrer@radford.edu</a></td>
<td>2020-2022</td>
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<tr>
<td>Geology</td>
<td>Ryan Sincavage</td>
<td><a href="mailto:rsincavage@radford.edu">rsincavage@radford.edu</a></td>
<td>2020-2022</td>
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<td>Geospatial Science</td>
<td>Stockton Maxwell</td>
<td><a href="mailto:rmaxwell2@radford.edu">rmaxwell2@radford.edu</a></td>
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<td>Information Technology</td>
<td>Ian Barland</td>
<td><a href="mailto:iobarland@radford.edu">iobarland@radford.edu</a></td>
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<td>Mathematics/Statistics</td>
<td>Eric Choate</td>
<td><a href="mailto:echoate2@radford.edu">echoate2@radford.edu</a></td>
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<td>Physics</td>
<td>Rhett Herman</td>
<td><a href="mailto:rherman@radford.edu">rherman@radford.edu</a></td>
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### Davis College of Business and Economics

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<td>Felix Amenkhienan (Fall)</td>
<td><a href="mailto:famenkhi@RADFORD.EDU">famenkhi@RADFORD.EDU</a></td>
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<td></td>
<td>Shuhong Wang (Spring)</td>
<td><a href="mailto:shuwang@radford.edu">shuwang@radford.edu</a></td>
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<tr>
<td>Accounting, Finance, &amp; Business Law</td>
<td>Feifei Zhu</td>
<td><a href="mailto:fzu2@radford.edu">fzu2@radford.edu</a></td>
<td>2020-2022</td>
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<td>Economics</td>
<td>Daniel Farhat</td>
<td><a href="mailto:dfarhat@radford.edu">dfarhat@radford.edu</a></td>
<td>2021-2023</td>
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<td>Management</td>
<td>Vernard Harrington</td>
<td><a href="mailto:kvharring@radford.edu">kvharring@radford.edu</a></td>
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<td>Marketing</td>
<td>Maneesh Thakkar</td>
<td><a href="mailto:mthakkar@radford.edu">mthakkar@radford.edu</a></td>
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### College of Education and Human Development

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<td>Katie Hilden</td>
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<td>2021-2023</td>
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<tr>
<td>at-large--RCPT Seat</td>
<td>Cheri Triplett</td>
<td><a href="mailto:ctriplet@radford.edu">ctriplet@radford.edu</a></td>
<td>2021-2023</td>
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<tr>
<td>Counselor Education</td>
<td>Carrie Sanders</td>
<td><a href="mailto:csanders27@radford.edu">csanders27@radford.edu</a></td>
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<tr>
<td></td>
<td>Wally Scott</td>
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<td>Health and Human Performance</td>
<td>George Philippi</td>
<td><a href="mailto:hphilippijr@radford.edu">hphilippijr@radford.edu</a></td>
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<tr>
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<td>Sandra Schneider</td>
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### College of Humanities and Behavioral Sciences

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<td>Suzanne Ament</td>
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<td>Sandra French</td>
<td><a href="mailto:sfrench5@radford.edu">sfrench5@radford.edu</a></td>
<td>2021-2023</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>2020-2022</td>
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<tr>
<td>Criminal Justice</td>
<td>Eric Williams (Fall)</td>
<td><a href="mailto:ejwilliams1@radford.edu">ejwilliams1@radford.edu</a></td>
<td>2020-2022</td>
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<td></td>
<td>Rachel Santos (Spring)</td>
<td><a href="mailto:rsantos5@radford.edu">rsantos5@radford.edu</a></td>
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<td>English</td>
<td>David Beach</td>
<td><a href="mailto:dbeach6@radford.edu">dbeach6@radford.edu</a></td>
<td>2021-2023</td>
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<tr>
<td>Foreign Language &amp; Literature</td>
<td>I Ping Fu</td>
<td><a href="mailto:ifu@radford.edu">ifu@radford.edu</a></td>
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<tr>
<td>Department</td>
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<td>History</td>
<td>Kurt Gingrich</td>
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<td>2021-2023</td>
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<tr>
<td>Philosophy &amp; Religion</td>
<td>Geoff Pollick</td>
<td><a href="mailto:gpollick@radford.edu">gpollick@radford.edu</a></td>
<td>2020-2022</td>
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<tr>
<td>Political Science</td>
<td>Daniel Reed</td>
<td><a href="mailto:dreed33@radford.edu">dreed33@radford.edu</a></td>
<td>2020-2022</td>
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<td>Psychology</td>
<td>Jay Caughron</td>
<td><a href="mailto:jcaughron@RADFORD.EDU">jcaughron@RADFORD.EDU</a></td>
<td>2020-2022</td>
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<td>Sociology</td>
<td>Roby Page</td>
<td><a href="mailto:erpage@radford.edu">erpage@radford.edu</a></td>
<td>2021-2023</td>
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<td>College of Visual and Performing Arts</td>
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<tr>
<td>at-large</td>
<td>Tim Channell (Fall) Denise Bernardini (Spring)</td>
<td><a href="mailto:tchannell@radford.edu">tchannell@radford.edu</a> <a href="mailto:dbernardini1@radford.edu">dbernardini1@radford.edu</a></td>
<td>2020-2022</td>
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<td>Art</td>
<td>Roann Barris</td>
<td><a href="mailto:rbarris@radford.edu">rbarris@radford.edu</a></td>
<td>2020-2022</td>
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<td>Dance</td>
<td>Ji-Eun Lee</td>
<td><a href="mailto:jlee211@radford.edu">jlee211@radford.edu</a></td>
<td>2020-2022</td>
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<tr>
<td>Interior Design &amp; Fashion</td>
<td>Tammy Robinson</td>
<td><a href="mailto:trrobinson@radford.edu">trrobinson@radford.edu</a></td>
<td>2021-2023</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>2020-2022</td>
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<tr>
<td>Theater/Cinema</td>
<td>Jennie Ruhland</td>
<td><a href="mailto:jnewman@radford.edu">jnewman@radford.edu</a></td>
<td>2021-2023</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>2021-2023</td>
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<td>Waldron College of Health and Human Services</td>
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<td>2020-2022</td>
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<td>at-large</td>
<td>Sheila Krajnik</td>
<td><a href="mailto:skrajnik@radford.edu">skrajnik@radford.edu</a></td>
<td>2020-2022</td>
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<td>Susan Schoppelrey</td>
<td><a href="mailto:sschoppel@radford.edu">sschoppel@radford.edu</a></td>
<td>2021-2023</td>
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<tr>
<td>at-large</td>
<td>Chris Fish-Huson (Fall) Marjorie Young (Spring)</td>
<td><a href="mailto:chuson@radford.edu">chuson@radford.edu</a> <a href="mailto:myoung67@radford.edu">myoung67@radford.edu</a></td>
<td>2021-2023</td>
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<tr>
<td>Clinical Health Professions</td>
<td>John Cook</td>
<td><a href="mailto:jcook85@radford.edu">jcook85@radford.edu</a></td>
<td>2021-2023</td>
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<td>Communication Science &amp; Disorders</td>
<td>Diane Millar</td>
<td><a href="mailto:dcmillar@radford.edu">dcmillar@radford.edu</a></td>
<td>2020-2022</td>
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<td>Nursing</td>
<td>Katie Katz</td>
<td><a href="mailto:krkatz@radford.edu">krkatz@radford.edu</a></td>
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<tr>
<td>Occupational Therapy</td>
<td>Jason Browning</td>
<td><a href="mailto:jtbrowning@radford.edu">jtbrowning@radford.edu</a></td>
<td>2021-2023</td>
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<tr>
<td>Physical Therapy</td>
<td>Arco Paul</td>
<td><a href="mailto:apaul8@radford.edu">apaul8@radford.edu</a></td>
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<tr>
<td>Physician Assistant Studies</td>
<td>Judy Smith</td>
<td><a href="mailto:jsmith182@radford.edu">jsmith182@radford.edu</a></td>
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<tr>
<td>Public Health &amp; Healthcare Leadership</td>
<td>Jeannine Everhart</td>
<td><a href="mailto:jeverhart1@radford.edu">jeverhart1@radford.edu</a></td>
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<tr>
<td>Social Work</td>
<td>Ali-Sha Alleman</td>
<td><a href="mailto:aalleman@radford.edu">aalleman@radford.edu</a></td>
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<tr>
<td>Adjunct/FT Temp At-Large-DCOBE</td>
<td>Bruce Brown</td>
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Governance Structure of the 2021-2022 Faculty Senate

Faculty Senate Executive Council

President—Katie Hilden
Vice-President—Vernard Harrington
Secretary—Tim Channell (Fall 2021)
Secretary—David Beach (Spring 2022)
At-Large—Kurt Gingrich
At-Large—Shelia Krajnick

Campus Environment

<table>
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<tr>
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Curriculum

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### Faculty Issues

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### Governance

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## Resource Allocation

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<td>Rachel</td>
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## Status of Motions of the 2021-2022 Faculty Senate

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<td>21-22.32</td>
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<td>21-22.34</td>
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<td>21-22.35</td>
<td>Motion to Revise Emerituc Faculty Recommendations, Criteria, and Privileges</td>
<td>Faculty Issues</td>
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</table>
21-22.01: Motion to Add Minors as Separate Programs

Referred by: Faculty Senate Executive Committee

MOTION: Faculty Senate recommends listing approved minors, and their subsequent tracks or concentrations, as separate programs in the undergraduate catalog to facilitate data collection specific to the minor track or concentration.

PASSED

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21-22.02: Motion to Recommend Modification to the Occupational Therapy Doctorate Program Certificate

Referred by: Faculty Senate Executive Committee

MOTION: Faculty Senate recommends approval of the proposed modification of the post-professional Occupational Therapy Doctorate program.

PASSED

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21-22.03: Motion to Eliminate the PPD Requirement from the REAL Curriculum

Referred by: Curriculum Committee

MOTION:

Based on recommendations from REAL Council (RC) in part based on problems identified by the Office of Institutional Effectiveness and Quality Improvement (IEQI), Faculty Senate supports the elimination of the Personal and Professional Development (PPD) requirement from the REAL Curriculum effective with the 2021-2022 catalog.

RATIONALE:

As it is being implemented, PPD has substantial overlap with the L area of the REAL Curriculum. This overlap suggests that PPD is redundant, a needless requirement restricting student choice, and makes independent assessment of L and PPD challenging at best. In order to address this conceptual and student learning outcome overlap, RC—having consulted with IEQI—recommends the immediate elimination of the PPD requirement from the REAL Curriculum. This change will remove a redundancy in the model, simplify assessment expectations for faculty, and fix an acknowledged flaw in the model. Retaining the PPD requirement in the face of the existing L area would require substantial revision to student learning outcomes for PPD and/or L. Importantly, programs across campus showed that the PPD requirement could be seamlessly integrated into their existing curricula, demonstrating that the elimination of the PPD requirement will not diminish the quality of the REAL Curriculum overall.

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21-22.04: Motion to Revise Transfer Policy Under the REAL Curriculum

Referred by: Curriculum Committee

MOTION:

Based on recommendation from REAL Council, Faculty Senate supports revising academic policies related to application of transfer credit under the REAL Curriculum effective in the 2021-2022 academic catalog. The revision is as follows:

Current policy:

**Students with 60 transfer credits**, but not one of the degrees referenced above, must complete a major, minor, or certificate that fulfills at least one area of REAL and must have documented at least 3 credit hours in each R, E, A, and L area across their entire plan of study. The coursework in R, E, and A must also be GE designated. If students are missing 3 credits in any of the REAL areas, it may be taken at Radford University to fulfill the REAL Curriculum.

Proposed revisions and additions:

**Students with 56 or more approved transfer credits**, but not one of the degrees referenced above {This references SCHEV-approved transfer associates degrees language in the catalog}, must complete majors, minors, and/or certificates that fulfill at least one area of the REAL Curriculum. Before graduation, the student must have completed through transfer or enrollment at Radford University at least 3 credit hours in designated coursework in each R, E, A, and L area. The coursework in R, E, and A must also be GE designated.

**Students with 36 - 55 approved transfer credits** must complete majors, minors, and/or certificates that fulfill at least two areas of the REAL Curriculum. Before graduation, the student must have completed through transfer or enrollment at Radford University at least 3 credit hours in designated coursework in each R, E, A, and L area. The coursework in R, E, and A must also be GE designated.

**Students with 15 - 35 approved transfer credits** must complete majors, minors, and/or certificates that fulfill at least three areas of the REAL Curriculum. Before graduation, the student must have completed through transfer or enrollment at Radford University at least 3 credit hours in designated coursework in each R, E, A, and L area. The coursework in R, E, and A must also be GE designated.

**Students with 0 – 14 approved transfer credits** complete the REAL Curriculum as required.

RATIONALE:

As students registered for the 2021-22 academic year, it was demonstrated clearly that in regards to transfer students the REAL Curriculum was not in accord with two of the established principles guiding the creation of the general education program, in that it did not sufficiently safeguard the needs of transfer students and at times clearly impeded their progress toward timely graduation. This demonstration suggests the wisdom of revising the current transfer-credit policy, in which students with more than 60 hours of approved transfer credits, to make comparable tiered accommodations for students with fewer than 60 hours of approved transfer credit. In order to support effective transfer into Radford University and clarify existing transfer
policy, the above policy revision is proposed. The proposed thresholds in the revised standards recommended by REAL Council reflect such considerations as the standard size of minor programs, the customary semester course load, and the existing levels determining class status. This revision will make the REAL Curriculum fairer for students arriving at Radford University with approved transfer credits and will make Radford a more attractive destination for such students.
21-22.05: Motion to Recommend Student Evaluation Administration

Referred by: Faculty Issues Committee

MOTION:

The Faculty Senate recommends that all student evaluations be administered via emailed links with password-protected URL or an integrated link in the University’s course management system, eliminating printed packets with QR codes, and encourages faculty to allow class time for students to complete the online evaluation as indicated in the Teaching and Research Handbook which specifies evaluations be conducted over the final two weeks of the semester, or in the final week for courses shorter than a full semester.

RATIONALE:

This motion is a request from the Office of Institutional Effectiveness to eliminate the option for the printed "packets" with QR codes as a method to conduct evaluations and provides only two options for students: an emailed link with password-protected URL or an integrated link in D2L or any future university-supported course management system.

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21-22.06: Motion to Recommend Participation in the COACHE Survey

Referred by: Campus Environment Committee

MOTION:

The faculty senate recommends that Radford University participate in the COACHE survey during the 2021-2022 academic year.

RATIONALE:

Historically participation in the COACHE survey is much higher (more than 50%) than for the Faculty Morale Survey. Given the circumstances of the last 18 months, we want as much participation as possible in this year’s survey. The COACHE survey has been administered every three years since 2013 and there are many trends that warrant the Board of Visitor’s attention. Administration of the survey this year will provide further data to create a definitive focus for actionable items to present to the administration and BOV.

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**21-22.07: Motion to Recommend Revision of Academic Program Review and Enhancement Committee**

Referred by: Faculty Senate Governance Committee

**MOTION:**

The Faculty Senate recommends a pause in Academic Program Review for the 2021-2022 academic year to initiate revision of the Academic Program Review committee’s composition and charges as outlined in the Academic Program Review and Enhancement Proposal.

**RATIONALE:**

The ad hoc committee empaneled by the Faculty Senate as per Motion 20-21.21, in carrying out its charge to review and revise Section 1.16 of the T&R Faculty Handbook, found opportunities for improvement, including clarifying committee recommendations. The current process is not achieving its stated purpose to determine the “overall health, viability, and curricular integrity of programs” and to encourage the sorts of reviews that lead to programmatic improvements. Therefore, the ad hoc committee recommended minor changes to the composition of the committee and significant changes to the charges of the committee. The passage of this motion would result in convening the new Academic Program Review and Enhancement committee with composition outlined below. The finalized standing charges and membership, along with criteria would be brought back to Faculty Senate’s review and approval.

**Academic Program Review and Enhancement Proposal**

**Membership:**

A. One T&R associate rank or above faculty member from each undergraduate college, and the School of Nursing, along with one T&R associate rank or above faculty member representing the Graduate College*

B. The Dean of each undergraduate college, the School of Nursing and the Dean of the Graduate College

C. A representative from the Faculty Senate Curriculum Committee

D. A representative from the Office of the Provost (non-voting)

E. A representative from the Office of the Assistant Provost for Academic Budgets and Operations (non-voting)

F. The Director of the Office of Institutional Effectiveness and Quality Improvement (non-voting)

*Faculty members representing undergraduate colleges and the School of Nursing are elected by their
respective college/school; the faculty member representing the graduate college is appointed by the Graduate Affairs Council.
Nominations for faculty members must be received by Deans no later than close of business on Friday of week 10 of the spring semester. Voting must conclude no later than the close of business on Friday of week 12 with the results being communicated to the provost during week 13 of the spring semester. In the case of faculty membership vacancies, new members will be elected by their college/school to fulfill the remainder of the original terms.

Charges:

A. Interim Charges (to be addressed prior to undertaking the first round of program reviews):

1. Determine terms of service for elected faculty members, including length of staggered terms for elected faculty members.

2. Review and revise as necessary the existing schedule of reviews of academic programs defined to include majors, minors, certificates, and any other credit-bearing programs, not including the general education program.

3. Review and revise as necessary the deadlines for reports to be submitted to the committee.

4. Establish clear and transparent criteria and benchmarks for determining the health of programs.

5. Investigate the need for data-based strength-of-program metrics developed internally, for the review of each academic program.

6. Liaise with REAL Council on REAL Curriculum to align reporting expectations, criteria, and benchmarks.

7. Once benchmarks and criteria have been developed, work with the Office of Institutional Effectiveness and Quality Improvement to create templates defining the contents of reports for programs on monitoring and program review reports that speak to the above-mentioned criteria and benchmarks.

8. Review and revise proposed charges, membership, and criteria. Submit these recommendations to Faculty Senate for review and approval.

B. Standing Charges

1. Form working groups within the committee to address charges below as needed.

2. Receive reports from programs based on the established and known schedule and timetable and review these reports based on criteria and benchmarks that the committee uses to assess program health. Such reports will be prepared with input from all faculty members in the program.
3. For each program that was reviewed, make one of two recommendations to the provost: (1) the program be maintained; or (2) the program be placed on or remain on monitoring. These recommendations will be accompanied by explanations and will also be provided to the academic programs in a timely way to allow consultation with all faculty members in the program. Programs that are placed on monitoring will develop or revise a plan of action in consultation with the committee. The committee is responsible for identifying specific criteria or benchmarks that need remediation and can recommend a program work with outside consultants.

4. For programs on monitoring, receive annual reports and review these based on criteria and benchmarks that the committee uses to assess program health and progress on responses to the committee recommendations. This review process determines if a program has made sufficient progress to be taken off monitoring.

5. If after three years a program has not made sufficient progress to be taken off monitoring, then the committee recommends to the provost that the program be modified, either through reduction in size, merging with another program, or discontinuation. All recommendations for merging with another program or discontinuance must be sent to Faculty Senate for its recommendation to the provost. If financial investments are made in programs on monitoring and no progress is documented, the committee may recommend additional resources are discontinued. This process does not reset the cycle for the next program review.

6. Recommend to the Provost when and what program enhancements are warranted; enhancements could include the creation of new faculty lines or other forms of investment and could be directed either to programs with clear growth potential or programs that program review has demonstrated have clear needs. These recommendations should include concrete recommendations on the allocation of new resources.

7. Complete an annual assessment of committee policies and procedures. Report on the state of committee policies and procedures at the end of academic program review and enhancement cycle. This should include feedback from all stakeholders involved in the APRE process.

8. Committee should ensure all documents pertaining to the Academic Program Review and Enhancement process are permanently retained by and accessible from the Provost’s Office.

9. Provide report templates, along with clear explanations of evaluation criteria and benchmarks, to programs being evaluated the following year. Likewise report all relevant deadlines, including when reports must be submitted and when feedback must be received from the committee.

Designated Administrator: Provost

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21-22.08: Motion to Eliminate the Core Curriculum Advisory Committee

Referred by: Faculty Senate Governance Committee

MOTION:

Faulty Senate Recommends eliminating the Core Curriculum Advisory Committee.

RATIONALE:

The Core Curriculum Advisory Committee has been replaced by the REAL Council.

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21-22.09: Motion for Changes to Academic Governance Committee Membership

Referred by: Faculty Senate Governance Committee

MOTION:

Faculty Senate recommends changing membership on Academic Governance Committees to reflect the new status of the School of Nursing.

*Academic Policies and Procedures*

**Membership Composition**
Dean from each undergraduate college, the School of Nursing, and the College of Graduate Studies and Research,
one teaching faculty from each undergraduate college and the School of Nursing (appointed by Faculty Senate Executive Council),
one Faculty Senator from the Faculty Senate Executive Council (non-voting),
one undergraduate and one graduate student, appointed by SGA,
Registrar and one support staff from the Registrar’s Office (both non-voting),
Assistant Provost for Academic Programs, and
the Assistant Provost for Academic Operations (non-voting).

*Intellectual Property*

**Membership Composition:**
One faculty member from each of the undergraduate colleges and the School of Nursing appointed by the Faculty Senate Executive Committee.
One representative appointed by the Vice President for Information Technology, and
One representative appointed by the Vice President for Finance and Administration

*Scholarly Activities*

**Membership Composition:**
Dean of the College of Graduate Studies and Research,
one tenured faculty member from each undergraduate college and the School of Nursing appointed by Faculty Senate Executive Council, and
Director of Sponsored Programs and Grant Management (non-voting).

*REAL Council*

**Membership Composition:**
Two faculty from each undergraduate college and the School of Nursing (staggered 3 year terms),
The General Education Administrator (non-voting),
two undergraduate students (non-voting), appointed annually by Student Affairs, and
a representative from Institutional Effectiveness & Quality Improvement (non-voting).
**Student Evaluations of Faculty**

**Membership Composition:**
One representative from each undergraduate college and the School of Nursing appointed by the Faculty Senate Executive Council, one student appointed by SGA, one representative from the Office of Institutional Effectiveness & Quality Improvement, and one representative appointed by the Vice President for Student Affairs.

**RATIONALE:**

The School of Nursing was established as a standalone academic unit in July 2021 with a status equivalent to the college level in terms of shared governance. For this reason, the School of Nursing needs representation on shared governance committees requiring changes to the membership composition.

Note that the REAL Council is not currently included in the Academic Shared Governance document. The membership composition reflected in the present motion is from Faculty Senate motion 19-20.03, which established the REAL Council.

Note also that changes to membership of the Faculty Appeals and Faculty Grievance committees are not being recommended at this time because membership allocations for these committees need to be made by the University Internal Governance Review Committee.

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21-22.10: Motion to Revise the Academic Affairs Approval Flowchart Document

Referred by: Faculty Senate Curriculum Committee

MOTION:

Faculty Senate supports revising the Academic Affairs Approval Flowchart document to remove Faculty Senate from the pathway for approving changes to academic programs unless the program seeks to add or change its REAL Alignment. Faculty Senate also supports adding page numbers to the document.

SUPPORTING DOCUMENTS:
1. Current Curriculum Pathways Document
2. Proposed Revised Curriculum Pathways Document

RATIONALE:

Faculty Senate has not traditionally been part of the curriculum approval pathway for program changes. (New programs and deleted programs, yes; program changes, no.) However, REAL Council policy is to see all proposals for program changes when the programs have REAL Alignments. As they currently exist, our pathways document (see ancillary document 1, pages 2 and 4) sends all program proposals that go to REAL Council on to Senate. If modified as proposed, our pathways document (see ancillary document 2, pages 2 and 4) would have program change proposals bypass Senate after going through REAL Council, except when program change proposals seek to add or change a REAL alignment.

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21-22.11: Motion to Update and Align SCHEV Designation for Nutrition and Dietetics with Current Practice

Referred by Faculty Senate Executive Council

MOTION:

The Faculty Senate recommends that the CIP code and name of the Nutrition and Dietetics Major be formally updated through SCHEV to reflect current catalog, degree, accreditation, and website language.

RATIONALE:

As a result of the SACS-COC reaffirmation audit of program titles, an incongruency between catalog and SCHEV language for the Nutrition and Dietetics program was found. In 2011, the Faculty Senate and Board of Visitors approved a CIP code (change from 19.0501 to 51.3102) and name change for the program formerly known as the Food and Nutrition Major. This change better reflected the mission and goals of the program (see minutes from February 1, 2011 Board of Visitors meeting). The change was never approved by SCHEV. A new proposal must be submitted to SCHEV to change the name of the program and the CIP Code. This proposal will bring the SCHEV designation into alignment with current catalog, degree, accreditation, and website language.
21-22.12: Motion to Create Courses in English as a Second Language (ESL)

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of ESL 101, ESL 102, ESL 103, ESL 104, ESL 201, ESL 202, ESL 203, ESL 204, ESL 301, ESL 302, ESL 303, and ESL 304 to be housed in the McGlothlin Center for Global Education and Engagement.

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21-22.13: Motion to Create Minor in African American Studies

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of a new minor in African American Studies to be housed in the Department of Sociology.

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21-22.14: Motion to Recommend Board of Visitors Commitment to Tenure and Shared Governance

Referred by: Faculty Issues and Resource Allocation Committees

MOTION:

The Faculty Senate asks the Board of Visitors to reinstate the sections of the Teaching and Research Faculty Handbook that were vacated on June 12, 2020, at the December 2-3, 2021, February 10-11, 2022, Board of Visitors meeting, and to commit to shared governance, honoring tenure and other employment conditions that bind the faculty and Radford University together, and to honor the Teaching and Research Faculty Handbook as the document that specifies the details of the bond between the faculty and Radford University.

RATIONALE:

The Board of Visitors suspended sections of the Teaching and Research Faculty Handbook relating to tenure protections, program review, faculty appeals, and fiscal exigency on June 12, 2020. The Faculty and Faculty Senate recognize the changing landscape of higher education and that the changing environment requires Radford University and its individual members be flexible but also mutually supportive and unified. Reinstating the vacated sections of the Teaching and Research Faculty Handbook will improve faculty morale, ensure potential faculty understand our University has strong shared governance and guidelines, and move the University in the direction of shared commitment to its mission.

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21-22.15: Motion to Recommend Board of Visitors/Faculty Senate Connecting Structures

Referred by: Faculty Issues and Resource Allocation Committees

MOTION:

The Faculty Senate invites the Board of Visitors to collaborate with it to create structures that open a path forward for sharing expertise, knowledge, and observations with each other on a regular basis. These structures may include, but not be limited to, the following:

1. Meet with Rector periodically: The Rector of the Board of Visitors would be invited to meet with the Faculty Senate on a periodic basis.

2. Include meeting with Faculty Senate Executive Council at Board of Visitors meetings: The Board of Visitors would reserve a set time to meet with the Faculty Senate Executive Council to discuss faculty issues.

3. Invite individual Board of Visitors members to a Highlander experience: Board members would be invited to campus to spend a day with students, faculty, clubs, and attend events to provide members with a broad perspective of the day-to-day function of the University.

4. Meet informally with faculty: During a Board meeting, members would have the opportunity for an informal meet and greet event open to faculty.

Further, The Faculty Senate invites the Board of Visitors to codify these new structures so that future Boards of Visitors and Faculty Senates will establish and maintain a strong working relationship for the betterment of the students attending Radford University.

RATIONALE:

The Faculty and the Board of Visitors have unique perspectives and areas of expertise that could benefit Radford University should they be shared openly. Members of the Board of Visitors represent a tremendous asset to the students of Radford University; building relationships between faculty, students, and members of the Board of Visitors is likely to benefit student outcomes.

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21-22.16: Motion for Formation of an Academic Governance Committee on Online Education

Referred by Faculty Issues Committee

MOTION:

The Faculty Senate recommends the formation of an Academic Governance Committee on Online Education. The charges for this committee are intended to ensure that goals and formats of online education enable the university to accommodate existing and future transfer arrangements with partner institutions. This committee also looks for parallel policies and necessary differences between teaching online and in person.

Charges:

- Oversee legal compliance (e.g., copyright and FERPA), intellectual property ownership and transfer, and promotion of faculty online course development at an inclusive and transparent level of quality. This committee will not set standard qualities for online development but assist in their promotion. This may be especially important in those cases where external accreditation standards for online teaching differ from those for classroom teaching.

- Collaborate with the administration on online programming and the university’s general strategy for online offerings.

- Collaborate with stakeholders regarding new and existing policies on online and hybrid teaching loads.

- In collaboration with the Governance committee and Faculty Issues committee, recommend updates to the Teaching & Research Handbook to align online education and face-to-face education guidelines (i.e. time on campus, office hours and practical differences between the two methods of delivery).

- Assess faculty satisfaction with the reliability and usability of instructional tools and platforms, such as D2L, and participate in decision-making about such platforms.

- Ensure Facilitate that online courses and programs are fully accessible and inclusive to those individuals using adaptive technologies through appropriate recommendations wherever deemed helpful.

Membership Composition: nine faculty, one from each college and the School of Nursing, one from the College of Graduate Studies/Research, and one from the Radford University Libraries, with all members elected to staggered two-year terms. Additional representatives include the Center for Accessibility Services, the Center for Innovative Teaching and Learning (CITL), and the Center for Diversity and Inclusion, appointed or elected by the respective units for two-year terms; and one academic chair and one dean, appointed by the Provost. The committee will select a chair at its first meeting.
**Designated Administrator:** Provost.

**RATIONALE:**

As online and hybrid teaching increase, faculty and students across campus are affected by the introduction of new methodologies and strategies for teaching. This committee will monitor and guide the policies and practices associated with online and hybrid education by leading the development and dissemination of university-wide policies. All policies proposed by this committee will be approved by the Faculty Senate.

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21-22.17: Motion on the Mid-Semester Grade Policy

Referred by Curriculum Committee

MOTION:

The Faculty Senate approves the addition of language (red type) and the deletion of language (stricken through) in the second paragraph of section 2.8 of the T & R Faculty Handbook.

Faculty members will inform students, in writing and in other media if appropriate to the course format, orally and in writing, of their course requirements, attendance, and grading policies during the first week of the semester. Faculty members are responsible for providing some form of feedback regarding grades and/or academic performance prior to each semester’s withdrawal date. Athletes, students on probation, readmitted, and/or new students, meaning freshmen and transfer student, must be awarded midterm grades as directed by the Registrar. For other students, such feedback might take the form of a midterm grade, a written or oral progress report, or whatever means the faculty member deems most appropriate. Faculty members are responsible for submitting mid-semester grades for all students in all undergraduate courses as directed by the registrar. Students must be provided the opportunity to examine and discuss with their instructor all written examinations, and other materials, and criteria used in the grading process.

RATIONALE:

The above Handbook language was approved by the Board of Visitors on 2 February 2016 but is not reflected in our current Handbook. On 27 April 2020, the Student Government Association approved a motion in support of posting mid-semester grades for undergraduate students. In response, in Motion 20-21.164, Faculty Senate supported this SGA motion and tasked the Faculty Senate Curriculum Committee with establishing a new policy. Having deliberated over options, having taken into consideration reservations about the idea expressed by faculty members, and having received feedback from professional advisers, the Curriculum Committee believes that the best option is to require posting mid-semester grades for all students in all undergraduate courses.
21-22.18: Motion to Recommend the Deletion of the Post-baccalaureate Certificate in Bioethics

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends the deletion of the Post-baccalaureate Certificate in Bioethics.

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21-22.19: Motion to Delete the Minor in Asian Martial Arts

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the deletion of the minor in Asian Martial Arts.
21-22.20: Motion to Approve REAL Designation for Healthcare Administration

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the major in Healthcare Administration as covering the R area of the REAL Curriculum in addition to the A and L areas for which it is already approved.
21-22.21: Motion to Approve a New Minor in Applied History

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of a new minor in Applied History to be housed in the Department of History.

RETURN TO THE TABLE OF CONTENTS
21-22.22: Motion to Approve REAL Designation for Applied History

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the minor in Applied History as covering the L area of the REAL Curriculum.

RETURN TO THE TABLE OF CONTENTS
21-22.23: Motion to Approve a New Major in Creative Media

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of a new major in Creative Media.
21-22.24: Motion to Approve REAL Designation for Creative Media

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the major in Creative Media as covering the L area of the REAL Curriculum.

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21-22.25: Motion to Revise T&R Handbook Language to Clarify Department-Level Assessment of Student Learning

Referred by Curriculum Committee

MOTION:

Faculty Senate supports revising Section 4.2.3.5 of the T&R Faculty Handbook as shown below. (Red indicates new text.)

4.2.3.5 Department Curriculum Committee
This body reviews and makes recommendations to the department on course and curriculum proposals and revisions in the major and minor academic programs in the department. This body also reviews reports on assessments of student learning, considers the curricular implications of such reports, and shares recommendations for curricular improvements with all the teaching faculty in the department or school. Departments and schools that have formal assessment committees or functionally equivalent committees can assign this role to those committees instead.

RATIONALE:

SACSCOC requires policy and ongoing documentation of how faculty regularly review, analyze, and act upon programmatic assessment data and results as necessary. In response to this requirement, this motion would increase the likelihood that action is taken based on assessment results by adding it as a formal responsibility in the faculty handbook.

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21-22.26: Motion to Approve a New Honors Minor in Scientific and Quantitative Reasoning

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of a new Honors Minor in Scientific and Quantitative Reasoning to be administered by the Honors College.

RATIONALE:

The Honors Minor in Scientific and Quantitative Reasoning will allow honors students to complete part of the REAL curriculum and accrue General Education credits while staying on-track to graduate as Highlander Honors Scholars. Offering honors minors will allow students to integrate their honors coursework with the REAL requirements, which will facilitate retention in the program and on-time graduation.

RETURN TO THE TABLE OF CONTENTS
MOTION:

Faculty Senate recommends approval of the Honors Minor in Scientific and Quantitative Reasoning as covering the R area of the REAL Curriculum.
21-22.28: Motion to Approve a New Honors Minor in Humanistic and Artistic Expression

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of a new Honors Minor in Humanistic and Artistic Expression to be administered by the Honors College.

RATIONALE:

The Honors Minor in Humanistic and Artistic Expression will allow honors students to complete part of the REAL curriculum and accrue General Education credits while staying on-track to graduate as Highlander Honors Scholars. Offering honors minors will allow students to integrate their honors coursework with the REAL requirements, which will facilitate retention in the program and on-time graduation.

RETURN TO THE TABLE OF CONTENTS
21-22.29: Motion to Approve REAL Designation for Honors Minor in Humanistic and Artistic Expression

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Honors Minor in Humanistic and Artistic Expression as covering the E area of the REAL Curriculum.

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21-22.30: Motion to Approve a New Honors Minor in Cultural and Behavioral Analysis

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of a new Honors Minor in Cultural and Behavioral Analysis to be administered by the Honors College.

RATIONALE:

The Honors Minor in Cultural and Behavioral Analysis will allow honors students to complete part of the REAL curriculum and accrue General Education credits while staying on-track to graduate as Highlander Honors Scholars. Offering honors minors will allow students to integrate their honors coursework with the REAL requirements, which will facilitate retention in the program and on-time graduation.

RETURN TO THE TABLE OF CONTENTS
21-22.31: Motion to Approve REAL Designation for Honors Minor in Cultural and Behavioral Analysis

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Honors Minor in Cultural and Behavioral Analysis as covering the A area of the REAL Curriculum.

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21-22.32: Motion to Approve a Proposal to Revise OURS 100

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the proposal to revise the course, OURS 100, administered by the Office of Undergraduate Research and Scholarship.

RATIONALE:

Faculty Senate has purview over this course revision proposal because the course exists outside of our established college structure. The Office of Undergraduate Research and Scholarship seeks to change the title of the course, change the Catalog Description, change the Official Course Description, and make the course earn three credit hours. This course is designed to expose students to new perspectives on research, scholarship, and creative inquiry and to encourage students to recognize their own potential as researchers. Through presentations and discussions of ongoing projects across varied disciplines, students will gain knowledge and exposure to faculty research, dissemination pathways, and professional development. Students will learn research and communications skills through project-based learning and present their team findings at the end of the semester. As the associated learning community has matured over time and the course has taken on a problem-based learning approach it has become obvious it should be a three-credit-hour class.

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21-22.33: Motion to Approve a Proposal to Create a New Course, REAL 101

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the proposal to create a new course, REAL 101, to be administered by the office of the Assistant Provost for Undergraduate Education.

RATIONALE:

This course is designed as an introduction to academic inquiry that invites faculty from across Radford University campus to provide a single session introduction to their discipline or a topic within their discipline. With the implementation of the REAL Curriculum, opportunities are needed to support first semester student exploration of academic study, including majors, minors, and certificates. This course has no prerequisites and is designed for all first semester students. The topics will vary but are intended to be presented within a framework of exploration and discovery with the hope that this will result in the development of student engagement with academic opportunities within the outstanding disciplines offered across campus. While a single lecture may contain information specific to a profession or area within a discipline, these will be used to demonstrate broad opportunities for ways in which learning and education improve our students' lives and the world around them. This course is only offered pass/fail. Registration is limited to first semester students.

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21-22.34: Motion to Approve REAL Designation for the Special Education Minor

Referred by Curriculum Committee

**MOTION:**

Faculty Senate recommends approval of the Special Education Minor as covering the A area of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS]
21-22.35: Motion to Revise Emeritus Faculty Recommendations, Criteria, and Privileges

Referred by Faculty Issues Committee

MOTION:

The Faculty Senate approves the addition of language (red type) and the deletion of language (stricken through) in Section 1.2.3 of the T & R Faculty Handbook.

Based on recommendations from the Department Personnel Committee, the Department Chair, the College/School Dean, and the Provost, the President may make recommendations to the Board of Visitors regarding the award of Emeritus status to retiring tenured full-time T&R faculty who meet the following criteria: a minimum of ten years of service to Radford University, evidence of effective teaching, and significant professional contributions and annual faculty evaluations predominantly ranked as “exceeds expectations.” The following privileges and responsibilities, available to regular faculty, shall also be granted with attached to Emeritus status: include the use of the library, use of those faculty athletic facilities available to regular faculty, use of a university computer account, a Radford University identification card and special event discounts available with it, the ability to purchase meal plans, and attendance at University functions that are open to all regular faculty.

RATIONALE:

This motion expands recommending awarding Emeritus status to all full-time faculty (tenured and special purpose). As “evidence of effective teaching and significant professional contributions” are part of the annual faculty evaluation for tenured faculty, streamlining this language would make the criteria the same for both tenured and special purpose faculty. One privilege is added, the ability to purchase meal plans.

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21-22.36: Motion to Approve a New Minor in Social Justice

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of a new minor in Social Justice to be housed in the School of Social Work.
21-22.37: Motion to Approve REAL Designation for the Social Justice Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Social Justice Minor as covering the E and A areas of the REAL Curriculum.

RETURN TO THE TABLE OF CONTENTS
21-22.38: Motion to Approve a New Minor in Wicked Problems

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the creation of a new minor in Wicked Problems to be housed in the Department of Political Science.

RETURN TO THE TABLE OF CONTENTS
21-22.39: Motion to Approve REAL Designation for the Wicked Problems Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Wicked Problems Minor as covering the E and L areas of the REAL Curriculum.
21-22.40: Motion to Approve a New Minor in Esports Services

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the creation of a new minor in Esports Services to be housed in the Department of Recreation, Parks, and Tourism.

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21-22.41: Motion to Approve REAL Designation for the Esports Services Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Esports Services Minor as covering the L area of the REAL Curriculum.
21-22.42: Motion to Approve a New Minor in Legal Studies

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the creation of a new minor in Legal Studies to be housed in the Department of Political Science.
21-22.43: Motion to Approve REAL Designation for the Legal Studies Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Legal Studies Minor as covering the E area of the REAL Curriculum.
21-22.44: Motion to Approve a New Minor in Mathematics and Science for Professional Educators

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the creation of a new minor in Mathematics and Science for Professional Educators to be housed in the Department of Mathematics and Statistics.
21-22.45: Motion to Approve REAL Designation for the Mathematics and Science for Professional Educators Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Mathematics and Science for Professional Educators Minor as covering the R area of the REAL Curriculum.

RETURN TO THE TABLE OF CONTENTS
21-22.46: Motion to Approve a New Minor in Museum Studies

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the creation of a new minor in Museum Studies to be housed in the Department of Art.
21-22.47: Motion to Approve REAL Designation for the Museum Studies Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Museum Studies Minor as covering the L area of the REAL Curriculum.
21-22.48: Motion to Approve REAL Designation for the Business Administration Minor

Referred by Curriculum Committee

**MOTION:**

Faculty Senate recommends approval of the minor in Business Administration as covering the L area of the REAL Curriculum in addition to the A area for which it is already approved.

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21-22.49: Motion to Approve REAL Designation for the Crime Analysis Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Crime Analysis Minor as covering the R area of the REAL Curriculum.
21-22.50: Motion to Approve REAL Designation for the Health and Aging Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Health and Aging Minor as covering the E and A areas of the REAL Curriculum.

RETURN TO THE TABLE OF CONTENTS
21-22.51: Motion to Approve REAL Designation for the Major in Interdisciplinary Studies: Special Education General and Adapted Curriculum

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Major in Interdisciplinary Studies: Special Education General and Adapted Curriculum as covering the R, A, and L areas of the REAL Curriculum.
21-22.52: Motion to Approve REAL Designation for the Spanish Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Spanish Minor as covering the E and L areas of the REAL Curriculum.

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