

Radford University Faculty Senate

Motions

2024-2025

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Faculty Senate Membership by College (<https://www.radford.edu/faculty-senate/contact.html>)

Artis College of Science and Technology

at-large	Kim Lane	ktlane@radford.edu	2024-2026
at-large	Tara Pelletier	tpelletier@radford.edu	2024-2026
Anthropological Sciences	Jake Fox	jfox32@radford.edu	2023-2025
Biology	Matt Close	mclose2@radford.edu	2023-2025
Computing & Information Sciences	Ian Barland	ibarland@radford.edu	2024-2026
Chemistry	Sarah Kennedy	skennedy25@radford.edu	2024-2026
	Tim Fuhrer	tfuhrer@radford.edu	Fall 2024
Geospatial & Earth Sciences	Naveen Joseph	njoseph2@radford.edu	2024-2026
Mathematics/Statistics	Eric Choate	echoate2@radford.edu	2023-2025
Physics	Rhett Herman	rherman@radford.edu	2024-2026

Davis College of Business and Economics

at-large	Mike Chatham	mdchatham@radford.edu	2024-2026
Accounting, Finance & Information Systems	Liang Shao	lshao@radford.edu	2024-2026
Economics	Eftila Tanellari	etanellari@radford.edu	2023-2025
Management	Jae Jeong	jjeong5@radford.edu	2024-2026
Marketing	Luke Liska	lliska@radford.edu	2024-2026

College of Education and Human Development

at-large	Roofia Galeshi	rgaleshi@radford.edu	2023-2025
at-large	Wendy Eckenrod-Green	weckenrodgre@radford.edu	2023-2025
Counselor Education	Bethany Lanier	blaine@radford.edu	2023-2025
	Carrie Sanders	csanders27@radford.edu	Spring 2025
Health & Human Performance	Dave Sallee	dsallee@radford.edu	2024-2026
Recreation, Parks & Tourism	Susan Van Patten	svanpatt@radford.edu	2024-2026
School of Teacher Education	Ryan Smith	rsmith630@radford.edu	2024-2026

College of Humanities and Behavioral Sciences

at-large	Kevin Farrell	kfarrell2@radford.edu	2024-2026
at-large	John Brummette	jbrummett@radford.edu	2023-2025
Communication	Scott Dunn	swdunn@radford.edu	2024-2026
Criminal Justice	Rachel Santos	rsantos5@radford.edu	2024-2026
History	Kurt Gingrich	kgingric@radford.edu	2023-2025
Philosophy & Religious Studies	Geoff Pollick	gpollick@radford.edu	2024-2026
Political Science	Daniel Reed	dreed33@radford.edu	2024-2026

Psychology	Eric Mesmer	emesmer@radford.edu	2024-2026
Sociology	Roby Page	erpage@radford.edu	2023-2025
Writing, Language & Literature	Kim Gainer	kgainer@radford.edu	2024-2026

College of Visual and Performing Arts

at-large	Will Sawyer	wwsawyer@radford.edu	2024-2026
Art	Brent Webb	bwebb18@radford.edu	2024-2026
Dance	Inessa Plekhanova	iplekhano@radford.edu	2024-2026
Interior Design & Fashion	Tammy Robinson	trrobinso@radford.edu	2023-2025
Music	Rachel Rotert	rrotert@radford.edu	2024-2026
Theatre & Cinema	Camilla Morrison	cmorrison1@radford.edu	2023-2025

RU Libraries

at-large	Alyssa Archer	aarcher2@radford.edu	2023-2025
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College of Nursing

at-large	Judy Jenks	jbjenks@radford.edu	2024-2026
at-large	Kereen Mullenbach	krmullenb@radford.edu	2024-2026
at-large	Tara Chitwood	tmchitwood@radford.edu	2024-2026
at-large	Marjorie Young	myoung67@radford.edu	2023-2025

Waldron College of Health and Human Services

at-large	Jake Stewart	jstewart23@radford.edu	2024-2026
at-large	Brian Buccola	bbuccola@radford.edu	2023-2025
Clinical Health Professions	John Cook	jcook85@radford.edu	2023-2025
	Elliot Carhart	ecarhart@radford.edu	Spring 2025
Communication Science & Disorders	Michelle Lenhart	mlehart@radford.edu	2024-2026
Occupational Therapy	Tara Riddle	tbrown140@radford.edu	2023-2025
	Jason Browning	jtbrowning@radford.edu	FALL 2024
Physical Therapy	Stephen Glass	smglass1@radford.edu	2024-2026
Physician Assistant Studies	Judy Smith	jsmith182@radford.edu	2023-2025
Public Health & Healthcare Leadership	Kim Baskette	kgbaskette@radford.edu	2023-2025
Social Work	Sarah Rakes	srakes3@radford.edu	2024-2026

Representative Senators

Adjunct/FT Temp at-large CHBS			2024-2025
Adjunct/FT Temp at-large CoN			2024-2025

Governance Structure of the 2024-2025 Faculty Senate

Faculty Senate Executive Council

President—Matthew Close
Vice-President—Jake Fox
Secretary—Geoffrey Pollick
At-Large—Alyssa Archer
At-Large—Kevin Farrell
Ex officio—Kurt Gingrich

Campus Environment

Kim Baskette	WCHHS
Mike Chatham	DCOBE
Jake Fox	ACSAT
Sarah Kennedy	ACSAT
Tim Fuhrer (Fall 2024)	ACSAT
Michelle Lenhart	WCHHS
Inessa Plekhanova	CVPA
Rachel Rotert	CVPA
Rachel Santos, Secretary	CHBS
Ryan Smith, Chair	CEHD

Curriculum

Alyssa Archer, Secretary	RU Libraries
Eric Choate, Chair	ACSAT
Tara Chitwood	CoN
Kim Lane	ACSAT
Roby Page	CHBS
Geoff Pollick	CHBS
Sarah Rakes	WCHHS
Will Sawyer	CVPA

Eftila Tanellari	DCOBE
Susan Van Patten	CEHD

Faculty Issues

Elliot Carhart	WCHHS
Wendy Eckenrod-Green	CEHD
Kevin Farrell, Chair	CHBS
Rhett Herman	ACSAT
Judy Jenks	CoN
Jae Jeong	DCOBE
Eric Mesmer	CHBS
Camilla Morrison	CVPA
David Sallee	CEHD
Judy Smith, Secretary	WCHHS

Governance

Brian Buccola	WCHHS
Scott Dunn, Secretary	CHBS
Kim Gainer	CHBS
Stephen Glass	WCHHS
Naveen Joseph	ACSAT
Kereen Mullenbach, Chair	CoN
Daniel Reed	CHBS
Tammy Robinson	CVPA
Carrie Sanders	CEHD
Liang Shao	DCOBE

Resource Allocation

Ian Barland	ACSAT
John Brummette	CHBS
Roofia Galeshi	CEHD
Kurt Gingrich, Chair	CHBS
Luke Liska	DCOBE
Tara Pelletier, Secretary	ACSAT
Tara Riddle	WCHHS
Jason Browning (Fall 2024)	WCHHS
Jake Stewart	WCHHS
Brent Webb	CVPA
Marjorie Young	CoN

Committee Objectives for 2024-2025 are listed at
<https://www.radford.edu/faculty-senate/committees/2024-2025-objectives.html>.

Status of Motions of the 2024-2025 Faculty Senate

Date	Title	Sponsor	Outcome
24-25.01	Motion to Revise the Department Structure of the College of Nursing	Governance	Passed, 08/29/2024
24-25.02	Motion to Revise T&R Faculty Handbook on Search Committees to Select Deans	Governance	Passed, 10/17/2024
24-25.03	Motion to Remove Upper-level Course Requirements from the REAL Curriculum	Curriculum	Failed, 10/31/2024
24-25.04	Motion concerning Proposed Changes to the Academic Calendar	Faculty Issues	Passed, 11/14/2024
24-25.05	Motion to Revise T&R Faculty Handbook on Evaluation Procedures for Tenured Faculty	Faculty Issues	Failed, 11/14/2024
24-25.06	Motion to Create the New Course CLEA 480 Citizen Leader: Special Topics	Curriculum	Failed, 2/20/2025
24-25.07	Motion to Create the New Course CLEA 498 Citizen Leader: Independent Study	Curriculum	Failed, 2/20/2025
24-25.08	Motion to Revise T&R Faculty Handbook on Term Limits for Chairs and Directors	Senator Fox	Failed, 2/20/2025
24-25.09	Motion to Update the Membership Composition of the Faculty Appeals Committee as described in <i>Academic Governance at Radford University</i>	Governance	Passed, 2/20/2025
24-25.10	Motion to Update the Membership Composition of the Faculty Grievance Committee as described in <i>Academic Governance at Radford University</i>	Governance	Passed, 3/6/2025
24-25.11	Motion to Create the Master of Science in Clinical Psychology	Curriculum	Passed, 3/6/2025
24-25.12	Motion to Revise T&R Faculty Handbook on Student Evaluations of Faculty	Faculty Issues	Passed, 3/27/2025
24-25.13	Motion to Revise the Graduate Certificate in Mathematics	Curriculum	Passed, 3/27/2025
24-25.14	Motion to Delete the Literature and Cultural Analysis Minor	Curriculum	Passed, 3/27/2025
24-25.15	Motion to Delete the Literature and Expression Minor	Curriculum	Passed, 3/27/2025
24-25.16	Motion to Update the Membership Composition of the Academic Policies and Procedures Committee as Described in <i>Academic Governance at Radford University</i>	Governance	Passed, 4/10/2025
24-25.17	Motion to Update the Membership Composition of the REAL Council as Described in <i>Academic Governance at Radford University</i>	Governance	Passed, 4/10/2025
24-25.18	Motion to Update the Membership Composition of the Student Evaluations of Faculty Committee as Described in <i>Academic Governance at Radford University</i>	Governance	Passed, 4/10/2025

24-25.19	Motion to Revise T&R Faculty Handbook on Reappointment of Chairs and Directors	Faculty Issues	Failed, 4/10/2025
24-25.20	Motion to Revise the General Education Curriculum	Curriculum	Passed, 4/24/2025
24-25.21	Motion to Update the Membership Composition, Charges, and Name of the Graduate Affairs Council as Described in <i>Academic Governance at Radford University</i>	Governance	Passed, 4/24/2025
24-25.22	Motion to Create the B.S. in Applied Biotechnology	Curriculum	Passed, 4/24/2025
24-25.23	Motion to Create the Minor in Foods and Nutrition	Curriculum	Passed, 4/24/2025
24-25.24	Motion to Update the Membership of the Faculty Awards Committee as Described in <i>Academic Governance at Radford University</i>	Governance	
24-25.25	Motion to Update the Membership of the Intellectual Property Committee as Described in <i>Academic Governance at Radford University</i>	Governance	
24-25.26	Motion to Update the Membership of the Scholarly Activities Committee as Described in <i>Academic Governance at Radford University</i>	Governance	
24-25.27	Motion to Replace the Academic Program Review and Enhancement Committee in <i>Academic Governance at Radford University</i> with a Curriculum Lifecycle Committee	Executive Council	
24-25.28	Motion to Motion to Modify the REAL Curriculum by Removing the 300-Level or Above REAL Course Requirement from Majors and Minors	Curriculum	
24-25.29	Motion to Modify the REAL Curriculum by Removing the Required 300-Level or Higher Writing Intensive Requirement	Curriculum	
24-25.30	Motion to Modify the REAL Curriculum by Waiving the Completion of Minor Requirements to Meet a REAL Designation	Curriculum	

24-25.01: Motion to Revise the Department Structure of the College of Nursing

Referred by: Governance Committee

MOTION:

The Faculty Senate supports the College of Nursing's proposed revision of its organizational structure to two departments

1. Department of Undergraduate Nursing
2. Department of Graduate Nursing

RATIONALE:

This proposal was approved by a vote of the College of Nursing faculty on August 12, 2024. Although the College of Nursing was formed in January 2024, the college does not align with the structure of other colleges and departments at Radford University. Functionally, the college has three units with "chairs," known as academic unit heads. Thus, the creation of departments within the college more appropriately aligns with the administrative structure of a college and with the *Radford University Teaching & Research Faculty Handbook*.

In order to accommodate the very large number of students and faculty in the BSN degree program (CIP 51.3801), the Undergraduate Nursing department will have two co-chairs – one for pre-licensure BSN and one for post-licensure RN to BSN. The Graduate Nursing department would only have one chair to house the graduate nursing CIP codes (51.3802, 51.3805, 51.3818).

The change to the proposed departmental structure has a net-neutral effect on the budget. Associate Dean, Assistant Dean, and Chair stipends will come from funds already provided to the university for nursing education by the Commonwealth but not yet allocated.

The number of faculty and students in each department will be as follows:

- Department of Undergraduate Nursing
 - Faculty: 40
 - Students: **1,242**
- Department of Graduate Nursing
 - Faculty: 13
 - Students: 130

The college also has a significant number of adjuncts throughout all programs, primarily for the clinical components of courses and online post licensure and graduate courses.

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24-25.02: Motion to Revise T&R Faculty Handbook on Search Committees to Select Deans

Referred by: Governance Committee

MOTION:

The Faculty Senate approves the addition of language (**red type** and **blue type**) and the deletion of language (~~stricken through~~) in Section 1.3.3 of the T&R Faculty Handbook.

1.3.3 Selection of Deans

Composition of Dean Search Committee

When a vacancy occurs in an academic Deanship, the Provost will, in consultation with the President and upon their approval, call for the formation of a Search Committee composed of **at least six (6) faculty from the college seeking a Dean, one (1) faculty member from outside the college, two (2) students majoring in the programs in the college, and a member of the administration, one (1) Dean from outside the college who will chair the committee in a nonvoting capacity, one (1) classified staff member who is past their probationary period, and one (1) partner who is external to the university.**

Method of Populating Dean Search Committee

1. **Faculty members from the College:** ~~(a) There shall be at least five (5) faculty members of the Search Committee.~~ Each department or school in the college shall elect by secret ballot one (1) representative to the search committee. ~~(b) Should this result in fewer than five (5) six (6) internal faculty members of the Search Committee, then at a college meeting chaired by the provost, the faculty of the college shall elect by secret ballot~~ **the provost shall ask the faculty of the college to nominate and elect** a sufficient number of at-large college faculty representatives to bring the total number of faculty representatives **from the College** to ~~five (5) six (6).~~
2. **Faculty member from outside the College:** The Faculty Senate Executive Council (FSEC) shall nominate three faculty members who are external to the College that is seeking a Dean. The Provost will make the final appointment from the names submitted by the FSEC.
3. **Student members from programs in the College:** ~~The student members (2) shall be recommended by the Student Government Association and/or the Graduate Student Council as appropriate. The Student Government Association or the Graduate Student Council~~ **and the Office of Graduate Affairs shall each** propose a list containing at least ~~six~~ **three (3)** names and submit its list to the Provost, who will make the final appointments **of one (1) undergraduate and one (1) graduate student from the College.**

4. Dean from outside the College: The provost shall appoint a Dean from outside the College who has a permanent appointment to their Deanship.
5. Classified staff: The Provost will request that the College's classified staff meet and nominate at least three but no more than six classified staff members who are past the probationary period. The Provost will make the final appointment from the names submitted by the College's classified staff.
6. External partner: The ~~Office~~ Division of Advancement and Alumni Relations shall name a minimum of two (2) and a maximum of three (3) nominees for the external partner; ~~and Advancement shall name a minimum of two (2) and a maximum of three (3) nominees for the external partner.~~ The Provost will make the final appointment of one (1) external partner from the names submitted by ~~these two offices~~ this division.

~~The administrative member (1) shall be appointed by the Provost. The Search Committee shall elect its own chair.~~

RATIONALE:

The purpose of this motion is to modify the composition of the dean search committee while, consistent with the principles of shared governance, preserving the role of faculty in the process of selecting deans who will be both their colleagues and their leaders.

Currently, deans at Radford University interact with and serve multiple constituencies. They supervise faculty and classified staff; serve on college-wide leadership councils; collaborate with faculty and leadership in other colleges; address student issues and interact with student leaders; play a role in recruitment by interacting with admissions and advisory staff and with prospective students and their families; and interact with state and local leaders, leaders of other educational institutions, alumni, donors, and the public at large. Recognition of the multifaceted role of the Radford University dean has led to this motion to modify the dean search committee so that there is an opportunity for representatives from constituencies with which deans interact to offer their perspectives on candidates for the position. At the same time, the motion mandates that the majority of voting seats on the dean search committee will be held by faculty, maintaining the principle that academicians must play a pivotal role in choosing a college's chief academician.

- The motion continues to guarantee majority representation of faculty, with a minimum of six seats reserved for faculty from the college, and with the external faculty member, a minimum of seven faculty seats overall. Faculty from the college will be selected by their colleagues; chairs and directors within the College will nominate appropriate faculty from outside the college.
- The motion recognizes the importance of the dean's collaboration with the classified staff who are vital to the day-to-day functioning of a college by assuring that their perspective is represented by the allocation of a seat to that constituency. Classified staff within the College will nominate appropriate classified staff representatives.

- The motion allows for the perspective of a faculty member from outside the college with knowledge about the college's priorities and about ongoing collaborations between colleges. The Faculty Senate Executive Council will nominate appropriate external faculty.
- The motion recognizes the role that deans play in fundraising and representing the college beyond campus borders by allowing for the perspective of an outside representative, such as a member of a college's alumni advisory board or a member of an organization with which the college has or hopes to have a mutually beneficial relationship. Advancement and the Office of Alumni Relations will nominate appropriate external partners.
- The motion continues to allow for the student perspective by allocating seats to students. A representative student body (SGA) will send nominations to the Provost. The Graduate Student Council has been stricken as it is no longer active, and nominations will instead be submitted by the Office of Graduate Affairs.
- The motion allows for the perspective of peer leadership by allocating a seat to a dean from another college who, while nonvoting, will chair the search committee and provide advice and guidance. The *T & R Faculty Handbook* currently calls for "a member of the administration," language that will be replaced with language referencing the external dean. The Provost will select the external dean from among deans with permanent appointments to their deanships.

The allocation of seats will allow for filling one existing seat (the "member of the administration") with one nonvoting member (the external dean chairing the committee) and the addition of three voting members (one member external to the university, one faculty member from an outside college, and one member of the classified staff). At the same time, college faculty voting membership will never fall below six, and depending on the number of departments and schools in a college, may be greater than six, with total voting faculty membership never falling below seven. The motion therefore accommodates the perspectives of constituencies that do have a stake in the selection of a college's dean while preserving the traditional faculty prerogative that it chooses its leadership.

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24-25.03: Motion to Remove Upper-level Course Requirements from the REAL Curriculum

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends deletion of language (~~stricken through~~) in the section REAL Curriculum of the 2024-2025 Undergraduate Catalog and relevant prior catalogs, beginning immediately. These changes retroactively eliminate the 300-level or higher course requirement from the REAL Curriculum. This applies to the Writing Intensive requirement, REAL Studies minors, and any major/minor that fulfills a REAL Area requirement.

The REAL Curriculum requirements address several competency categories:

- Foundational Writing (3 hours)
- Foundational Math (3 hours)
- Writing Intensive (6 hours ~~—at least 3 hours at the 300-level or higher~~)
- Scientific and Quantitative Reasoning (major or minor hours will vary)
- Humanistic or Artistic Expression (major or minor hours will vary)
- Cultural or Behavioral Analysis (major or minor hours will vary)
- Applied Learning (major or minor hours will vary)

REAL Studies Minor in Scientific and Quantitative Reasoning (R)

A minimum of 15 credits in courses designated “R” within the REAL Curriculum, ~~with at least 3 credits at the 300-400 level.~~

REAL Studies Minor in Humanistic or Artistic Expression (E)

A minimum of 15 credits in courses designated “E” within the REAL Curriculum, ~~with at least 3 credits at the 300-400 level.~~

REAL Studies Minor in Cultural or Behavioral Analysis (A)

A minimum of 15 credits in courses designated “A” within the REAL Curriculum, ~~with at least 3 credits at the 300-400 level.~~

REAL Studies Minor in Applied Learning (L)

A minimum of 15 credits in courses designated “L” within the REAL Curriculum, ~~with at least 3 credits at the 300-400 level.~~

Any major or minor that fulfills a REAL area must include at least 9 unique credit hours, ~~with at least 3 credit hours at the 300 level or above~~ for the area covered.

RATIONALE:

This motion is supported by the following arguments and data.

1. Radford University Should Adhere to the Principles of General Education

SACS requires that [general education](#) “ensures *breadth* of knowledge” [emphasis added] with “courses that do not narrowly focus on skills, techniques, and procedures specific to a particular occupation or profession.” There must also be at least one course in humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The decision to require 300 level or higher courses in the REAL curriculum was made by Radford University to incorporate *breadth* and *depth*, not to fulfill an accreditation or SCHEV standard.

While there is some expectation that upper division courses cover topics in more depth, the course numbering system is arbitrary. There are numerous examples of lower division courses within the [Virginia Community College System](#) (VCCS) that meet Radford University’s upper division REAL requirement (e.g., CRJU 341, BIOL 310, CHEM 301, THEA 350, ITEC 345, STAT 301, MUSC 311, PSYC 439, and SOCY 341).

In Spring 2024, the Biology Department put forth curriculum proposals to change Anatomy & Physiology (BIOL 310/311) from 300 to 200 level courses “to more accurately reflect the stage at which students are ready for [these courses] and match when most students already take [them].” They withdrew their proposals after multiple Department Chairs and Directors expressed concern over losing R designation because these courses were how their majors and minors met the 300 level or higher REAL requirement. As a result, Radford University continues to teach courses at the 300 level that are 100 level in VCCS.

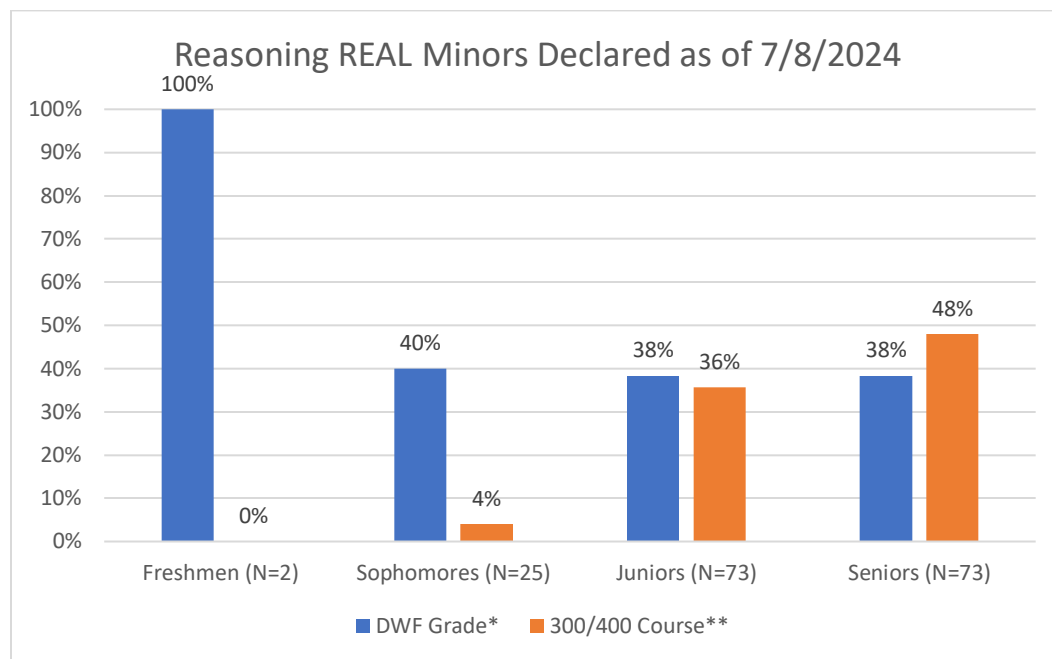
2. Radford University Should Promote Student Success and Timely Graduation

There is evidence that the 300 level or higher requirement is impeding students’ ability to complete REAL requirements, especially within certain REAL Studies minors. The Reasoning REAL Studies minor was the third most popular minor in [Fall 2023](#) with 142 students. An analysis of degree audits of 173 students enrolled in Fall 2024 showed that completion rates are low. Approximately 48% of seniors have successfully completed a 300/400 level course for the minor. That drops to 36% for juniors and 4% for sophomores. Fourteen students have not taken or successfully completed a single course in the minor (two freshmen, nine sophomores, and three juniors).

As students attempt to complete the 300 level or higher REAL requirement, they could choose from over 50 classes approved for R in 2023-2024. However, only six of those courses are offered on the main Radford campus without a prerequisite. Only three of those six courses were offered in Fall 2024: COMS 326 (full at 12), COSD 316 (14 of 35 seats available), and PHSC 350 (full at 24). This places an unfair burden on students.

Furthermore, many students are struggling in the minor. Nearly 40% had a DWF grade in a course, most commonly STAT 130/200, ANSC 101, GEOL 120, and BIOL 310. On average, the minor GPA was 0.74 points below cumulative GPA. For sophomores, the average cumulative

GPA was 2.72 while the minor GPA was 1.27, a difference of -1.44. This is a concern for recruitment and retention.

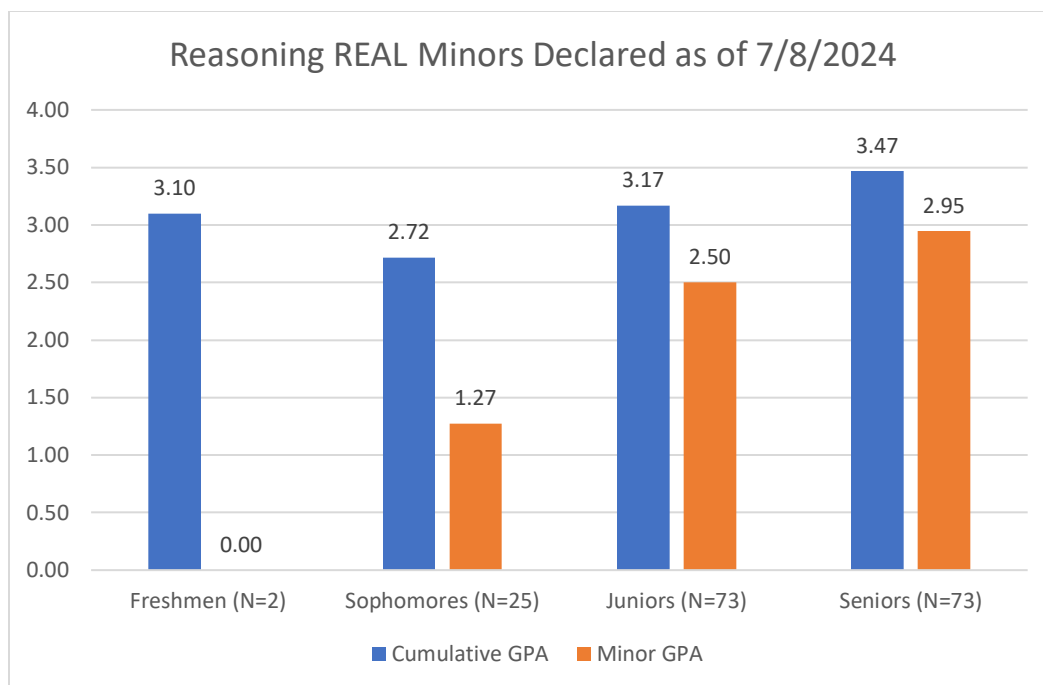


* At least one DWF grade within the Reasoning REAL Minor

** 300/400 Level R course completed with a passing grade

Prior to the REAL Curriculum many students struggled with general education requirements in mathematical and natural sciences so seeing high DWF rates is unsurprising. What is different under the REAL Curriculum is the expectation of success in upper division classes. Having troubles at lower levels precludes students from being able to take upper divisions courses as many are prerequisites. This is now an impediment to graduation.

According to the Undergraduate Catalog: “To graduate with a minor, a student must have a 2.0 or higher GPA in all courses required for the minor.” The general understanding, although not university policy, is this applies to minor GPA and not individual courses. Additionally, a student who completed all necessary courses with a minor GPA below 2.0 would satisfy REAL requirements, but the minor would not be awarded. This situation is problematic and applies to a quarter of students currently pursuing the Reasoning REAL Studies minor.



3. Radford University Should Simplify Course Scheduling

Of 132 minors in Fall 2023, over half had less than 10 declared students. This makes course planning difficult for departments, advisors, and students. For example, [Social Justice \(E A\)](#) is the 12th most popular minor with 58 students. The 300 level or higher course requirement to satisfy A is met through one of these ten courses. None were offered in Fall 2024.

- ENGL 453 - The Female Literary Tradition
- HIST 364 - American Slavery (US) (WI)
- HIST 375 - American Immigration (US)
- HIST 381 - Recent America (US) (WI)
- POSC 340 - Law and Social Change
- SOCY 331 - Race and Ethnicity
- SOCY 340 - Appalachian Health Culture
- SOCY 341 - Sociology of Health and Medicine
- SOCY 370 - Environmental Sociology
- SOWK 321 - Social Welfare Policy

The 300 level or higher course requirement to satisfy E is met through one of these ten courses. Two were offered in Fall 2024 (PHIL 385 and RELN 313) with 40 seats combined. All seats were filled.

- ANSC 305 - Principles of Ethnography (GE)
- COMS 433 - Communication and Social Change
- HIST 304 - Environmental History (EU, GL) (WI)
- HIST 307 - Women in World History (EU, GL)

- PHIL 342 - Philosophy, Science, and Values (WI)
- PHIL 385 - Social and Political Philosophy (GE) – 20 seats, full
- POSC 354 - Ethics in International Affairs
- RELN 313 - Religion and Culture (GE) – 20 seats, full
- RELN 314 - Social Problems and the Bible
- RELN 375 - Religious Freedom, Law, and American Identities

Furthermore, the degree audit does not specify that one course must be at the 300/400 level for the Humanistic or Artistic Expression Electives creating further confusion that could delay graduation. This is a problem with several other REAL minors in the degree audit.

A similar issue is happening with [Leadership \(E L\)](#), the 11th most popular minor in [Fall 2023](#) with 60 students. The 300 level or higher course requirement to satisfy L is met through one of these eight courses. None were offered in Fall 2024.

- POSC 410 - Demystifying Leadership
- POSC 336 - Public Organization Theory and Leadership
- POSC 337 - Contemporary Problems in Public Administration
- POSC 350 - US Foreign Policy (IR)
- POSC 351 - Model United Nations (IR)
- POSC 352 - International Development (CG/IR)
- POSC 355 - Global Terrorism (CG/IR)
- POSC 485 - Internships in Political Science and Public Administration

The 300 level or higher course requirement to satisfy E is met through one of these three courses. None were offered in Fall 2024.

- COMS 414 - Critical Analysis of Public Discourse
- COMS 433 - Communication and Social Change
- POSC 354 - Ethics in International Affairs

An analysis of academic petitions in the new Quali system shows 16 petitions for course substitutions in the Leadership minor. That is an academic petition for every one in four students in the minor. Furthermore, 13 of the 16 petitions violated a REAL criterion. This included substituting classes with no REAL designation or a different designation and lower division for upper division classes. Only one of these petitions went through the Director of Undergraduate Curriculum as it is not required.

There were 54 petitions relating to academic minors in the Quali system. Of the 49 requesting a course substitution, 18% used a 100/200 level course for a 300/400 level requirement. The justification for many of these petitions was course unavailability that prevented students from graduating or progressing in their major.

Conclusion

Retroactively eliminating the 300 level or higher requirement for REAL majors and minors will have an immediate impact on the REAL Studies minors and allow departments greater curricular flexibility. This elimination will also “fix” degree audits that do not specify this requirement. Requiring upper division courses outside of a student's major is needlessly hurting our students and should be eliminated.

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24-25.04: Motion concerning Proposed Changes to the Academic Calendar

Referred by: Faculty Issues Committee

MOTION:

The Faculty Senate, on behalf of the Teaching and Research Faculty whom it represents, recommends the University delay implementation of the proposed academic calendar models, pending further study and assessment.

RATIONALE:

On Thursday, October 3, University Provost Bethany Usher and University Registrar Katie Piper officially presented three prospective academic calendars for 2025-2026, each of which divides the academic year into three fifteen-week semesters (Fall, Spring, and Summer). On October 9 and October 10, Open Forums were held in Roanoke and Radford, respectively, during which members of the campus community raised questions and shared perspectives about the proposed calendar options.

These calendars, as currently written, represent significant changes to the academic and working culture of Radford University, and may thus have significant implications for faculty, staff, and students.

Our primary concern is that these potential implications necessitate further consideration. While we appreciate the opportunity to share our feedback, both at the scheduled forums and via the Qualtrics survey, we fear that the timeline for implementation is insufficient to hear from all stakeholders and to gather all pertinent information.

We acknowledge the complexities inherent in creating an academic calendar that suits all cohorts, and we appreciate that our purview on this matter is only to “revise and recommend,” rather than to create academic policy. It is in that capacity, and in the spirit of shared governance, that we respectfully urge the University to suspend any plans to implement the proposed calendar until such a time as it has been more thoroughly vetted.

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24-25.05: Motion to Revise T&R Faculty Handbook on Evaluation Procedures for Tenured Faculty

Referred by: Faculty Issues Committee

MOTION:

The Faculty Senate approves the addition of language (**red type**) in Section 1.4.1.4.1 Subsection 3 **and Section 1.4.1.6** of the T & R Faculty Handbook:

Section 1.4.1.4.1, Subsection 3:

A tenured faculty member whose overall evaluation rating falls below 3.0, or whose teaching rating falls below 3.0, **or whose service rating or professional contributions rating falls below 2.0**, is subject to post-tenure review which, after due process, may result in sanctions up to and including dismissal.”

1.4.1.6 Post Tenure Review Policy

If the result of the annual evaluation process for a tenured faculty member is an overall rating of less than 3.0 **on the 5.0 scale** (i.e.; below “meets expectations”), or the rating in the evaluation category of “teaching” is below 3.0 on the 5.0 scale, **or the rating in the categories of service or professional contributions is below 2.0 on the 5.0 scale**, an in-depth evaluation will proceed immediately as described below.

1. By the last day of final examinations of the semester during which the overall evaluation rating of a tenured faculty member falls below 3.0, or in which the teaching rating falls below 3.0, **or in which the service or professional contributions rating falls below a 2.0**, an in-depth evaluation will be initiated by an ad hoc committee consisting of three tenured faculty members mutually agreed upon by the chair and the tenured faculty member being evaluated. The members of the ad hoc committee need not be from the department of the tenured faculty member being evaluated, but must be from the individual’s college. If the tenured faculty member and the chair cannot agree on the committee’s membership, the committee shall consist of one faculty member selected by the chair, one faculty member selected by the individual being evaluated, and one faculty member selected by the college dean.
2. Within 30 days of the last day of final examinations of the semester in which the committee is formed, the ad hoc committee will develop, in consultation with the tenured faculty member and department chair, a strategic plan designed to remedy performance deficiencies. The plan will:
 - a. Identify specific weaknesses;
 - b. Define specific actions to help the tenured faculty member overcome those weaknesses;

- c. Set an appropriate time line for improvement to be achieved as soon as possible, but in no case more than two years following the end of the evaluation period in which the original overall rating of less than 3.0, ~~or~~ the original teaching evaluation of less than 3.0, or the original service or professional contributions rating of less than 2.0 was received;
- d. Indicate measures to assess improved performance;
- e. Identify institutional resources that should be used to assist the tenured faculty member in achieving the specified improvement.

RATIONALE:

Teaching and Research faculty members have, as expectations of their employment, three areas of expectation:

Teaching (40% - 75% of their evaluation), Professional Contributions (15% - 40%), and University Service (5% - 30%). The numerical evaluations of these areas are defined in the Handbook as Outstanding (4.5 - 5.0), Above Expectations (3.5 - 4.49), Meets Expectations (3.0 - 3.49, Below Expectations (2.0 - 2.99), and Unacceptable (Below 2.0). Since Teaching is the category of greatest weight, and is considered the primary function of a faculty member, it makes sense to require this area to be, at a minimum, in the “Meets Expectations” range. However, faculty members who are evaluated as “Unacceptable” in either of the other two categories of their employment need to have a mechanism by which this evaluation is raised to at least a 2.0. This mechanism is the post-tenure review process.

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24-25.06: Motion to Create the New Course CLEA 480 Citizen Leader: Special Topics

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends creation of the new course CLEA 480 Citizen Leader: Special Topics in the Curriculog proposal <https://radford.curriculog.com/proposal:2424/form>

RATIONALE:

This course will add more flexibility for students to complete the 6 credit hours required to graduate with distinction from the Citizen Leader Program. The course is particularly useful for transfer students and students whose majors lack a Citizen Leader designated course. The student has the option to choose this course as an elective.

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24-25.07: Motion to Create the New Course CLEA 498 Citizen Leader: Independent Study

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends creation of the new course CLEA 498 Citizen Leader: Independent Study in the Curriculog proposal <https://radford.curriculog.com/proposal:2422/form>

RATIONALE:

This course will add more flexibility for students to complete the 6 credit hours required to graduate with distinction from the Citizen Leader Program. The course is particularly useful for transfer students and students whose majors lack a Citizen Leader designated course. The student has the option to choose this course as an elective.

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24-25.08: Motion to Revise T&R Faculty Handbook on Term Limits for Chairs and Directors

Referred by: Senator Jake Fox

MOTION:

The Faculty Senate approves the addition of language (**red type**) in Section 1.3.2.1 of the Teaching and Research Handbook

1.3.2.1 Term of Service as Department Chair or School Director

Department Chairs and School Directors will be appointed for renewable four-year terms. During the spring of the third year, an in-depth formal evaluation shall be conducted by the Dean in consultation with the faculty of the department or school. (See section 1.4.2, evaluation of Chairs and Directors.) Terms of Department Chairs and School Directors may be renewed, with additional in-depth evaluations to take place in the third year of each term. **No limit is placed on the number of terms that a Department Chair or School Director can serve consecutively.**

RATIONALE:

Although it is implied that there are no term limits for a chair or director, this motion clarifies that there are no term limits on the number of terms that a chair can serve consecutively. A term limit for chairs or directors would also hinder the hiring of chairs outside of the university.

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24-25.09: Motion to Update the Membership Composition of the Faculty Appeals Committee as described in *Academic Governance at Radford University*

Referred by: Governance Committee

MOTION:

The Faculty Senate approves the addition of language (**red type**) and the deletion of language (~~stricken through~~) in the Membership Composition of the **Faculty Appeals Committee** in the document *Academic Governance at Radford University*.

Membership Composition:

- ~~• Ten elected tenured faculty members consisting of;~~
- ~~• three members from the College of Humanities and Behavioral Sciences,~~
- ~~• one member from the College of Business and Economics,~~
- ~~• two members from the College of Education and Human Development,~~
- ~~• one member from the Waldron College of Health and Human Services,~~
- ~~• one member from the College of Visual and Performing Arts, and~~
- ~~• two members from the Artis College of Science and Technology.~~
- One elected tenured faculty member from each college,
- two tenured at-large members selected by the Faculty Senate Executive Council, and
- one alternate from each college elected from a department other than that of the principal representative.

RATIONALE:

Faculty Appeals is one of only two academic governance committees with proportionate representation by college. (The other is Faculty Grievance.) One-to-one representation by college should instead be employed to populate this committee for the following reasons:

- Given the committee's purpose, proportionate representation is unnecessary. Proportionality may be important for a parliamentary body like a senate whose deliberations could be said to be 'political'. This committee's deliberations take place in a different context. Cases brought forward by individual faculty are considered irrespective of department or college affiliation.
- Changing faculty head counts continually throw committee membership out of proportion. If proportionality were to be meaningful, reallocation of seats would need to be frequent, even annual, requiring continual amendment to the governance document.
- The current system can make populating the committee difficult. Only tenured faculty can serve; from within that pool, any department can have only one representative to avoid a situation that triggers recusal by more than one college representative. For some colleges, that means securing representatives from three to four separate departments.

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24-25.10: Motion to Update the Membership Composition of the Faculty Grievance Committee as described in *Academic Governance at Radford University*

Referred by: Governance Committee

MOTION:

The Faculty Senate approves the addition of language (**red type**) and the deletion of language (~~stricken through~~) in the Membership Composition of the **Faculty Grievance Committee** in the document *Teaching and Research Faculty Handbook*.

1.9.5 Composition of Faculty Grievance Committee

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 elected tenured faculty member from each college, two tenured at-large members selected by the Faculty Senate Executive Council, and one alternate from each college elected from a department other than that of the principal representative(s).** ~~One faculty member will be elected at large by the University faculty.~~

RATIONALE:

Faculty Grievance is one of only two academic governance committees with proportionate representation by college. (The other is Faculty Appeals.) One-to-one representation by college should instead be employed to populate this committee for the following reasons:

- Given the committee's purpose, proportionate representation is unnecessary. Proportionality may be important for a parliamentary body like a senate whose deliberations could be said to be 'political'. This committee's deliberations take place in a different context. Cases brought forward by individual faculty are considered irrespective of department or college affiliation.
- Changing faculty head counts continually throw committee membership out of proportion. If proportionality were to be meaningful, reallocation of seats would need to be frequent, even annual, requiring continual amendment to the *Teaching and Research Faculty Handbook*.
- The current system can make populating the committee difficult. Only tenured faculty can serve; from within that pool, any department can have only one representative to avoid a situation that triggers recusal by more than one college representative. For some colleges, that means securing representatives from three to four separate departments. The *Teaching and Research Faculty Handbook* retains a reference to an at-large representative, a position eliminated when the *Academic Governance at Radford University* document was approved. This motion removes that vestigial reference.

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24-25.11: Motion to Create the Master of Science in Clinical Psychology

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends creating the new Master of Science in Clinical Psychology degree.
<https://radford.curriculog.com/proposal:2485/form>

RATIONALE:

The Faculty Senate recommends the creation of this new Master of Science program in Clinical Psychology. There is a shortage of licensed mental health practitioners in the Commonwealth, which is even worse in Southwest Virginia. This caused the Commonwealth to be concerned over the closure of our Doctor of Psychology program.

However, the American Psychological Association recently developed accreditation standards for master's-level programs that can lead to licensure, and the Virginia Board of Psychology is developing standards for graduates of accredited master's programs to be licensed as psychological practitioners. No other university in the Commonwealth is working to create a program that would qualify graduates for this new licensure, and so we see this as an opportunity to fill this niche with resources that were previously used to support the Psy.D. program.

This support does come with concerns that this new program could potentially harm our existing programs in Counselor Education and Social Work that prepared master's-level graduates for work in mental health fields. We encourage these programs to work together, when possible, to share resources, including both resources on campus and opportunities for required practicum positions off campus, which can be scarce in our local community. A memorandum of understanding between these programs would be helpful.

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24-25.12: Motion to Revise T&R Faculty Handbook on Student Evaluations of Faculty

Referred by: Faculty Issues Committee

MOTION:

The Faculty Senate approves the addition of language (**red type**) in Section 1.4.1.3 of the T & R Faculty Handbook.

1.4.1.3 Student Evaluations of Faculty

For courses housed in departments, the Department Personnel Committee is responsible for the ~~administration, collection and delivery~~ **coordination** of the University-wide student evaluations ~~forms~~ for all teaching faculty in the department. **For courses not housed in departments (e.g., courses with a Women's Studies prefix), the Program Director is responsible for the coordination of the University-wide student evaluations. Evaluation results will be distributed electronically to the faculty member who is the subject of the evaluation, the faculty member's Department Chair, and the Chair of faculty member's Department Personnel Committee. The Personnel Committee is responsible for distribution of the results of student evaluations to the Department Chair and the faculty member who is the subject of the evaluation.** The University-wide ~~form~~ **student evaluation**, along with any department-specific additions, shall be considered the official source of student evaluation of teaching. However, use of this **evaluation** ~~form~~ does not preclude the use and report of additional assessments of teaching at the discretion of each faculty member.

~~For courses not housed in departments (e.g., courses with a Women's Studies prefix), the program director is responsible for the administration, collection and delivery of the University-wide student evaluation forms for all instructors. The program director is responsible for distribution of the results of student evaluations to each instructor's Department Chair, if relevant, and to the faculty member who is the subject of the evaluation. The University-wide form, along with any program specific additions, shall be considered the official source of student evaluation of teaching. However, use of this form does not preclude the use and report of additional assessments of teaching at the discretion of each faculty member.~~

Procedures:

1. Student evaluations for full-semester courses shall be conducted during the last two weeks of classes. For any course shorter than a full semester, student evaluations shall be conducted during the last week of [that] classes, prior to the day of the final exam. ~~In the case of evaluations of online courses, the faculty member may designate a 24-hour period during the course evaluation time frame.~~
2. The ~~department personnel committee~~ **Department Personnel Committee** or course supervisor shall determine who is responsible for ~~administering~~ **facilitating** the course

evaluations ~~in classes and online~~. Under no circumstances shall the actual instructor of the course ~~administer~~ **facilitate** ~~his or her~~ their own evaluations.

3. ~~For All~~ evaluations ~~administered in the classroom, the packet of evaluations given to faculty~~ must include the standard university wide instruction statement (see below). ~~All administrators of the evaluations must read the statement aloud.~~ The statement addresses the conditions under which the evaluations are conducted, how they should be completed by students, and why they are important.

~~To ensure standardized administration of student evaluations, PLEASE READ THE FOLLOWING TO THE CLASS **(do not omit or add anything):**~~

~~**For all evaluations: Please read this before you begin.**~~

Student evaluations are an important part of each faculty member's overall evaluation. Professors will use comments you make to help them improve their teaching and classroom procedures. You are asked to be honest, professional, and thoughtful in your responses. Please be professional in your evaluation. Offensive comments (whether related to race, gender, age, disability, or culture) reflect poorly on you as an individual and on the Radford University community as a whole. This is not an image that we support or encourage. No discussions should take place while you are completing the evaluation: each student provides his/her independent assessment of the course and the instructor.

These evaluations are entirely confidential and they cannot be traced back to the people who complete them. Instructors will not see the results of these evaluations until after course grades have been submitted. Your comments are very important; consider them carefully.

Schedules

The schedules for administration of student evaluations are as follows.

- a. Tenured faculty: The Personnel Committee shall ~~administer~~ **coordinate** student evaluations:
 - during the second ~~semester~~ **term** that a tenured faculty member teaches a course, in all sections of that course
 - whenever the most recent evaluations for that course and instructor are more than five ~~semesters~~ **terms** old
- b. All other faculty, **including both full-time and adjunct faculty**: sStudent evaluations shall be ~~conducted~~ **coordinated** by the Personnel Committee **in for** all courses, ~~every semester.~~
- c. ~~Adjunct faculty shall be evaluated in every course, including summer session.~~

Exceptions to these cycles of student evaluations may be made under the following circumstances.

- a. A faculty member may request that the Personnel Committee ~~conduct~~ **coordinate** student evaluations **to be conducted** in ~~her or his~~ **their** own courses more frequently.

- b. The President, Provost, Dean, or Chair may request, in writing, that the Personnel Committee ~~conduct~~ **coordinate** student evaluations **to be conducted** for a specific faculty member during any semester or summer session. This provision is not meant to be invoked to cover all faculty or any department's or college's faculty as a whole.

Distribution and Archiving of Results

The Chair of the Personnel Committee shall insure ~~distribution of~~ numerical and subjective summary data for an evaluated course **is available** to both the faculty member and the Department Chair within 10 days after this material is made available by the Office of ~~Academic Assessment~~ **Institutional Effectiveness and Quality Improvement**.

Summaries of data from student evaluations ~~collected by the Personnel Committee~~ shall be kept by the Chair of the Personnel Committee for 7 years after collection, ~~either in printed or electronic form. Original data collection forms, including scan sheets and comments sheets, shall be kept for at least 1 year after data collection. All records no longer retained by the department shall be returned to the faculty member.~~

Complaint Procedures for Prejudicial Evaluations

If a faculty member concludes that comments in the student evaluation data point to the presence of prejudicial evaluations, **under current E.E.O.C definitions of "prejudicial,"** ~~he or she has~~ **they have** the right to request the actual copies of the evaluations (not the summary statistics). ~~"Prejudicial" as defined by the E.E.O.C. refers to language and actions "based on stereotypes or assumptions about the abilities, traits, or performance of individuals of a certain sex, race, age, religion, or ethnic group, or individuals with disabilities."~~ Following receipt of the evaluations, the faculty member may ask for a meeting with the ~~department~~ **Department** ~~chair~~ **Chair** and the chair of the ~~personnel~~ **Personnel** ~~committee~~ **Committee**. If review of the evaluation comments concludes that the evaluations are prejudicial, those evaluations ~~sheets~~ will be removed from the completed ~~forms~~ **evaluations** and the statistics ~~must~~ **will** then be recalculated using the remaining evaluations. If the issue remains unresolved after this meeting, the faculty member may then appeal to the Dean. If this does not lead to resolution of the complaint, the next step is to bring the appeal to the Faculty Appeals committee. These strategies for recourse are necessary and important given the role of student evaluation data in making decisions determining reappointment, tenure, promotion and merit awards.

RATIONALE:

This motion seeks to update handbook language to match current procedures for Student Evaluations of Faculty.

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24-25.13: Motion to Revise the Graduate Certificate in Mathematics

Referred by: Curriculum Committee

MOTION:

The Faculty Senate supports revisions to the graduate certificate in Mathematics.

<https://radford.curriculog.com/proposal:2757/form>

RATIONALE:

The program is currently listed as a post-baccalaureate certificate in Mathematics Education, but it has always met the criteria to be a graduate certificate in Mathematics. The changes in this proposal are bringing its official listing with SCHEV into alignment with the way program has always been administered.

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24-25.14: Motion to Delete the Minor in Literature and Cultural Analysis

Referred by: Curriculum Committee

MOTION:

The Faculty Senate supports the deletion of the minor in Literature and Cultural Analysis (A).
<https://radford.curriculog.com/proposal:2714/form>

RATIONALE:

The Literature and Cultural Analysis (A) Minor has been made obsolete by the creation of the English (E,A) Minor. In 2023-2024, the proposal to delete the Literature and Cultural Analysis minor reached the Faculty Senate Curriculum Committee. However, at that time the School of Writing, Language, and Literature requested that the proposal be tabled pending the outcome of the REAL Curriculum revision process. Given the current direction of general education program reform, SWLL is now confident that the Literature and Cultural Analysis Minor is not necessary.

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24-25.15: Motion to Delete the Minor in Literature and Expression

Referred by: Curriculum Committee

MOTION:

The Faculty Senate supports the deletion of the minor in Literature and Expression (E).
<https://radford.curriculog.com/proposal:2713/form>

RATIONALE:

The Literature and Expression (E) Minor has been made obsolete by the creation of the English (E,A) Minor. In 2023-2024, the proposal to delete the Literature and Expression minor reached the Faculty Senate Curriculum Committee. However, at that time the School of Writing, Language, and Literature requested that the proposal be tabled pending the outcome of the REAL Curriculum revision process. Given the current direction of general education program reform, SWLL is now confident that the Literature and Expression Minor is not necessary.

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24-25.16: Motion to Update the Membership Composition of the Academic Policies and Procedures Committee as Described in *Academic Governance at Radford University*

Referred by: Governance Committee

MOTION:

The Faculty Senate approves the addition of language (**red type**) and the deletion of language (~~stricken through~~) in the Membership Composition of the **Academic Policies and Procedures Committee** in the document *Academic Governance at Radford University*.

Membership Composition:

- Dean (**or designee**) from each undergraduate college, ~~the School of Nursing and the graduate college,~~
- one teaching faculty from each undergraduate **academic** 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,
- **one graduate student appointed by the Office of Graduate Affairs,**
- Registrar ~~and one support staff from the Registrar's Office (both non-voting),~~
- ~~Associate Provost for Research, Faculty Success and Strategic Initiatives, and~~
- ~~the Assistant Provost for Budget and Academic Operations (non-voting).~~
- **Assistant Provost for Faculty and Curriculum (nonvoting),**
- **Assistant Provost for Student Success (nonvoting), and**
- **Assistant Provost for Graduate Affairs (nonvoting).**

RATIONALE:

- The School of Nursing is now a college, and the graduate college no longer exists.
- The appointment of the graduate student would be more appropriately assigned to the Office of Graduate Affairs rather than to the SGA, to which it was assigned in the absence of a functioning Graduate Student Council. The new language is in keeping with *24-25.02: Motion to Revise T & R Faculty Handbook on Search Committees to Select Deans*, which specifies that the Office of Graduate Affairs will send forward names from which to select a graduate student member.
- Seats have been created, eliminated, and renamed for the purpose of including the positions most nearly aligned with the function of the committee. Voting seats are unchanged.

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24-25.17: Motion to Update the Membership Composition of the REAL Council as Described in *Academic Governance at Radford University*

Referred by: Governance Committee

MOTION:

The Faculty Senate approves the deletion of language (~~stricken through~~) in the Membership Composition of the REAL Council in the document *Academic Governance at Radford University*.

Membership Composition:

- 2 faculty from each undergraduate college ~~and the School of Nursing~~ (staggered 3-year terms); faculty members are elected by their respective colleges,
- General Education Administrator – non-voting, and
- representative from Institutional Effectiveness & Quality Improvement – non-voting.

RATIONALE:

The School of Nursing is now a college.

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24-25.18: Motion to Update the Membership Composition of the Student Evaluations of Faculty Committee as Described in *Academic Governance at Radford University*

Referred by: Governance Committee

MOTION:

The Faculty Senate approves the deletion of language (~~stricken through~~) in the Membership Composition of the **Student Evaluations of Faculty Committee** in the document *Academic Governance at Radford University*.

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 is now a college.

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24-25.19: Motion to Revise T&R Faculty Handbook on Reappointment of Chairs and Directors

Referred by: Faculty Issues Committee

MOTION:

The Faculty Senate approves the addition of language (red type) and the deletion of language (stricken through) in Sections 1.3.2.1 and 1.4.2 of the T & R Faculty Handbook:

1.3.2.1 Term of Service as Department Chair or School Director

Department Chairs and School Directors will be appointed for renewable four-year terms. ~~During the spring of the third year, a~~An in-depth formal evaluation shall be conducted by the Dean in consultation with the faculty of the department or school in **the spring of fourth year of the term.** (See section 1.4.2, evaluation of Chairs and Directors.) **Dates of the review shall be denoted in the letter of appointment.** ~~Terms of Department Chairs and School Directors may be renewed, with additional in-depth evaluations to take place in the third year of each term.~~

Continuation in the role as Department Chair or School Director shall be based on the Chair/Director's enjoying the continued trust and confidence of the faculty and Dean as reflected in the evaluations of the Chair or Director by the department faculty and by the Dean. As described in section 1.4.2 of this Handbook, annual evaluations of Department Chairs and School Directors by departmental faculty and by the Dean shall be based on the responsibilities and annual goals communicated to the chair or director and shall identify specific weakness, if any, and recommendations for improvement.

Whenever weaknesses are identified in a final, signed evaluation as serious, either by the department faculty or by the Dean, the chair or director shall develop a plan for improvement and a reasonable time line, to be approved by the Dean in consultation with the department faculty, as deemed appropriate by the Dean. In the event that improvement is not satisfactorily effected within the time line, the Dean, in consultation with the department faculty, may recommend an alternative plan and time line or shall recommend to the Provost removal of the chair or director.

1.4.2 Evaluation of Department Chairs and School Directors

A. Annual Evaluation

The Department/School Personnel Committee shall evaluate the Department Chair or School Director annually in two separate evaluations, one as a faculty member and one as chair or director. Both evaluations shall be conveyed to both the Department Chair or School Director and the College Dean. The College Dean shall review the Personnel Committee's evaluation of

the Department Chair or School Director as a faculty member, and shall separately evaluate him or her as a chair or director, subject to review by the Provost.

Evaluations of Department Chairs or School Directors shall be prepared annually in writing before the end of the spring semester. The primary purpose of the evaluation will be to provide guidance for development and to provide assessment for decisions related to merit pay and continuation in the role. These annual evaluations will be available for consideration by the Dean during the ~~detailed~~ **formal** review that will be conducted during the ~~third~~ **fourth** year of each Chair's or Director's four-year term.

The annual evaluation of Department Chairs and School Directors shall be conducted as follows:

1. Evaluation as Faculty: The criteria for evaluation as a faculty member shall be the same as those for all faculty members except that the minimal weights allowable for teaching and university service shall be commensurate with their reassigned time. The Department/School Personnel Committee shall administer and collect the same data for the Department Chair or School Director as for all department faculty.
2. Evaluation as Chair or Director: The criteria for evaluation as Chair or Director shall reflect the duties and responsibilities of the chair or director as listed in section 4.2.3.1 of this Handbook. Additionally, two questions must be added at the end of the survey: 1) Overall evaluation of the Department Chair or School Director and 2) Do you support the continued service of this person in the role of School Director or Chair? The Department/School Personnel Committee shall circulate to all currently employed faculty of the department who reported to the Chair or Director during all or part of the evaluation period a Department Chair/School Director evaluation form based upon these evaluation criteria and shall include an appropriate place for an overall evaluation of the Chair or Director. Faculty beginning their employment during the semester in which the evaluation is conducted would not evaluate the Chair or Director since they were not employed by the University during the evaluation period. The forms will be completed and returned to the Department/School Personnel Committee.
3. Data and comments from the faculty evaluations shall be summarized by the Department/School Personnel Committee. The Department/School Personnel Committee shall then evaluate the Department Chair or School Director as a faculty member and separately as a chair, in tentative evaluations to be sent to the Department Chair or School Director.
4. If the average rating of the question about the overall evaluation of the Department Chair or School Director falls below 3.00 on a 5.00 scale, the department personnel committee will recommend a plan of improvement by the Chair/Director and Dean.
5. The results of the annual evaluation will be presented to the chairs in a numerical fashion with the exception of the last item regarding support for continued service. For this question, the results will be presented as "the majority of faculty in the department (or school) support/do not support the continued service of _____ in the role of Chair/Director."
6. Each Chair or Director will be given the opportunity to respond to both of the Personnel Committee's tentative evaluations of the Chair or Director-- as a faculty member and as a Chair

or Director-- before the finalized evaluations are forwarded to the Dean. The appeal procedures shall be the same as those described for faculty.

7. The Department/School Personnel Committee's summary and overall evaluations of the Department Chair or School Director as a faculty member and as a chair or director shall be forwarded to the College Dean. All data used by the Personnel Committee shall be made available to the College Dean.

8. A minority report signed by all concurring faculty may be written if either or both of the Personnel Committee's evaluations are unacceptable to a minority of the committee members. A minority report is seen as an exception rather than standard procedure and shall include a justification for its creation. The minority report shall be submitted to the Dean as a separate document and shall be included with the Personnel Committee's evaluations. A copy shall be sent to the Chair or Director.

9. If the Dean disagrees with the Department/School Personnel Committee's evaluation of the Chair or Director as a faculty member in their review thereof, they shall give the Department Chair or School Director and Personnel Committee Chair a written statement of the reason(s) for the disagreement. The Department Personnel Committee may seek clarification from the Dean on any points of perceived disagreement.

10. The Dean shall communicate their evaluation of the Department Chair or School Director as a chair or director to the Department Chair or School Director in writing. The Department Chair or School Director shall have the opportunity to respond in writing to his or her evaluation as chair prior to the Dean's communication of a final evaluation to the Personnel Committee and to the Provost.

11. The College Dean shall forward their evaluation of the Department Chair or School Director as a chair or director, together with the evaluation of that role by the Department/School Personnel Committee, to the Provost, with copies sent to the Department Chair or School Director and to the Department/School Personnel Committee. In a case of a departure by the Dean from the evaluation by the Personnel Committee, the Committee may seek clarification from the Dean on the reason(s) for the departure.

12. The College Dean's evaluation of the Department Chair or School Director as a chair or director, and all pertinent data including any written responses from the Chair or Director and/or the Personnel Committee, shall be reviewed by the Provost, who shall provide written justification for any disagreement with the Dean's evaluation. In the event of disagreement by the Department Chair or School Director with the Dean's evaluation of him or her as chair, the Provost shall render a decision in the matter.

13. If the Chair or Director wishes to appeal their evaluation(s) either as faculty member or as chair, or the review(s) thereof by the Dean or the Provost, respectively, the process followed shall be consistent with that for faculty appeals. The final evaluations of the Department Chair or School Director both as a faculty member and as a chair, following any possible appeals, become part of the Department Chair's/School Director's personnel file, and shall serve as the basis for

merit pay increases, for any possible reappointment, tenure, or promotion, and for decisions on retention as Department Chair or School Director.

B. Formal review for reappointment of a Chair or Director

The Dean shall organize a formal review of the Chair or Director in the spring of the fourth year of the term, as specified in the Chair's or Director's letter of appointment. Each College shall establish a procedure for the formal review, subject to approval by majority vote of the full-time Teaching and Research faculty of that college.

The reappointment decision by the Dean will be conveyed to the Chair or Director, the members of the department or school, and the Provost. The Chair or Director may appeal a non-renewal decision to the Provost. In the event of a non-renewal decision by the Provost, the Chair or Director may appeal the decision to the President; the decision of the President is final.

RATIONALE

The T&R Handbook specifies that an "in-depth formal evaluation shall be conducted by the Dean in consultation with the faculty of the department or school" in the "spring of the third year" of the term. The proposed handbook change is to provide additional time for the chair to accomplish their goals before review.

Additionally, the proposal adds language requiring each college to formalize a procedure for the evaluation for reappointment. This addition provides guidance where none is currently specified.

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24-25.20: Motion to Revise the General Education Curriculum

Referred by: Curriculum Committee

MOTION:

The Faculty Senate supports the adoption of the general education model presented on pages 3-7 of “A Proposal for General Education at Radford University,” submitted to the Faculty Senate by the General Education Improvement Task Force. This includes:

1. Mission Statement
2. Goals of the General Education Program
3. Learning Outcomes of the General Education Program
4. Program Requirements
5. Competencies Goals and Outcomes
6. Inquiries Goals and Outcomes
7. Integrations Goals and Outcomes.

RATIONALE:

This proposal was developed by the General Education Improvement Task Force which was convened by Provost Bethany Usher and Faculty Senate President Matthew Close. The Task Force had the following charges:

- Recommend a modified structure for general education at Radford University;
- Develop a general timeline to implement the recommended modified structure for general education at Radford University; and
- Ensure that the recommended modified structure for general education is assessable.

The task force conducted its business between December 16, 2024, and February 27, 2025, supported by a facilitator with expertise in general education curricular design and implementation, Dr. Jennifer Hart, Senior Fellow of the American Association of Colleges and Universities.

This proposal intends to resolve areas of difficulty that arose through implementation of the REAL Curriculum after it launched in 2021-2022, and it incorporates perspectives and insights gathered from across the University during the Fall 2024 semester and throughout the task force’s work period. It incorporates all necessary components and meets all minimum requirements of SCHEV, SACSCOC, and VCCS transfer policies, and aligns with Radford University’s institutional mission and values. The proposal is accompanied by a number of draft materials that describe policy recommendations and potential plans for implementation and assessment that could support the model, if adopted.

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24-25.21: Motion to Update the Membership Composition, Charges, and Name of the Graduate Affairs Council as Described in *Academic Governance at Radford University*

Referred by: Governance Committee (on behalf of Curriculum Lifecycle and Process Improvement Task Force)

MOTION:

The Faculty Senate approves the addition of language (**red type**) and the deletion of language (~~stricken through~~) in the Name, Membership Composition, Designated Administrator, and Charges of the **Graduate Affairs Council** in the document *Academic Governance at Radford University*, pp. 12–13.

Graduate Affairs ~~Council~~ **Committee**

Charges:

The Graduate Affairs Committee (GAC) exercises University-level oversight and management of the Graduate Education program and academic portfolio and holds approval authority over related matters.

1. ~~Recommends~~ **Policy and Procedure Approval Authority: GAC approves** policies and procedures **related to** ~~the following specific areas as they relate to~~ graduate programs **in the following areas:**
 - Admission standards
 - ~~recruitment and~~
 - Retention
 - **Withdrawal**
 - **Academic standing (probation, suspension, and dismissal)**
 - **Grading (as defined in the Graduate Catalog)**
 - **Thesis and final examinations**
 - **Transfer credits**
 - **Student expectations**
 - **Experiential learning (e.g., graduate assistantships and professional development initiatives provided by the Office of Graduate Affairs)**
 - ~~academic standards (including advising, transfer credit, class attendance, student expectations, experiential learning experiences, etc.);~~
 - **Program and curriculum development and revision**
 - ~~graduate faculty membership, and~~
2. **Recommending Role: The GAC provides** ~~consultation~~ **recommendations on matters related to graduate programs including:** ~~on the following specific areas as the relate to graduate programs:~~
 - ~~Admissions;~~

- Recruitment ~~and~~
- **Graduate** student financial aid,
- **Graduate** student research and creative activity.

3. Curriculum Oversight: The GAC approves graduate program curricular changes that require SCHEV review/approval, including:
 - New, significantly modified, or discontinued courses
 - New or discontinued courses, programs, or certificates
 - Modified programs or certificates

For curricular changes not requiring SCHEV review/approval, the GAC will provide recommendations as needed.

Membership Composition:

- One faculty member from each **of the current** graduate programs, either the program area leader/director or, in the event that this person cannot serve, a program faculty representative selected by the department chair or college dean (**non-voting**),
- **An Executive Committee of the Graduate Affairs Committee will hold the voting rights for the GAC and will meet weekly during the academic year (as-needed during the summer months) to ensure effective and efficient curriculum processing. This group will consist of 12 to 15 members, with proportional representation of graduate programs from each college. Graduate program representatives who are not members of the Executive Committee will be encouraged to attend all meetings to provide input. Membership proportions of the Executive Committee will be calculated by the Assistant Provost for Graduate Affairs and will be ratified by a majority vote of the GAC membership. Membership proportions will be reviewed every three years to ensure they remain current and appropriate. Representation to fill in the apportioned Executive Committee seats will be determined through election by the College membership Caucus from the GAC.**
- One faculty member from Faculty Senate Curriculum Committee (non-voting),
- ~~Dean and Associate Dean of the College of Graduate Studies and Research,~~
- Registrar (**non-voting**),
- ~~Dean of the~~ **University Librarian (non-voting)**
- One graduate student, appointed by the Designated Administrator.
- **Assistant Provost for Graduate Affairs**
- **Assistant Director of Graduate Student Success (non-voting)**
- **Faculty Fellow for Graduate Affairs (non-voting)**

Length of term: Reappointed annually

Designated Administrator: ~~Dean of the College of Graduate Studies and Research~~ **Assistant Provost for Graduate Affairs**

RATIONALE:

The Graduate Affairs Council currently should consist of all graduate programs (there are 50 graduate Programs). This makes meetings weekly with a quorum of members impractical. An evaluation of the committee's structure has determined that its size is a hinderance in the curriculum approval process and creating an executive committee of GAC would enhance efficiency and improve overall functionality. The Graduate Affairs Council experiences delays in processing proposals, with some proposals remaining under review for a month or longer. Additionally, meeting agendas are often overcrowded, making it challenging to thoroughly discuss and vote on all proposals and policy and procedure items within a single session. However, maintaining broad input and participation from all graduate programs remains a priority.

To achieve this balance, the motion proposes the creation of an Executive Committee, which will reduce the size of the voting membership while preserving representation from all 50 graduate programs. This restructuring will allow the committee to convene on a weekly basis, significantly improving efficiency particularly in the area of curriculum approvals. The proposed changes will ensure that the committee optimizes resources while continuing to provide broad participation and representation for graduate programs at Radford University.

Additionally, several structural and procedural updates are included in this motion:

- The title Dean of the Graduate College no longer exists and has been replaced with Assistant Provost for Graduate Affairs. The motion reflects this administrative change.
- The charges of the committee have been revised to align with the updated responsibilities of the Office of Graduate Affairs, following the closure of the Graduate College and the transition of admissions, recruitment, and financial aid functions to Enrollment Management.
- The Academic Standards charge has been refined and divided into more specific, clearly defined areas to improve clarity and accountability.

These adjustments will allow the Graduate Affairs Committee to function more effectively while maintaining the integrity of its mission and responsibilities.

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24-25.22: Motion to Create the B.S. in Applied Biotechnology

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends creating the new Bachelor of Science in Applied Biotechnology
<https://radford.curriculog.com/proposal:2649/form>

RATIONALE:

Virginia Western Community College (VWCC) provides students an opportunity to gain skills in biotechnology as an associates degree, while Virginia Tech provides students opportunities in this area at the master's level. Therefore, our Applied Biotechnology program both complements our current programs in Radford and provides students an opportunity to make the transition from VWCC to a master's program or an entry-level biotechnology-related job. Further, the focus of our proposed curriculum largely stems from our conversations with Provost Usher, Vice President Joyner, Dean Bachrach, and local biotechnology companies in the Greater Roanoke area. These companies overwhelmingly advocated for a kind of student who has the knowledge and skills in laboratory workflow/management, has a business mindset, and understands the regulatory policies/practices in laboratory science and/or manufacturing. For this reason, the Applied Biotechnology program and curriculum for our major emphasizes regulatory and business practices, while providing students advanced computer, chemical, and biological techniques. This program will be delivered only in Roanoke during the 3rd and 4th years (i.e., junior and senior year). Students graduating with an associates in biotechnology from VWCC will be able to directly enter this stage of the program in Roanoke, having completed their GenEd requirements at VWCC. Radford students will be required to complete their GenEd and prerequisite introductory-level courses during their 1st and 2nd years (i.e., freshman and sophomore year) before entering the Applied Biotechnology program in Roanoke.

This program is planned to begin in Fall 2027, but we will apply for SCHEV approval in Fall 2025.

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24-25.23: Motion to Create the Minor in Foods and Nutrition

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends creating the new minor in Food and Nutrition
<https://radford.curriculog.com/proposal:2717/form>

RATIONALE:

There has been interest from students in other majors to take Nutrition content to help improve their professional preparation, but a Nutrition minor does not exist. We propose this minor to provide Radford University students in another field/major an opportunity to obtain core knowledge and skills in the area of food and nutrition to support health personally and expand career opportunities professionally. Students going into health, wellness, or fitness related fields would benefit from a nutrition minor.

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24-25.24: Motion to Update the Membership Composition of the Faculty Awards Committee as Described in *Academic Governance at Radford University*

Referred by: Governance Committee

MOTION:

The Faculty Senate approves the addition of language (**red type**) and the deletion of language (~~stricken through~~) in the Membership Composition of the **Faculty Awards Committee** in the document *Academic Governance at Radford University*.

Membership Composition:

- ~~The most recent winner of each award employed at the university, including the SCHEV award~~ **One previous T&R faculty winner (currently employed) of one of the awards (either a University Award, an Outstanding Faculty Award [SCHEV], or a Dalton Eminent Scholar Award) appointed by the dean of each college,**
- **One previous AP faculty winner (currently employed) of one of the above-mentioned awards appointed by the president of the AP Senate.**
- ~~The Chief Executive Officer of the Radford University Foundation, or designee,~~
- ~~Assistant Provost for Budget and Academic Operations (non-voting)~~ **Associate Provost for Academic Affairs (non-voting chair), and**
- ~~any undergraduate college or the School of Nursing without a representative, the Dean of that college will appoint a previous award winner.~~
- **A representative appointed by the dean of any college not otherwise represented regardless of the award.**

RATIONALE:

- The appointment process has been simplified and will be less likely to lead to any need for the final bullet, which has nevertheless been included in the eventuality that any college is left unrepresented.
- The appointment process allows for terms lasting more than one year so that committee members are familiar with the process and the criteria.
- The administrative representative is better aligned with the function of the committee.

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24-25.25: Motion to Update the Membership Composition of the Intellectual Property Committee as Described in *Academic Governance at Radford University*

Referred by: Governance Committee

MOTION:

The Faculty Senate approves the addition of language (**red type**) and the deletion of language (~~stricken through~~) in the Membership Composition of the **Intellectual Property Committee** in the document *Academic Governance at Radford University*.

Membership Composition:

- One faculty member from each of the ~~undergraduate~~ **academic** colleges and the School of Nursing appointed by the Faculty Senate Executive Council,
- Two representatives appointed by the Vice President for Finance and Administration with one directly representing Information Technology Services, and
- One ~~faculty member~~ **representative** from the library appointed by the ~~Dean of Library Services~~ **University Librarian**.

RATIONALE:

- With the replacement of the graduate college by the Office of Graduate Affairs there are no longer undergraduate colleges.
- The School of Nursing is now a college.
- The Dean of Library Services has been replaced by the University Librarian.

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24-25.26: Motion to Update the Membership Composition of the Scholarly Activities Committee as Described in *Academic Governance at Radford University*

Referred by: Governance Committee

MOTION:

The Faculty Senate approves the addition of language (**red type**) and the deletion of language (~~stricken through~~) in the Membership Composition of the **Scholarly Activities Committee** in the document *Academic Governance at Radford University*.

Membership Composition:

- ~~Dean of the College of Graduate Studies and Research~~ **Assistant Provost for Graduate Affairs,**
- Associate Provost for Research, Faculty Success, and Strategic Initiatives,
- One ~~tenured~~ **full-time** faculty member from each ~~undergraduate~~ **academic** college, **appointed by the dean, currently engaged in scholarly activities**
- ~~and the School of Nursing~~ appointed by **the** Faculty Senate Executive Council, and
- Director of Sponsored Programs and Grant Management (non-voting).

RATIONALE:

- The graduate college has been replaced by the Office of Graduate Affairs, and the dean of the college has been replaced by the Assistant Provost for Graduate Affairs.
- The School of Nursing is now a college.
- Untenured faculty members have been serving on the committee; the specification that faculty members be “full-time” and “currently engaged in scholarly activities” will be sufficient qualifications in place of “tenured.”

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24-25.27: Motion to Replace the Academic Program Review and Enhancement Committee in *Academic Governance at Radford University* with a Curriculum Lifecycle Committee

Referred by: Faculty Senate Executive Council (on behalf of the Curriculum Lifecycle and Process Improvement Task Force)

MOTION:

The Faculty Senate recommends the replacement of the Academic Program Review and Enhancement Committee in *Academic Governance at Radford University* with the Curriculum Lifecycle Committee as described in Appendix: Proposed Curriculum Lifecycle Committee.

RATIONALE:

The current Academic Program Review and Enhancement Committee is charged with making one of two recommendations: that a “program be maintained” or that a “program be placed on or remain on monitoring,” with the possible long-term outcome “that the program be modified, either through reduction in size, merging with another program, or discontinuation.” Only the programs placed on monitoring need “develop or revise a plan of action in consultation with the committee.”

The proposed Curriculum Lifecycle Committee replaces this binary approach—“maintain” or “monitor”—with a continuous improvement model. The goal of the redeveloped charges is to establishment an adaptive and transparent process of program development, review, and re-design that provides support for the ongoing evaluation and development of all departments and not only those that have been flagged by a binary review process.

24-25.28: Motion to Modify the REAL Curriculum by Removing the 300-Level or Above REAL Course Requirement from Majors and Minors

Referred by: Curriculum Committee (on behalf of REAL Council)

MOTION:

Faculty Senate supports removing the 300-level or above REAL course requirement from majors and minors in the REAL Curriculum. Students would be required to pass 9 REAL-designated credits in the major or minor to fulfill the area requirement. This will go into effect AY 2025-2026.

RATIONALE:

The 300-level or above course requirement has been one of the top barriers to students completing the REAL Curriculum and graduating in a timely fashion. This problem has been voiced by students, advisors, and faculty.

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24-25.29: Motion to Modify the REAL Curriculum by Removing the Required 300-Level or Higher Writing Intensive Requirement

Referred by: Curriculum Committee (on behalf of REAL Council)

MOTION:

Faculty Senate supports removing the 300-level or higher Writing Intensive requirement from the REAL Curriculum. Students will satisfy their Writing Intensive requirement by completing any Writing Intensive course. This will go into effect AY 2025-2026.

RATIONALE:

The 300-level or higher Writing Intensive requirement has been one of the barriers to students completing the REAL Curriculum and graduating in a timely fashion. This problem has been voiced by students, advisors, and faculty. Students are still required to complete the Foundational Writing Course, ENGL 111.

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24-25.30: Motion to Modify the REAL Curriculum by Waiving the Completion of Minor Requirements to Meet a REAL Designation

Referred by: Curriculum Committee (on behalf of REAL Council)

MOTION:

Faculty Senate supports waiving the completion of Minor requirements to meet a REAL designation. Students will be required to pass 9 credits in each REAL area not covered by their major. This will go into effect AY 2025-2026.

RATIONALE:

Currently, students must have a minimum 2.0 GPA to earn a minor with a REAL designation. This motion removes the minor requirement so students who have passed 9 credits of REAL-designated courses in the minor to fulfill the area requirement. This has been one of the top barriers to students completing the REAL Curriculum and graduating in a timely fashion. This problem has been voiced by students, advisors, and faculty. Students have difficulty selecting minors and when they do select minors, they have difficulty registering for all of the courses in the minor as they may not be offered by the departments.

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