

Radford University Faculty Senate

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25-26.01: Motion to Revise the Faculty Handbook to Include the New Membership Composition of the Faculty Appeals Committee

Referred by: Faculty Senate Executive Council

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 Section 1.8.4 of the *Radford University Teaching and Research Faculty Handbook*.

1.8.4 Composition of Faculty Appeals Committees

The Faculty Appeals Committee shall consist of ~~ten elected tenured faculty members~~ one elected tenured faculty member from each academic college. Representation is as follows: ~~three~~ one 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~~ one from the College of Science and Technology, ~~and~~ one from the Waldron College of Health and Human Services, and one from the College of Nursing. ~~One~~ Two tenured faculty members will be ~~elected~~ selected at-large by the ~~University faculty~~ Faculty Senate Executive Council.

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

RATIONALE: In 2024, the School of Nursing was elevated to the College of Nursing which requires a reallocation of seats in the Faculty Appeals Committee to include a member from nursing and an alternate. The 2024-2025 Faculty Senate approved a motion to change the Faculty Appeals Committee composition in the *Internal Governance at Radford University* document, and this *Teaching and Research Faculty Handbook* change follows those approved changes to ensure agreement between the two documents.

25-26.02: Motion to Revise the Faculty Handbook to Include the New Membership Composition of the Faculty Grievance Committee

Referred by: Faculty Senate Executive Council

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 section 1.9.5 of *the Radford University Teaching and Research Faculty Handbook*.

1.9.5 Composition of Faculty Grievance Committee

The Faculty Grievance Committee shall consist of ~~ten~~ one 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~~ from each academic college. ~~One~~ Two tenured faculty members will be selected at-large by the ~~University faculty~~ Faculty Senate Executive Council.

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

RATIONALE:

In 2024, the School of Nursing was elevated to the College of Nursing which requires a reallocation of seats in the Faculty Grievance Committee to include a member from Nursing and an alternate. The 2024-2025 Faculty Senate approved a motion to change the Faculty Grievance

Committee composition in the *Internal Governance at Radford University* document, and this *Teaching and Research Faculty Handbook* change follows those approved changes to ensure agreement between the two documents.

25-26.03: Motion to Delete the Minor in Forensic Science (R)

Referred by: Faculty Senate Executive Council

MOTION:

The Faculty Senate supports the deletion of the minor in Forensic Science (R).

RATIONALE:

The Department of Anthropological Sciences submitted this proposal on behalf of the Forensic Science Institute (FSI) Director Dr. Donna Boyd. The FSI is no longer able to offer this minor due to lack of faculty and resources. The Department of Anthropological Sciences (on behalf of the FSI) and the Artis College of Science and Technology have agreed that this minor program should no longer be continued.

25-26.04: Motion to Create the General Education Implementation Steering Committee

Referred by: Faculty Senate Executive Council

MOTION:

The Faculty Senate recommends the creating of the General Education Implementation Steering Committee with composition and charges as detailed in the Appendix.

RATIONALE:

The proposed general education model requires a campus-wide effort to ensure successful support and implementation. The General Education Implementation Plan ensures leadership in four strategic areas and faculty involvement in the process. The General Education Implementation Steering Committee's role will be to coordinate overall rollout and communication of the implementation plan and to provide integration

25-26.05: Motion to Create the General Education Implementation Curriculum Subcommittee

Referred by: Faculty Senate Executive Council

MOTION:

The Faculty Senate recommends the creating of the General Education Implementation Curriculum Subcommittee with composition and charges as detailed in the Appendix, as amended 8-28-2025.

RATIONALE:

The proposed general education model requires a campus-wide effort to ensure successful support and implementation. The General Education Implementation Plan ensures leadership in four strategic areas and faculty involvement in the process. The General Education Implementation Curriculum Subcommittee will be essential for implementing the new general education model through approval of general education courses, reviewing and making recommendations for previously approved REAL course designations and ensuring coherence in course structure and support.

25-26.06: Motion to Create the General Education Implementation Assessment Subcommittee

Referred by: Faculty Senate Executive Council

MOTION:

The Faculty Senate recommends the creating of the General Education Implementation Assessment Subcommittee with composition and charges as detailed in the Appendix, as amended 8-28-2025.

RATIONALE:

The proposed general education model requires a campus-wide effort to ensure successful support and implementation. The General Education Implementation Plan ensures leadership in four strategic areas and faculty involvement in the process. The General Education Implementation Assessment Subcommittee will be important for implementing the new general education model through development of the assessment system for the general education program, creation of rubrics for all general education components, creating data collection tools and reporting mechanisms and ensuring accreditation alignment.

25-26.07: Motion to Create the General Education Implementation Technology Integration Subcommittee

Referred by: Faculty Senate Executive Council

MOTION:

The Faculty Senate recommends the creating of the General Education Implementation Technology Integration Subcommittee with composition and charges as detailed in the Appendix.

RATIONALE:

The proposed general education model requires a campus-wide effort to ensure successful support and implementation. The General Education Implementation Plan ensures leadership in four strategic areas and faculty involvement in the process. The General Education Implementation Technology Integration Subcommittee will be essential to ensure that the digital infrastructure is in place to support general education delivery, assessment and advising.

25-26.08: Motion to Create the General Education RADF 101/Find Your Place & Advising Subcommittee

Referred by: Faculty Senate Executive Council

MOTION:

The Faculty Senate recommends the creating of the General Education Implementation RADF 101/Find Your Place & Advising Subcommittee with composition and charges as detailed in the Appendix.

RATIONALE:

The proposed general education model requires a campus-wide effort to ensure successful support and implementation. The General Education Implementation Plan ensures leadership in four strategic areas and faculty involvement in the process. RADF 101/Find Your Place is a unique component of the general education model and this committee will be essential for development of the course, training and pilot rollout. This committee will also be important for coordinating with advising and student success to ensure alignment of advising strategies to the goals of the new general education model.

25-26.09: Motion to Add the Director of Advising (or Designee) as an *Ex Officio*, Non-Voting Member of the REAL Council

MOTION:

The Faculty Senate recommends adding the Director of Advising, or their designee, as an *ex officio*, non-voting member of the REAL Council.

RATIONALE:

As the university transitions from the REAL curriculum to the new General Education program, it is essential that the Council's work remains closely aligned with advising practices and student support structures. Advising professionals are uniquely positioned to recognize how curriculum decisions affect student progression and degree completion. Including the Director of Advising (or designee) as an *ex officio*, non-voting member of the REAL Council will:

- Ensure ongoing communication between faculty governance and advising.
- Provide timely insight into the impact of curricular decisions on student pathways.
- Strengthen support for students navigating both the REAL curriculum and the new General Education program during the transition period.

This addition enhances the Council's ability to make informed recommendations while preserving faculty governance authority.

25-26.10: Motion to Revise the Faculty Handbook to include the College of Nursing in College Governance

Referred by: Governance Committee

MOTION:

The Faculty Senate approves the addition of the College of Nursing (red type) to Section 4.1 College Governance of the T&R Faculty Handbook.

4.1 College Governance

The following provisions shall apply to the Artis College of Science and Technology, the Davis College of Business and Economics, the College of Education and Human Development, **the College of Nursing**, the College of Visual and Performing Arts, and the Waldron College of Health and Human Services, and where applicable, the College of Graduate Studies and Research.

Rationale:

The School of Nursing was elevated to a college. This motion seeks to update handbook language to include the College of Nursing with the other colleges in College Governance.

25-26.11 Motion to Remove College of Graduate Studies and Research and Graduate Faculty Classification Language from the T & R Handbook

Referred by: Governance Committee

MOTION:

The Faculty Senate recommends the deletion (~~stricken through~~) of language referring to the College of Graduate Studies and Research and **Graduate Faculty** in the document T & R Faculty Handbook in Sections 1.2.2., 4.1, 4.1.2, 4.1.3, 4.1.3.1, and 4.1.3.3:

1.2.2 Graduate Faculty Classification

~~Criteria and procedures for election to the Graduate Faculty, and the classifications of Graduate Faculty membership, are determined by the Graduate Affairs Council which shall publish them annually and make them available through the College of Graduate Studies and Research. The Graduate Affairs Council is the final authority for granting and **renewing Graduate Faculty status.**~~

4.1 College Governance

The following provisions shall apply to the Artis College of Science and Technology, the Davis College of Business and Economics, the College of Education and Human Development, the College of Visual and Performing Arts, and the Waldron College of Health and Human Services; ~~and where applicable, the College of Graduate Studies and Research.~~

4.1.2 College Membership

All faculty with teaching appointments in a college, as defined in section 1.1 of this Handbook, are members of that college.

Voting in undergraduate college meetings shall be limited to full-time Teaching and Research faculty in the college's academic units and full-time Administrative and Professional faculty having appointments within the college, with the exception of the Dean.

~~Voting in the College of Graduate Studies and Research shall be limited to faculty having full or associate membership in the graduate faculty and who are either a school director or department chair, or report directly to such a person.~~

Any additional college requirements for voting, such as attendance requirements, shall apply to all faculty with voting rights in the college.

4.1.3 Administration of Colleges

~~With the exception of the College of Graduate Studies and Research,~~ The colleges of the University are composed of academic units: departments, schools (which may or may not consist of departments), and interdisciplinary programs. The chairpersons of departments and, where

applicable, the directors of schools and/or interdisciplinary programs are responsible to the deans of their respective colleges for the administration of their academic units.

4.1.3.1 Roles and Responsibilities of Deans

The Deans of the undergraduate colleges, ~~and the Dean of the College of Graduate Studies and Research,~~ are the chief administrative officers of each college. The Dean's responsibilities are primarily:

- to lead the faculty and staff of the college in developing and delivering educational opportunities of the highest quality possible for students, consistent with the mission of the College,
- to lead the College in procuring and managing fiscal, human, and physical resources necessary to accomplish these goals,
- to represent the college, its goals and needs to other external as well as internal constituencies, and
- to promote the overall excellence and welfare of the University

Based on recommendations from the Provost, the college deans are appointed by the President, subject to annual evaluations of their effectiveness in this capacity.

4.1.3.3 College Committees ~~(in all but the College of Graduate Studies and Research)~~

RATIONALE:

A resolution was passed in 2024 to dissolve the College of Graduate Studies and Research and re-organize its various responsibilities across a newly formed Office of Graduate Studies, Academic Affairs, and Enrollment Management and to apply for approval from the State Council of Higher Education of Virginia (SCHEV). Approval was received from SCHEV for the discontinuance of the College.

Criteria and procedures for election to the Graduate Faculty and the classification of Graduate Faculty membership have been eliminated by the Office of Graduate Affairs.

25-26.12 Motion Concerning “Higher Education’s Compact with America: Shared Principles for the Common Good,” A Joint Statement from the AAC&U and the Phi Beta Kappa Society

Referred by Faculty Issues.

The Faculty Senate supports the letter to President Danilowicz, as written by the Radford University Chapter of the American Association of University Professors, requesting he recommit to academic freedom and freedom of speech by signing the American Association of Colleges and Universities public statement, “Higher Education’s Compact with America: Shared Principles for the Common Good.”

Rationale:

On October 17, 2025, the American Association of Colleges & Universities (AAC&U) and the Phi Beta Kappa Society issued a joint statement entitled “Higher Education’s Compact with America: Shared Principles for the Common Good.” This statement identifies seven “enduring principles” of higher education—Opportunity, Affordability, Excellence, Freedom, Security, Partnership, and Prosperity—averring that inherent to these principles are “corresponding promises to students, communities, and the nation,” which in turn “form the basis of the compact between higher education and the nation that has served America so well for generations.” On October 30, 2025, the Radford University Chapter of the American Association of University Professors sent a letter to President Brett Danilowicz, urging him to endorse the AAC&U statement.

It is the position of the Faculty Senate that these stated principles and their consequent promises are consistent with the Mission and Core Values of Radford University, and we thus echo our colleagues’ request.

25-26.13: Motion to Merge the B.S. and B.A. in Geology and the B.S. and B.A. in Geospatial Sciences into the B.S. in Geospatial and Earth Sciences

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends merging the current Bachelor of Science and Bachelor of Arts in Geology and Bachelor of Science and Bachelor of Arts in Geospatial Science into a single degree program, the Bachelor of Science in Geospatial and Earth Sciences.

The details are contained in the Curriculog new program proposal <https://radford.curriculog.com/proposal:3086/form>. Passage of this motion will result in the removal of the B.S. and B.A. in Geology and the B.S. and B.A. in Geospatial Science from the 2026-27 catalog.

RATIONALE:

In 2024, the Department of Geology and the Department of Geospatial Science merged into the Department of Geospatial and Earth Sciences. This combined department currently offers four degree programs, the B.S. and B.A. in Geology and the B.S. and B.A. in Geospatial Science, which share several common courses. This proposal merges them into a single program, the B.S. in Geospatial and Earth Sciences.

We do not have a “Program Merger Form” in Curriculog, and so this proposed merger is presented using a New Program form, but SCHEV does allow program mergers, and assuming approval at all university levels, we will submit to SCHEV a package that will create the new program and delete the four current program.

Current students majoring in Geology or Geospatial Science will be allowed to continue in their current programs and graduate with those degrees because the courses required for those programs will still be offered as part of the new merged program.

25-26.14: Motion to Delete the B.S. in Biomedical Sciences

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends the deletion of the Bachelor of Science in Biomedical Sciences
<https://radford.curriculog.com/proposal:3187/form>

RATIONALE:

Radford University acquired the B.S. in Biomedical Sciences program in the merger with Jefferson College of Health Sciences, and it has been offered by our Department of Biology. At the time of the merger, the B.S. in Biology contained a Pre-health Concentration that was substantially similar to the new major, and the response at the time was to keep the new major and remove the concentrations from the B.S. in Biology. However, advising students between these two related majors has proven difficult, and so the B.S. in Biology has been revised to incorporate a new set of concentrations including a concentration in Biomedical and Health Science, which is more flexible for students than the current B.S. in Biomedical Sciences.

Students who are currently enrolled in the Biomedical Science program (catalogs 2025-2026 and previous) will be allowed to continue in this major and graduate on time. The courses required for the program are regularly taught and available for students in the new concentration in Biomedical and Health Science; therefore, our Biomedical Science majors will still have access to these courses.

25-26.15: Motion to Revise the B.S. in Foods and Nutrition

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends the revision of the Bachelor of Science in Foods and Nutrition
<https://radford.curriculog.com/proposal:3058/form>

RATIONALE:

The only proposed change to the B.S. in Foods and Nutrition is a change to its CIP code. When the program was created in 1985, it was under the CIP code 19.0501 (Foods, Nutrition, and Wellness Studies, General). However, in 2000, a new CIP code 51.3101 (Dietetics/Dietician) was created by the National Center for Educational Statistics. The current content of the program is better aligned with this new CIP code, and so we are seeking SCHEV approval to change the program to this new CIP code.

25-26.16: Motion to Delete the Certificate in Accounting

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends the deletion of the undergraduate Certificate in Accounting
<https://radford.curriculog.com/proposal:3015/form>

RATIONALE:

The undergraduate Certificate in Accounting has no enrolled students, and the university does not have sufficient resources to grow the program to a sustainable number of students.

25-26.17: Resolution on Extra Employment

Referred by Faculty Issues Committee

WHEREAS Section 3.2 of the *Teaching and Research Faculty Handbook* establishes that full-time faculty members may engage in extra employment provided it does not interfere with their duties to the university, and that such employment must be disclosed and approved in advance;

WHEREAS the same policy outlines criteria for approval—including alignment with professional expertise, time commitment, and avoidance of legal or reputational conflicts—but does not require faculty to demonstrate measurable benefit to the university, avoid overlapping subject matter, or provide enrollment or transfer data as a condition of approval;

WHEREAS extra employment—including teaching at other institutions, consulting, or professional practice—is a common and valuable component of academic life that often enhances faculty development, institutional visibility, and community engagement;

WHEREAS clarity, consistency, and fairness in the interpretation and application of extra employment policies are essential to maintaining faculty trust, morale, and the principles of shared governance;

THEREFORE BE IT RESOLVED that the Faculty Senate of Radford University affirms the right of faculty members to engage in reasonable extra employment in accordance with the expectations outlined in the *Faculty Handbook*, and recommends that any proposed changes to these expectations be developed transparently, equitably, and in consultation with the Faculty Senate, rather than applied on an individual, case-by-case basis.

BE IT FURTHER RESOLVED that the Faculty Senate reaffirms the importance of faculty voice in the creation and interpretation of policies that affect professional autonomy and academic freedom.

25-26.18: Motion to Revise the Crime Analysis Certificate

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends renaming the post-baccalaureate Crime Analysis Certificate to Crime Analysis and Criminal Intelligence Certificate and changing its modality from online to hybrid.

RATIONAL:

The proposal here is straightforward and entails changing the name of the certificate to reflect the content of its courses as well as align it to language in the field. The proposal is to change it from "Crime Analysis" to "Crime Analysis and Criminal Intelligence."

Three courses in the certificate have already had their titles and course descriptions approved for changes. Coinciding with this proposal, there are three proposals being submitted for those courses to update the course syllabi to more clearly reflect the course content that aligns with current practices in the field. Note that the certificate curriculum has always covered both crime analysis and criminal intelligence.

Course titles and descriptions were previously updated to more accurately reflect the content as well as communicate accurately the student's education to potential/current employers. This proposal simply follows that logic through to the title of the certificate itself in order to align it with practices and potential jobs in both crime analysis and criminal intelligence in the criminal justice system.

The change in delivery modality entails removing the online option. The certificate is no longer available completely online as the students are required to participate in primarily face-to-face with some online instruction (hybrid).

25-26.19: Motion to Create the Graduate Certificate in Substance Abuse and Addictions Counseling

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends the creation of the Graduate Certificate in Substance Abuse and Addictions Counseling.

RATIONALE:

Rural communities face unique and pressing challenges related to substance use disorders and addictions. Rates of opioid and methamphetamine use, alcohol dependence, and associated overdose deaths remain disproportionately high in many rural areas. At the same time, rural regions experience persistent shortages of credentialed substance abuse and professional counselors, resulting in limited access to treatment services and long wait times for care. These gaps create barriers to recovery and contribute to the cycle of addiction, unemployment, and family instability.

A certificate in substance abuse and addictions counseling would directly address these issues by preparing qualified professionals who are equipped to serve in rural settings. The program would:

1. **Expand the Workforce** – Many rural mental health and healthcare organizations struggle to recruit and retain licensed counselors. A certificate program would create a pathway for local and state residents and current helping professionals (e.g., mental health counselors, school counselors, social workers, etc.) to gain specialized training in substance abuse and addiction treatment.
2. **Increase Access to Services** – Rural residents often face significant barriers such as distance, transportation, and limited treatment facilities. By developing more trained counselors within the community, the certificate program ensures that individuals in need can access evidence-based treatment closer to home.
3. **Strengthen Community Supports** – Substance misuse affects not only individuals but also families, schools, and workplaces. Counselors with specialized training can provide prevention, intervention, and recovery support that strengthens the fabric of rural communities.
4. **Promote Economic Stability** – Substance use disorders have significant economic impacts, including workforce shortages and healthcare costs. Expanding treatment capacity through a certificate program helps support recovery, which in turn enhances employability and community well-being.

5. Address Health Disparities – Rural areas are often underserved in terms of healthcare resources. A substance abuse and addiction counseling certificate program helps close the gap by ensuring that rural residents receive the same quality of care and access to trained professionals as those in urban areas.

6. Alignment with State and National Priorities – Both Virginia and federal agencies have prioritized expanding the behavioral health workforce to respond to the opioid epidemic and related public health challenges. A certificate program directly supports these initiatives by creating a sustainable, regionally focused training option.

In sum, a substance abuse counseling certificate is not only a workforce development initiative but also a community investment, specifically in rural Southwest Virginia. By equipping professionals with the skills to address addiction effectively, rural communities can improve health outcomes, strengthen families, and foster long-term resilience.

25-26.20 Motion to Revise the Honors College Graduation Requirements

Referred by the Curriculum Committee

MOTION:

The Faculty Senate recommends the following amendments to the [requirements for graduation](#) as a Highlanders Honors Scholar and with the Highlander Honors Distinction. Proposed deletions are ~~struck through~~, and proposed additions are in **red text**.

Requirements For Graduation as a Highlander Honors Scholar

To graduate from Radford University as a Highlander Honors Scholar, students must have a minimum 3.5 overall GPA in Radford coursework and complete at least 27 hours of honors credits in accordance with the requirements listed below:

- 15 credit hours in any honors-designated courses
- 9 credit hours of work in any combination of study abroad, independent study or undergraduate research, honors contracts, HNRS 300, and HNRS 310.
- 3 credit hours in an honors capstone project (DEPT 488) in the major.
- **The honors capstone project which must be presented at a scholarly conference or other public venue, in conjunction with the submission of a written reflective critique of the work.**
- A student may transfer a maximum of 12 hours of college honors courses into the College toward the Highland Honors Scholar curriculum.

Requirements For Graduation with the Highlander Honors Distinction

To graduate from Radford University with the Highlander Honors Distinction, students must have a minimum 3.5 overall GPA in Radford coursework and complete at least 15 hours of honors credit in accordance with the requirements listed below:

- 3 credit hours in any combination of HNRS 300, HNRS 310, or both.
- 9 credit hours of work in any combination of study abroad, independent study or undergraduate research, honors contracts, or honors courses.
- 3 credit hours in an honors capstone project (DEPT 488) in the major.
- **The honors capstone project which must be presented at a scholarly conference or other public venue, in conjunction with the submission of a written reflective critique of the work.**

- A student may transfer a maximum of 6 hours of college honors courses into the College toward the Highlander Honors Distinction.

RATIONALE:

For the past three years, the Honors College assessment plan has partially focused on increasing the scholarly rigor of honors capstone projects. Among several aspects of this work, McConnell Library was asked to create a repository for honors capstone projects, and students were requested to submit written reflective critiques of their work. This process requires students to synthesize the outcomes of the honors capstone project in writing, while also allowing future honors students to see the types of honors capstone projects completed. With this groundwork in place, the Honors Advisory Committee supports making the written reflective critique a requirement for graduating from the Honors College.

25-26.21 Motion to Delete the Honors Minors

Referred by the Curriculum Committee

MOTION:

The Faculty Senate recommends the deletion of:

- Honors Minor in Cultural or Behavioral Analysis (A)
<https://radford.curriculog.com/proposal:3332/form>
- Honors Minor in Humanistic or Artistic Expression (E)
<https://radford.curriculog.com/proposal:3333/form>
- Honors Minor in Scientific and Quantitative Reasoning (R)
<https://radford.curriculog.com/proposal:3334/form>

The Faculty Senate also recommends revising the [Honors College page](#) in the catalog as follows with deletions ~~struck through~~.

Honors College

...

Honors students are selected in a competitive application process. Students admitted to the Honors College are eligible for a number of benefits, including enrollment in honors courses, honors housing, honors programming, and honors advising. Students who complete the 27-credit hour honors curriculum graduate as Highlander Honors Scholars, the highest academic distinction for Radford University undergraduates. Students who complete the 15-credit hour honors curriculum graduate with the Highlander Honors Distinction. These achievements appear on the student's diploma and are recognized with special regalia at graduation. ~~Students also have the option of completing an honors minor in conjunction with—or separate from—one of the honors curricular tracks.~~

...

Academic Programs

~~Honors Minor in Cultural or Behavioral Analysis (A)~~

~~Honors Minor in Humanistic or Artistic Expression (E)~~

~~Honors Minor in Scientific and Quantitative Reasoning (R)~~

RATIONALE:

The honors minors served a small population of students and are expected to be pursued less often following the transition in REAL general education requirements. Deletion of the minors requires removing references to them in the Honors College catalog entry.

25-26.22 Motion to Delete REAL 101

Referred by the Curriculum Committee

MOTION:

The Faculty Senate recommends the deletion of REAL 101 – REAL Exploration and Discovery.

RATIONALE:

The course REAL 101 was created to give new freshmen exposure to a wide variety of disciplines to help them choose the majors and minors they would use to complete the REAL Curriculum. The course was never offered, and with the REAL Curriculum being phased out, the course would not be offered in the future.

25-26.23 Motion to Delete the REAL Studies Minors

Referred by the Curriculum Committee

MOTION:

The Faculty Senate recommends the deletion of:

- REAL Studies Minor in Scientific and Quantitative Reasoning (R)
- REAL Studies Minor in Humanistic or Artistic Expression (E)
- REAL Studies Minor in Cultural or Behavioral Analysis (A)
- REAL Studies Minor in Applied Learning (L)

RATIONALE:

The revisions to the REAL Curriculum that were approved in Spring 2025 mean that students no longer need a minor to complete the REAL Curriculum. These minors were created for the sole purpose of allowing a student to package together courses designated in one area into a minor to complete the REAL Curriculum requirements. As such, these minors are no longer needed.

Care should be taken to remove references to these minors from university websites discussing REAL, including the REAL Curriculum page of the University Catalog.

25-26.24 Motion to Remove the Navigate Your Journey Requirement from the General Education Program

MOTION:

The Faculty Senate recommends removing the *Navigate Your Journey* requirement from the new General Education Program **approved in Motion 24-25.20 and recommends revising the program as stated in the supporting document “General Education Program Revised 10-21-2025.docx.”**

RATIONALE

The *Navigate Your Journey* requirement of the General Education Program adopted in Spring 2025 is a worthwhile goal for students who graduate from our baccalaureate programs. However, the specific inclusion in the general education portion of our curriculum proved problematic on two fronts:

1. *Navigate Your Journey* was intended to be satisfied by existing courses that, broadly speaking, were considered to be “capstone” courses for different majors. However, such courses are not appropriate for general education because they focus on upper-level skills specific to particular disciplines. Also, the learning outcomes adopted in Spring 2025 specifically require students to consider how their General Education coursework informed their majors and future professions, but teasing out “knowledge and skills gained through general education” from all the knowledge and skills students learned in other classes may be difficult to do.
2. Students who transfer to Radford University after completing an approved associate degree at a VCCS school are not subject to our general education requirements and, therefore, would be exempt from the *Navigate Your Journey* requirement. Because we feel reflecting on the role of prior learning at the end of a student’s time at Radford University is important, *Navigate Your Journey* should be required of all students, including transfer students. Therefore, it should be removed from the General Education Program and resubmitted as a separate graduation requirement for all students seeking a baccalaureate degree.

Removing the *Navigate Your Journey* requirement from the General Education Program requires rewriting other sections of the program’s model document so that the result is still a unified, self-contained program. Specifically, minor revisions to *Find Your Place* are required to fulfill the third programmatic learning outcome, and the total count of credits for general education included at least one from the *Navigate Your Journey* requirement, and so its minimum number of credits must be reduced from 31 to 30. See the supporting document.

The Faculty Senate encourages curriculum approval bodies to redesign the *Navigate Your Journey* requirement as a university graduation requirement for all students. In doing so, careful consideration should be given to defining appropriate learning outcomes and ensuring that all

academic departments designate or develop a course within their programs that fulfills the *Navigate Your Journey* requirement.

Motion 25-26.25: Create the Navigate Your Journey Graduation Requirement

The Faculty Senate approves the creation of the Navigate Your Journey graduation requirement for all students seeking a bachelor's degree beginning at the same time as the implementation of the General Education Program. Programs will be required to submit a plan to the appropriate Internal Governance committee for how their students will fulfill this requirement. While separate from the General Education Program, faculty oversight of its requirements, including course designation, assessment, and learning outcome revisions, will follow the same pathways as the General Education Program.

The description and learning outcomes for the Navigate Your Journey requirement are as follows:

Navigate Your Journey Learning Outcomes (Revised 1-22-2026)

This culminating credit-bearing experience of a baccalaureate program provides each student with an opportunity to integrate knowledge and skills from previous coursework into scholarly, creative, clinical, or applied work, and present this work to an appropriate audience.

- NJ1: Integrate applied knowledge and skills from previous coursework into scholarly, creative, clinical, or applied work appropriate to disciplinary or professional contexts.
- NJ2: Analyze how their integrative learning experience demonstrates intellectual development, professional readiness, or the ability to connect learning across contexts.

Rationale:

The original intent of the Navigate Your Journey requirement as adopted in the General Education Program was to provide opportunities for students to “demonstrate the relevance of General Education to their major/career” and to guarantee access to high-impact practices in which they would “participate in collaborative learning experiences, produce scholarly, creative, or clinical work, and present the outcomes to the university community and, possibly, beyond.”

The Faculty Senate supported these goals, but as originally stated, courses designated as fulfilling Navigate Your Journey needed to be appropriate for general education. No major capstone course could meet this requirement. Also, transfer students who have their general education requirements satisfied by an associate degree from a VCCS school would not be subject to it.

Therefore, we feel it is appropriate to add this as a graduation requirement separate from the General Education Program. In doing so, it was necessary to revise the learning outcomes to broaden its scope from focusing solely on the role that courses designated as General Education play in a student's scholarly or professional work to allowing for knowledge and skills gained through other courses they took along the way. These intermediate courses may have their foundations in General Education, but they necessarily refine that knowledge so that when a student concludes their journey at Radford University, their education is no longer “general.” It is specifically focused and done with intention. The revised Navigate Your Journey requirement still has students looking back to see how the path they took led them to their current work, but now they will now examine their entire path.

25-26.26 Motion to Delete CORE 201 and CORE 202

Referred by the Curriculum Committee

MOTION:

The Faculty Senate recommends the deletions of the following courses

1. CORE 201 Topics in Critical Inquiry <https://radford.curriculog.com/proposal:3389/form>
2. CORE 202 Topics in Ethical Inquiry <https://radford.curriculog.com/proposal:3390/form>

RATIONALE:

The courses CORE 201 and CORE 202 have not been offered since the discontinuation of the Core Curriculum in Summer 2021. They will not be offered again.

25-26.27 Motion to Delete Minors in Biology, Geometric Expression, and Information Systems

Referred by the Curriculum Committee

MOTION:

The Faculty Senate recommends the deletion of the following minors:

1. Minor in Biology — Applications in Scientific Reasoning (R, L)
<https://radford.curriculog.com/proposal:3273/form>
2. Minor in Biology — Applied Learning (L)
<https://radford.curriculog.com/proposal:3272/form>
3. Minor in Biology — Scientific Reasoning (R)
<https://radford.curriculog.com/proposal:3271/form>
4. Minor in Geometric Expression (R, E) <https://radford.curriculog.com/proposal:3142/form>
5. Minor in Information Systems (L) <https://radford.curriculog.com/proposal:3167/form>

RATIONALE:

The departments offering these minors have requested to delete them. Some courses required for them are no longer being offered, and some of these minors rely too heavily on the REAL Curriculum to make sense with the end of that curriculum.

25-26.28: Motion to Create the Graduate Certificate in Innovation

Referred by: Curriculum Committee

MOTION:

The Faculty Senate recommends the creation of the Graduate Certificate in Innovation to be housed in the Davis College of Business and Economics

<https://radford.curriculog.com/proposal:3184/form>

RATIONALE:

This proposed graduate certificate aligns with the focus on analytics and innovation in the strategic plan of the Davis College of Business and Economics. It is comprised of courses used in the MBA.

25-26.29: Motion to Create the Minor in Decision Analytics

Referred by: Curriculum Committee

MOTION:

The Faculty Senate recommends the creation of the minor in Decision Analytics to be housed in the Department of Accounting, Finance, and Information Systems

<https://radford.curriculog.com/proposal:3181/form>

RATIONALE:

This proposed minor will use existing courses in information systems and management to provide students with the skills and a credential in the rapidly growing field of decision analytics.

25-26.30: Motion to Revise the Master's of Science in Nursing in Administration

Referred by: Curriculum Committee

MOTION:

The Faculty Senate recommends revising the Master's of Science in Nursing in Administration program <https://radford.curriculog.com/proposal:3233/form>

RATIONAL:

The Master's of Science in Nursing in Administration program is revising its required courses to remove one course, which was determined to be redundant. This change makes the program align better with the American Association of Colleges of Nursing's Essentials. This change reduces the total number of required credits by enough that this proposal must be sent to SCHEV.

25-26.31: Motion to Add a Standing General Education Committee to University Shared Governance

Referred by: Governance Committee and Curriculum Committee

MOTION: The Faculty Senate recommends that the following language be added to the University Shared Governance document to create a standing General Education Committee.

Type: Standing University Committee

Charges:

The charge of the General Education Committee is to oversee, maintain, and improve an excellent liberal arts-based general education program that serves as foundation for all majors and meets university-wide accreditation requirements. The General Education Committee has the responsibility for the success of the undergraduate general education curricula (inclusive of any future general education program).

1. Review and make recommendations to Faculty Senate about the structure and learning outcomes for general education curriculum.
2. Review, maintain, and administer processes, procedures, timeline, competency criteria, and templates for general education designations of courses.
3. Review proposals for general education courses or program designations (approval authority).
4. Develop a general education assessment process (in collaboration with the Office of Institutional Effectiveness and Quality Improvement), periodically review assessment results related to general learning outcomes, and recommend continuation or discontinuation of general education designation.
5. Submit an annual general education report to the Faculty Senate.
6. Provide or support Faculty Development activities to support faculty teaching general education courses.
7. Promote and educate students on the value and requirements of the General Education Program, in collaboration with Orientation and Advising teams.
8. Provide faculty oversight of curriculum requirements.

Note: The charges of the General Education Committee apply exclusively to undergraduate courses.

Membership Composition:

No college should have more than two elected or appointed faculty representatives.

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- 1 T&R or AP faculty (whose primary role is teaching) elected from each college
- 3 T&R or AP faculty (whose primary role is teaching) appointed by Faculty Senate Executive Council based on membership composition need
- Director of Undergraduate Curriculum (non-voting)
- Director of Student Connection Programs or designee (non-voting)
- Representative from Academic Advising (non-voting)
- Representative from Institutional Effectiveness and Quality Improvement (non-voting).

A chair and vice chair will be elected from the members of the committee

All members of the General Education Committee are expected to be knowledgeable about programs at all campus locations. Members are valued for bringing their expertise and experience based on their disciplines and to advocate for their fields, but they should also be prepared to advocate for a cohesive undergraduate general education curriculum.

Division: Academic Affairs

Designated Administrator: Provost or designee

RATIONALE:

The General Education Committee will engage in the tasks listed in the motion to successfully roll out and then sustain the new and future iterations of general education. The existing REAL Council will continue to operate until the University has taught out the REAL curriculum.

Motion 25-26.32: Motion to Revise the Faculty Morale Survey

Referred by: Campus Environment Committee

MOTION: The Faculty Senate recommends that the following changes be made to the Faculty Morale Survey:

Add these AI questions:

1. What do you see as the most significant opportunities and/or challenges that generative AI presents for Radford University?
2. What action(s) would you take to address these perceived opportunities or challenges?

Rationale: With an increased focus on artificial intelligence (AI) and how it is being implemented at Radford University, the committee recommends opportunities for faculty to comment on the challenges and opportunities they are facing related to AI.

25-26.33: Motion to Create RADF 101 University Seminar

Referred by: Curriculum Committee

MOTION:

The Faculty Senate recommends the creation of the new course RADF 101 University Seminar <https://radford.curriculog.com/proposal:3318/form>

RATIONALE:

The General Education Program approved by the Faculty Senate in April 2025 requires an introductory seminar course RADF 101 to fulfill the Find Your Place requirement. This new course will fulfill this requirement.

The requirement will not be in place until the new program launches in the 2027-28 catalog, but pilot sections of the course will be offered in Spring 2027.

25-26.34: Motion to Delete the Master's of Science in Athletic Training

Referred by: Curriculum Committee

MOTION:

The Faculty Senate recommends the deletion of the Master's of Science in Athletic Training, effective in the summer of 2027. <https://radford.curriculog.com/proposal:3461/form>

RATIONALE:

This program's enrollment is not sufficient to sustain the program at a high enough level to meet SCHEV's viability standards, and so the proposal is to voluntarily close the program after the 2026-27 academic year. There will be no recruiting for the program in 2027, and the teach out should be concluded by Summer 2028.

25-26.35: Motion to Rename the Major in Media Studies as Digital and Creative Media

Referred by: Curriculum Committee

MOTION:

The Faculty Senate recommends renaming the B.A. and B.S. in Media Studies to the B.A. and B.S. in Digital and Creative Media. The programs will also change CIP codes to 09.0702 (Digital Communication and Media/Multimedia).

B.A. <https://radford.curriculog.com/proposal:3422/form>

B.S. <https://radford.curriculog.com/proposal:3423/form>

RATIONALE:

This proposed name change reflects current and anticipated changes and is in alignment with naming trends in the field, which will help recruit students to the major. It is also more inclusive of the three different concentrations within the major.

The proposed new CIP code did not exist when the program was created and better aligns with the program's curriculum.

25-26.36: Motion to Create the Graduate Certificate in Artificial Intelligence

Referred by: Curriculum Committee

MOTION:

The Faculty Senate recommends the creation of the Graduate Certificate in Artificial Intelligence to be housed in the School of Computing and Information Sciences

<https://radford.curriculog.com/proposal:3407/form>

RATIONALE:

This proposed graduate certificate provides professionals and recent graduates with advanced knowledge and practical skills in artificial intelligence.

25-26.37: Motion to Create the Minor in Applied Artificial Intelligence

Referred by: Curriculum Committee

MOTION:

The Faculty Senate recommends the creation of the minor in Applied Artificial Intelligence to be housed in the School of Computing and Information Sciences

<https://radford.curriculog.com/proposal:3459/form>

RATIONALE:

This proposed minor provides students who are not majoring in computer science or cybersecurity with the skills to use artificial intelligence to write software effectively. This includes both the writing of prompts to generate code and also the background knowledge of programming to combine that code with other pieces of code and to test the code to make sure it does what it is supposed to do.

25-26.38: Motion to Revise T & R Handbook for Extra Employment

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 3.2 of the T & R Faculty Handbook:

3.2 EXTRA EMPLOYMENT

3.2.1 Purpose and Scope

It is the University policy that no full-time faculty member may engage in other employment, not in any private business or profession during their employment by the University, in a manner or to an extent that affects or is deemed likely to affect their usefulness as an employee of the University. This policy defines extra employment and establishes the reporting and application procedures to be followed by individuals seeking approval for extra employment. It identifies the criteria by which applications are to be judged.

The policy applies to all full-time faculty ~~while they are employed by~~ **during the period of their full-time contract with** Radford University. In this context, the term full-time faculty includes all tenured, tenure track, special purpose, and full-time temporary faculty. ~~For individuals on academic year appointments the policy applies during summer months only if and while they are employed by Radford University to teach in Summer Session.~~

3.2.2 Definition

~~The primary obligation of full-time faculty is to fulfill the duties of their positions with the University. Extra employment should in no way interfere with this responsibility. For the purpose of reporting under this policy, extra employment is defined as work~~ **requiring more than an average of eight hours per week** ~~with total compensation over \$1,500 annually from all sources performed outside of any relationship with Radford University. Work of this nature includes all self-employment and self-initiated professional~~ **discipline-related** ~~services such as consulting, workshops, seminars, conferences, institutes, or short courses accomplished for any agency other than Radford University~~ **instructional activities at accredited educational institutions other than Radford University.** Participation in paid military reserve drills and other military activities is not considered extra employment under this policy.

Conflict of Commitment:

A Conflict of Commitment occurs when a faculty member's extra employment requires scheduling that directly interferes with their ability to fulfil the duties of their position with the University.

3.2.3 Reporting Requirements

At the beginning of each academic year all full-time faculty must complete an "Extra Employment Statement." The statement will allow the individual 1) to indicate that no extra employment is anticipated during the year, or 2) to describe the extra employment anticipated and to seek approval as described below. Any changes to the information provided in this statement during the year for which it was prepared must be reported and approved in advance of the employment.

3.2.4 Approval Process

Faculty members wishing to engage in extra employment must provide the information requested on the "Extra Employment Statement" and submit it to their Department Chair for approval by the Chair, College Dean and Provost. Individuals engaging in extra employment without securing prior approval jeopardize their continued status as employees of Radford University.

~~The decision to approve extra employment will be based upon a judgment of whether the proposed extra employment is consistent with the individual's professional expertise, will complement teaching and scholarly development, will require excessive time, will adversely affect the individual's performance at Radford University, will have negative public relations value, or will constitute a conflict of interest under State or local laws. While there is no rigid standard for "excessive time," only in extraordinary cases will time exceeding an average of one day per week be approved. Persons whose proposed employment meets all other criteria, but would require excessive time, may discuss with the Department Chair and Dean the possibility of a reduced time appointment at Radford University for a negotiated time period.~~
Extra employment will not be approved if the proposed extra employment presents a Conflict of Commitment as defined in Section 3.2.2,

All extra employment statements for teaching and research faculty will be kept in faculty personnel files in the office of the Provost.

Rationale

This motion seeks to update T & R Handbook language surrounding Extra Employment, redefining the reporting threshold in terms of time required, rather than income earned; it also provides a definition of Conflict of Commitment.

25-26.39: Motion to Delete the Master of Science in Data and Information Management

Referred by: Curriculum Committee

MOTION:

The Faculty Senate recommends the deletion of the Master of Science in Data and Information Management, effective in Spring 2027. <https://radford.curriculog.com/proposal:3467/form>

RATIONALE:

Given enrollment and demands on faculty workload, continuing the program is not best use of the resources of the School of Computing and Information Sciences, and so the school had decided to close the program. Students have been admitted to start in Fall 2026, and so the program will close to new students in Spring 2027. The teach out of the program is planned to end in Spring 2028.

25-26.40: Motion to Revise the Doctor of Occupational Therapy

Referred by: Curriculum Committee

MOTION:

The Faculty Senate recommends the revision of the Doctor of Occupational Therapy (OTD) program. <https://radford.curriculog.com/proposal:3258/form>

RATIONALE:

The OTD program is reducing the number of credits to 30 credits, which requires SCHEV approval.

25-26.41: Motion to Revise the Posthumous Degree Policy

Referred by: Curriculum Committee

MOTION:

The Faculty Senate recommends revising the policy and procedure for awarding posthumous degrees and certificates as stated below. The current policy and procedure are found in the Graduation section of the Registrar's Office website.

Posthumous Degree Policy

A student who passes away while enrolled and pursuing a degree or graduate certificate may be considered for a posthumous degree or certificate based on the following criteria:

- Undergraduate:
 - Holds good academic and disciplinary standing
 - Within 30 credit hours of degree completion for undergraduate degree
 - Minimum 30 credits completed at Radford University
- Graduate:
 - Holds good academic and disciplinary standing
 - Completed 75% of requirements for a graduate degree or certificate

A request for a posthumous degree or certificate must be submitted to the Office of the Registrar and must be accompanied by a copy of the student's death notification (i.e., death certificate, newspaper article, funeral service program). If a student is ineligible for a posthumous degree, the student may be considered for a posthumous certificate of attendance, participation, or completion, at the recommendation of the academic department.

Posthumous degrees or certificates will be notated on the transcript and diploma or certificate as "awarded posthumously". Posthumous degrees will not be awarded retroactively or backdated. The posthumous diploma or certificate may be presented to the family or mailed.

Commencement Exercises:

University representatives will communicate with the deceased's family or appointed representative regarding commencement arrangements as appropriate. The name of the student awarded a posthumous degree or certificate will be listed in the next commencement ceremony program parenthetically noted "Posthumous."

Deceased students awarded a posthumous degree or graduate certificate may be recognized during commencement exercises in one of the following ways:

- The loss of each student, acknowledged individually OR
- All deceased students without announcing each student's name.

Posthumous Award Procedure:

The Vice President of Student Affairs (VPSA) serves as the point of contact for family and friends of a deceased student and originates notifications to other departments. Family or friends of the deceased contact the Office of the Registrar or Vice President of Student Affairs' Office to request award of a posthumous degree.

1. Upon notification of a student death, the Office of the Registrar updates the student record of the deceased student and determines eligibility for a posthumous award based on the Posthumous degree policy, and communicates eligibility to the VPSA.

a. If a student is eligible for a posthumous degree or graduate certificate, the Office of the Registrar enters:

i. A transcript notation is entered displaying a posthumous degree or certificate with a notation that the degree was awarded posthumously.

ii. On the diploma, the words, “awarded posthumously” will be printed.

iii. The diploma is ordered and presented to the family framed.

iv. Commencement-related notations in the Commencement program, in coordination with the Commencement Planning Committee.

b. If guidance or additional input is required to determine eligibility, the Office of the Registrar may consult the faculty advisor, academic department, or the Office of Graduate Affairs.

c. If a student is ineligible for a posthumous degree, the Office of the Registrar will contact the academic department to determine if a posthumous certificate of attendance, participation, or completion will be awarded. The department determination will be returned to the Office of the Registrar within 2 weeks.

2. The VPSA contacts the student’s family to notify them of the student’s eligibility for a posthumous degree or certificate. If eligible, VPSA determines:

a. How the family prefers to receive the posthumous diploma/certificate: either presented personally to the family or mailed with an appropriate letter from the president or their designee.

b. Coordinates communication with the family regarding commencement exercises.

RATIONALE:

The current information about posthumous degrees lives on the Office of the Registrar webpage and is quite outdated so APPC was asked to review and update. This policy, which was approved by APPC and GAC, establishes academic policy language which will be added to the catalog. The policy reduces the threshold for posthumous degree eligibility from 85% to 75% complete and establishes a minimum 30 credits completed at Radford for undergraduate posthumous degrees. These eligibility requirements are more in-line with peer institutions in the state and address requests received from academic departments to consider a lower threshold. The policy retains the option for other posthumous certificates (attendance, participation, or completion) for students who do not meet eligibility for a posthumous degree. The policy also provides more information to families about how a posthumous award will be reflected on the transcript, diploma, and recognized at commencement. When a student passes away, the VP of Student Affairs serves as the primary point of contact for the family and coordinates closely with several departments including the Office of the Registrar for updating the student record. The language for requesting posthumous awards has been updated to reflect this process and establishes procedure for the records of the deceased student to be reviewed for eligibility when notification of their death is received.

25-26.42: Motion to Accept Changes to the University Internal Governance Review Committee (UIGRC)

Referred by the Governance Committee

MOTION: The Faculty Senate recommends that the below deletions (strikethrough), additions, and edits (color) be accepted and that the revised committee be renamed the University Shared Governance Review Committee and its description moved to the section describing committees in the document currently entitled *Academic Governance at Radford University*.

University Shared Governance Review Committee (USGRC)

Charges

- Review and approve any proposals for changes in the University Shared Governance structure .
- Recommend approved proposals to the President of the university for final approval.
- Meet at least at least twice per academic year toper academic year to review University Shared Governance. Identify updates and revisions of the Governance structure that would strengthen its effectiveness and make necessary changes in the University Shared Governance structure and document.
- Conduct a quadrennial review of University Shared Governance, including committee memberships, charges and approval pathways.

Membership

The University Internal Governance Review Committee will be composed of:

- President of the Faculty Senate
- President of the Administrative & Professional Faculty Senate
- President of the Staff Senate
- President of the Student Government Association Tenured member appointed from Faculty Senate Governance Committee, appointed annually
- Four tenured faculty appointed by the Faculty Senate Executive Committee for three-year terms, staggered
- Provost and Senior Vice President for Academic Affairs
- Vice President for Finance and Administration
- Chief of Staff for the Office of the President (non-voting)

Designated Administrator

The Designated Administrator will be the Chief of Staff for the university President or other designee.

RATIONALE: The current *Overview of Shared Governance at Radford University* mandates that the University Internal Governance Review Committee (UIGRC) review shared governance on a

regular basis: “Every four years the UIGRC will conduct a review of the documents” (pg. 11). In keeping with this mandate, over a four-month period the UIGRC undertook a review of shared governance documents. In addition to considering the global structure of governance and decision-making pathways, UIGRC has been reviewing the memberships and roles of individual committees. The recommendations for changes to the UIGRC are made with the intention that the revised committee continue to function effectively through updates to scope, membership, and pathways consistent with the ongoing evolution of the University. Additionally, the description of the committee will be moved to the same location as all other committees.

25-26.43: Motion to Accept Changes to the Overview of Shared Governance at Radford University

Referred by: Governance Committee

MOTION: The Faculty Senate recommends that the deletions (strikethrough), additions, and edits (color) in the attached document be accepted and that the resulting document be entitled *Overview of University Shared Governance at Radford University*.
Appendix A

RATIONALE: The current *Overview of Shared Governance at Radford University* mandates that the University Internal Governance Review Committee (UIGRC) review shared governance on a regular basis: “Every four years the UIGRC will conduct a review of the documents” (pg. 11). In keeping with this mandate, over a four-month period UIGRC undertook a review of shared governance documents. The resulting recommendations include restructuring the *Overview of Shared Governance at Radford University* to align with feedback received from multiple constituencies and developing pathways to clarify roles and the routing of proposals. Specific recommendations include

1. Establish a home for shared governance process, documents, and maintenance in the Office of the President/Chief of Staff (pg. 4),
2. Revise the Stakeholders/Constituents to bring all groups into alignment with the shared governance vision (pg. 5+),

3. Remove constitution section and incorporate language into separate sections for the representative bodies (pg. 6+),
4. Designate roles of divisions, representative bodies, and designated administrators to clarify responsibilities and support for shared governance but also committees (throughout document),
5. Clarify the definition of standing committees and split into two types to allow for clear pathways, additional oversight, and support by VPs of operational committees while preserving shared governance autonomy within shared governance committees (pg. 9),
6. Apply a division structure to committees to open opportunities for different pathways based on division needs or to allow reliance on pathways proposed at the university level (pg. 11),
7. Develop pathways for committee support/maintenance and proposal flow (pg. 11),
8. Alter timeline for committee member elections/appointments based on past challenges (pgs. 10, 11, 13, 15),
9. Designate roles of divisions, representative bodies, and designated administrators to clarify responsibilities and support for shared governance but also committees (throughout document), and
10. Develop pathways for committee support/maintenance and proposal flow (pg. 11)

The above recommendations are made in the context of an evolving University with the intention that governance documents continue to clearly (1) delineate pathways for decision-making, (2) identify participants in decision-making, and (3) describe the scope of the role played by each participant (pg. 4).

25-26.44: Motion to Revise T & R Handbook for Recommending Reappointment or Non-Reappointment of Special Purpose Faculty

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 1.5.2 of the T & R Faculty Handbook:

1.5.2 Procedures for Recommending Reappointment or Non-Reappointment of Special Purpose Faculty and Full-time Temporary Faculty with an ~~e~~**O**ption for Renewal

The procedures for recommending the reappointment or non-reappointment of ~~special-purpose faculty and~~ full-time faculty with an option for renewal shall be the same as for tenure-track faculty except that, in lieu of appeals, the faculty member may provide a written response to the recommendation, which shall be forwarded with the recommendation to the next level. **The procedures for recommending the reappointment or non-reappointment of special purpose faculty shall be the same as for tenure-track faculty, with the following exceptions:**

- **The Department Chair's written recommendation will specify the length of the proposed appointment (one, two, or three years), based on the needs of the department.**

- The College Dean’s written recommendation will specify the length of the proposed appointment, based on the needs of the department and the availability of College resources.
- The Provost’s written recommendation will specify the length of the proposed appointment, including justification for their decision. In the event that the Provost’s recommendation differs from those of the Department Chair and/or the College Dean, that justification will identify the specific reason for the Provost’s decision.
- In lieu of appeals, the faculty member may provide a written response to the recommendation, which shall be forwarded with the recommendation to the next level.

Rationale:

This motion amends the reappointment process for Special Purpose Faculty to add more clarity regarding the length of the proposed appointment.

25-26.45: Motion to Adopt the Undergraduate Academic Advising Policy

Referred by: Curriculum Committee

MOTION:

The Faculty Senate recommends adopting the Undergraduate Academic Advising Policy referred by the Academic Policies and Procedures Committee:

Radford University Undergraduate Academic Advising Policy

Purpose

This policy establishes a collaborative advising commitment between the Highlander Success Center and academic colleges to ensure that undergraduate students receive consistent, high-quality support in achieving their educational, personal, and professional goals and to best prepare them with lifelong skills such as critical and independent thinking.

Policy Statement

Academic advising is a shared responsibility between the Highlander Success Center and individual academic colleges. Together, they will provide students with accurate, timely,

and holistic advising to promote student success, retention, and degree completion. Additionally, academic advising teaches students to cultivate intellectual habits and self-advocacy that will be valuable to them as productive members of society and lifetime learners.

Advising Model

Radford University's academic advising in-take model combines centralized professional advising with discipline-specific faculty advising as students progress. This dual model supports students, fostering academic growth, and ensuring personalized attention. Academic advising is a shared, collaborative experience between students and their advisor. Each plays a vital role in student success. *(This model does not apply to specialized populations served only by the academic college, like fast-track students, etc.)*

Commitment to Students

The Highlander Success Center and the Academic Colleges commit to a collaborative advising approach that ensures students have access to accurate degree planning information and resources while understanding how their curriculum provides a broader perspective that extends beyond college and prepares them to transition into the post-academic world as educated, engaged citizens. Through proactive advising, students are empowered to understand their degree requirements, recognize when to seek support, and develop the knowledge, confidence, and skills needed to advocate for themselves. Campus advisors prioritize availability and accessibility for advising appointments, maintain detailed advising notes for student reflection, and deliver advising services while respecting the unique needs of each student. Together, the Highlander Success Center and the Academic Colleges continually assess and improve advising practices using student feedback and institutional data to enhance student engagement, success, and belonging.

Advisor Roles

Highlander Success Center and Professional Advisors will:

- Provide centralized advising support for freshmen, sophomore, and first term junior and senior transfer students, including curriculum requirements (majors, minors, and general education), understanding university policies and technology like Degree Works, exploring majors, career paths and academic success resources and opportunities.
- Track progress towards students' curriculum completion and maintain accessible advising services for students within the center, including clear communication on advising expectations and availability.
- Review and assess returning student applications and provide recommendations on readmission, such as academic renewal, repeating courses, and deferment.
- Collaborate with academic colleges to create a seamless student advising experience.
- Offer professional development and training opportunities for campus academic advisors to ensure consistency and best practices in advising.

Academic Colleges and Faculty Advisors will:

- Provide discipline-specific majors, minors, and certificates advising for assigned students, including general education curriculum requirements, career pathways, and research or internship opportunities.
- Remain up to date on university policies and degree requirements.
- Provide timely advising services for students within the college, including clear communication on advising expectations and availability.
- Collaborate with the Highlander Success Center to create a seamless student advising experience.

Responsibilities of Students

As key partners in their academic journey, students are expected to fully engage and take ownership of their progress. Students and academic advisors work collaboratively in the following ways to discuss curriculum, interests, career goals, and then determine an appropriate path to degree completion.

- Proactively contact and schedule regular appointments with their advisor each semester as required or when in need of assistance.
- Prepare for advising sessions by bringing appropriate resources or materials. Students should maintain their own advising portfolio, including educational plans and other details.
- Clarify personal abilities, interests, and academic goals.
- Become knowledgeable and adhere to institutional policies, procedures, requirements, and deadlines when making decisions about their academic goals.
- Review centralized system for academic updates, like notes from faculty and academic advisors, registration updates and other purposes.
- Read their Radford University e-mail and other important communications from the University and academic advisor.
- Take primary and increasing responsibility for their academic progress and requirements related to their degree program.
- Remain open-minded. Advisors may suggest possible alternative courses and sequencing to complete degree requirements.

Review & Assessment

This policy will be reviewed annually by representatives from the Council of Academic Advising.

RATIONALE:

Currently, we have no formal statement of our undergraduate academic advising policies. This document codifies our current practices. This policy will be included in the university catalog.

25-26.46: Motion to Limit Credits from a Prefix in Inquiry Areas

Referred by: Curriculum Committee

MOTION:

The Faculty Senate recommends that a student may be allowed to apply a maximum of nine credits from a single prefix to fulfill the requirements of the Inquiry areas of the General Education Program.

RATIONALE:

The three Inquiry areas of the General Education Program combine for 18-20 credits. This rule ensures breadth across different disciplines within the Inquiry component of the General Education Program.

25-26.47: Motion to Approve the Formation of a University Policies Committee

Referred by: AP Senate

MOTION: The AP Senate recommends that the following language be added to the University Shared Governance document to create a standing University Policy Committee.

Charges:

1. Review Proposed Policies: Examine new policy proposals to ensure clarity, consistency with existing policies, and alignment with institutional mission, values, and strategic goals
2. Evaluate Policy Revisions: Review recommended revisions to existing policies to ensure they reflect current practices, legal requirements, and regulatory standards.
3. Ensure Policy Consistency and Integration: Identify redundancies, conflicts, or gaps among policies and recommend actions to improve coherence across the university's policy framework.

4. Promote Compliance and Best Practices: Consider applicable federal, state, and accreditation requirements and relevant best practices when evaluating policies.

5. Recommend Policy Actions: Provide formal recommendations regarding adoption, modification, consolidation, or retirement of policies to the appropriate approving authority.

6. Support Periodic Policy Review: Establish and maintain a schedule for periodic review of institution policies to ensure continued relevance and effectiveness.

7. Facilitate Consultation: Engage relevant campus stakeholders – including faculty, staff, administrators, and subject-matter experts – as appropriate during the policy review process.

The University Policies Committee serves in an advisory capacity. Final approval authority for university policies resides with the designated institutional authority (e.g., President, Provost, Vice Presidents, or Board of Visitors) in accordance with the university's governance structure.

Membership

- University Counsel
- Associate Vice President of Finance & Controller
- Director of Compliance and TIX Coordinator
- University Auditor
- Representative of the Office of the President
- Representative of the Office of the Provost
- Representative of the Office of the Vice President for Finance & Administration
- Representative of the Vice President for Advancement · College Dean
- Dean of Students
- Assistant Vice President for Human Resources
- Associate Vice President, Information and Technology
- President of the Faculty Senate
- President of the Administrative & Professional Faculty Senate

- President of the Staff Senate

- President of the Student Government Association · Representative of the Graduate Student Association

Division: Executive

Designated Administrator: President, delegated to Chief of Staff

RATIONALE:

The University Policy Committee (UPC) will engage in the tasks listed in the motion to support effective institutional governance by ensuring that university policies are clear, consistent, current, and aligned with the institution's mission, legal objectives, and strategic priorities.

25-26.48: Motion to Limit Inquiry Courses to a Single Designation

Referred by: Curriculum Committee

MOTION:

The Faculty Senate recommends that a single Inquiry course may carry only one designation in the General Education Program.

RATIONALE:

This rule ensures conceptual clarity and coherence within the Inquiry model. Each Inquiry area (Scientific, Humanistic/Artistic, Social/Behavioral) represents a distinct mode of inquiry, with its own learning goals, methodologies, and intellectual habits.

Allowing a course to carry multiple Inquiry designations would:

- Blur the distinctions among Inquiry categories

- Complicate advising, DegreeWorks, and assessment processes
- Risk uneven or diluted alignment with learning outcomes

By requiring a single designation, the curriculum maintains:

- Clear expectations for students
- Strong alignment between course design and Inquiry outcomes
- Consistency in assessment and program evaluation

This approach supports both academic integrity and administrative clarity.

25-26.49: Motion to Limit Competency Courses to a Single Designation

Referred by: Curriculum Committee

MOTION:

The Faculty Senate recommends that a Competency course (Quantitative Reasoning, Introductory Writing, Intermediate Writing) may not carry an Inquiry designation.

RATIONALE:

Competency areas and Inquiry areas serve fundamentally different purposes within the General Education curriculum:

- Competencies focus on the development of foundational, transferable skills (e.g., writing, quantitative reasoning).
- Inquiries focus on ways of knowing, disciplinary perspectives, and modes of intellectual engagement.

Allowing a course to fulfill both roles would:

- Conflate skill development with disciplinary inquiry

- Reduce clarity in the structure of the curriculum
- Complicate assessment by requiring a single course to meet distinct and potentially competing sets of outcomes

Separating Competencies from Inquiries ensures that:

- Students receive intentional and focused development in both areas
- Each course has a clearly defined pedagogical purpose
- Assessment of learning outcomes remains meaningful and manageable

This distinction reinforces the overall architecture of the new General Education model.

25-26.50: Motion to Limit Integration Courses to a Single Designation

Referred by: Curriculum Committee

MOTION:

The Faculty Senate recommends that a course may not count as both an Integration (Find Your Place) and an Inquiry or Competency.

RATIONALE:

Integration courses (Find Your Place) and Inquiry courses serve distinct and complementary purposes within the General Education curriculum:

- Inquiry courses introduce students to specific disciplinary or methodological ways of knowing
- Integration courses ask students to synthesize knowledge, connect ideas across domains, and apply learning in broader or more complex contexts

Allowing a course to fulfill both roles would:

- Blur the distinction between foundational inquiry and integrative application
- Reduce the intentional sequencing of the curriculum
- Limit opportunities for students to engage in both types of learning experiences

By separating these categories, the curriculum ensures that students:

- First develop understanding within specific areas of inquiry
- Then engage in integrative learning that builds on that foundation

This distinction supports a coherent developmental progression across the General Education program.