Radford University Faculty Senate

Motions

2023-2024

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

Artis College of Science and Technology

at-large	Christine Small	cjsmall@radford.edu	2022-2024
Anthropological Sciences	Jake Fox	jfox32@radford.edu	2023-2025
Biology	Matt Close	mclose2@radford.edu	2023-2025
Chemistry	Tim Fuhrer (FA23) Cindy Burkhardt (SP24)	tfuhrer@radford.edu caburkha@radford.edu	2022-2024
Computing & Information Sciences	Ian Barland	ibarland@radford.edu	2022-2024
Geology	Ryan Sincavage	rsincavage@radford.edu	2022-2024
Geospatial Science	Andrew Foy	afoy@radford.edu	2022-2024
Mathematics/Statistics	Eric Choate	echoate2@radford.edu	2023-2025
Physics	Rhett Herman	rherman@radford.edu	2022-2024

Davis College of Business and Economics

at-large	Hui Wang	hwang26@radford.edu	2022-2024
Accntg, Finance, & Business Law	Liang Shao	lshao@radford.edu	2022-2024
Economics	Eftila Tannelari	etanellari@radford.edu	2023-2025
Management	Dale Henderson	dahender@radford.edu	2022-2024
Marketing	Maneesh Thakkar	mthakkar@radford.edu	2022-2024

College of Education and Human Development

at-large	David Sallee	dsallee@radford.edu	2023-2025
at-large	Cheri Triplett (FA23) Ryan Smith (SP24)	cftriplet@radford.edu rsmith630@radford.edu	2023-2025
Counselor Education			2023-2025
Health and Human Performance	Anna DeVito	adevito@radford.edu	2022-2024
Recreation, Parks & Tourism	Susan Van Patten	svanpatt@radford.edu	2023-2024
School of Teacher Education	Roofia Galeshi	rgaleshi@radford.edu	2022-2024

College of Humanities and Behavioral Sciences

at-large	Kevin Farrell	kfarrell2@radford.edu	2022-2024
at-large	John Brummette	jbrummett@radford.edu	2023-2025
Communication	Scott Dunn	swdunn@radford.edu	2022-2024
Criminal Justice	Rachel Santos	rsantos5@radford.edu	2022-2024
English	David Beach	dbeach6@radford.edu	2023-2025
Foreign Language & Literature	I-Ping Fu	ifu@radford.edu	2022-2024

History	Kurt Gingrich	kgingric@radford.edu	2023-2025
Philosophy & Religion	Geoff Pollick	gpollick@radford.edu	2022-2024
Political Science	Paige Tan	etan3@radford.edu	2022-2024
Psychology	Jay Caughron	jcaughron@radford.edu	2022-2024
Sociology	Roby Page	erpage@radford.edu	2023-2025

College of Visual and Performing Arts

at-large	Holly Cline	hcline@radford.edu	2022-2024
Art	Brent Webb	bwebb18@radford.edu	2022-2024
Dance	Ji-Eun Lee	jlee211@radford.edu	2022-2024
Interior Design & Fashion	Tammy Robinson	trrobinso@radford.edu	2023-2025
Music	Matthew Cataldi	mcataldi@radford.edu	2022-2024
Theater/Cinema	Camilla Morrison	cmorrison1@radford.edu	2023-2025

RU Libraries

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

College of Nursing

at-large	Christi Callahan	ccallahan7@radford.edu	2022-2024
at-large	Vanessa Hedge	vhedge@radford.edu	2023-2025
Nursing	Katie Katz	krkatz@radford.edu	2022-2024

Waldron College of Health and Human Services

at-large	Susan Schoppelrey	sschoppel@radford.edu	2022-2024
at-large	Brian Buccola	bbuccola@radford.edu	2023-2025
Clinical Health Professions	John Cook	jcook85@radford.edu	2023-2025
Communication Science & Disorders	Diane Millar	dcmillar@radford.edu	2022-2024
Occupational Therapy	Vesna Costello	vcoticcostel@radford.edu	2023-2025
Physical Therapy	Stephen Glass	smglass1@radford.edu	2022-2024
Physician Assistant Studies	Judy Smith	jsmith182@radford.edu	2023-2025
Public Health & Healthcare Leadership	Jeannine Everhart	jeverhart1@radford.edu	2023-2025
Social Work	Ali-Sha Alleman	aalleman@radford.edu	2022-2024

Representative Senators

Adjunct/FT Temp At-Large-CEDH	Lisa Aker	laker1@radford.edu	2023-2024
Adjunct/FT Temp At-Large-WCHHS	Maria Madden	msalpeasmadden@radford.edu	2023-2024

Governance Structure of the 2023-2024 Faculty Senate

Faculty Senate Executive Council

President—Kurt Gingrich
Vice-President—Geoff Pollick
Secretary—David Beach
At-Large—Kevin Farrell
At-Large—Matthew Close

Campus Environment

Lisa Aker	CEHD
Ian Barland	ACST
Christie Callahan	CoN
Matthew Cataldi	CVPA
John Cook	WCHHS (RUC)
Jeannine Everhart	WCHHS (RUC)
Jake Fox, Chair	ACST
I-Ping Fu	CHBS
Judy Smith	WCHHS (RUC)
Maneesh Thakkar	DCOBE
Brent Webb	CVPA

Curriculum

Alyssa Archer	RU Libraries
Eric Choate, Co-Chair	ACST

Vesna Costello	WCHHS
Anna DeVito, Co-Chair	CEHD
Tim Fuhrer (FA23)	ACST
Cindy Burkhardt (SP24)	
Vanessa Hedge	CoN
Rhett Herman	ACST
Geoff Pollick	CHBS
Roby Page	CHBS
Susan Schoppelrey	WCHHS
Eftila Tanellari	DCOBE

Faculty Issues

John Brummette	CHBS
Holly Cline	CVPA
Kevin Farrell, Chair	CHBS (RUC)
Katie Katz	CoN
Ji-Eun Lee	CVPA
Maria Madden	WCHHS
Diane Millar	WCHHS
David Sallee	CEHD
Rachel Santos	CHBS
Christine Small	ACST
Cheri Triplett (FA23)	CEHD
Ryan Smith (SP24)	

Governance

Brian Buccola	WCHHS (RUC)
Matt Close	ACST
Scott Dunn	CHBS
Andrew Foy, Chair	ACST

Tammy Robinson	CVPA
Liang Shao	DCOBE
Paige Tan	CHBS
Susan Van Patten	CEHD

Resource Allocation

Ali-Sha Alleman	WCHHS
David Beach	CHBS
Jay Caughron	CHBS
Roofia Galeshi	CEHD
Stephen Glass	WCHHS (RUC)
Dale Henderson, Chair	DCOBE
Camilla Morrison	CVPA
Ryan Sincavage	ACST
Hui Wang	DCOBE

Status of Motions of the 2023-2024 Faculty Senate

Date	Title	Sponsor	Outcome
2023-2024			
23-24.01	Motion to Revise Faculty T&R Handbook Language to be Gender Neutral	Governance	Passed 10/19/2023
23-24.02	Motion to Revise Faculty T&R Handbook Language for Teaching and Research Faculty Employment Classifications (Tenured, Tenure-Track, Adjunct)	Faculty Issues	Passed 11/2/2023
23-24.03	Motion to Revise Faculty T&R Handbook Language for Teaching and Research Faculty Employment Classifications (Special Purpose)	Faculty Issues	Passed 11/16/2023
23-24.04	Motion to Revise LEAD 110 – Emerging Leadership	Curriculum	Failed 1/18/2024
23-24.05	Motion to Revise T&R Language for Teaching and Research Faculty Employment Classifications (FTT)	Faculty Issues	Passed 1/18/2024
23-24.06	Motion to Revise Faculty T&R Handbook Language to be Consistent in the Use of the Ranking System in the Faculty Evaluation Procedures	Governance	Passed 1/18/2024
23-24.07	Motion to Approve the Merger of the Department of English and the Department of Foreign Languages and Literatures into the School of Writing, Language, and Literature	Curriculum	Passed 11/16/2023
23-24.08	Motion to Approve the Merger of the Department of Geospatial Science and the Department of Geology into the Department of Geospatial and Earth Sciences	Curriculum	Passed 2/1/2024
23-24.09	Motion to Revise T&R Language for Teaching and Research Faculty Employment Classifications (Special Purpose Faculty)	Faculty Issues	Passed 2/15/2024
23-24.10	Motion to Revise T&R Language for Reappointment	Faculty Issues	Passed 2/29/2024

23-24.11	Motion to Remove Question DEP6 from the Faculty Morale Survey	Campus Environment	Passed 2/29/2024
23-24.12	Motion to Remove Questions SEN2 and SEN4 from the Faculty Morale Survey	Campus Environment	Passed 2/29/2024
23-24.13	Motion to Remove Questions STU1 through STU6 from the Faculty Morale Survey	Campus Environment	Passed 2/29/2024
23-24.14	Motion to Recommend the Motion for Ensuring Breadth in the REAL Curriculum	Curriculum	Committed to REAL Council 3/21/2024
23-24.15	Motion to Recommend the Motion to Simplify the REAL Curriculum	Curriculum	Committed to REAL Council 3/21/2024
23-24.16	Motion to Recommend the General Education Task Force's Motion for Transparency in Program Requirements	Curriculum	Passed 3/21/2024
23-24.17	Motion to Approve the REAL Designation for the Minor in Tourism and Special Events	Curriculum	Passed 3/21/2024
23-24.18	Motion to Approve the REAL Designation for the Minor in Art History	Curriculum	Passed 3/21/2024
23-24.19	Motion to Delete the Minor in Peace Studies	Curriculum	Passed 3/21/2024
23-24.20	Motion to Revise T&R Language for Tenure	Faculty Issues	Failed 3/21/2024
23-24.21	Motion to Remove Question Pertaining to the Radford University/Jefferson College Merger from the Faculty Morale Survey	Campus Environment	Failed 3/21/2024
23-24.22	Motion to Revise T&R Language for the Dean Selection Process	Governance	Failed 4/4/2024
23-24.23	Motion to Revise T&R Language for Faculty Evaluation Process	Faculty Issues	Passed 4/4/2024
23-24.24	Motion to Revise T&R Language for Evaluation Procedures for Special Purpose, Temporary, and Part-time Faculty	Faculty Issues	Passed 4/4/2024
23-24.25	Motion to Delete the Minor in Dance Technique	Curriculum	Passed 4/4/2024

23-24.26	Motion to Delete the Graduate Certificate in Teaching Language Arts in the Digital Age	Curriculum	Passed 4/4/2024
23-24.27	Motion to Delete the MA in Criminal Justice	Curriculum	Passed 4/4/2024
23-24.28	Motion to Revise the MS in Criminal Justice	Curriculum	Passed 4/4/2024
23-24.29	Motion to Approve the REAL Alignment for the Minor in African American Studies	Curriculum	Passed 4/18/2024
23-24.30	Motion to Approve the REAL Alignment for the Minor in Public Relations	Curriculum	Passed 4/18/2024
23-24.31	Motion to Delete the BA in Recreation, Parks, and Tourism	Curriculum	Passed 4/18/2024
23-24.32	Motion to Approve the REAL Alignment for the Public Relations Concentration of the Major in Communications	Curriculum	Passed 4/18/2024
23-24.33	Motion to Create the Minor in Chinese Studies	Curriculum	Passed 4/25/2024
23-24.34	Motion to Approve the REAL Alignment for the Minor in Chinese Studies	Curriculum	Passed 4/25/2024
23-24.35	Motion to Revise the Nursing DNP Program	Curriculum	Passed 4/18/2024
23-24.36	Motion to Support the Proposed Administrative Reorganization of Graduate Programs	FSEC	Passed 4/18/2024
23-24.37	Motion to Adopt the General Education Curriculum Proposal	Curriculum	Failed 4/25/2024
23-24.38	Motion to Adopt the VCCS General Education Model	Curriculum	Failed 4/25/2024
23-24.39	Motion to Require a Natural Lab Science Course for BS Degrees	Curriculum	Tabled 4/25/2024

23-24.01: Motion to Revise T&R Faculty Handbook Language to be Gender Neutral

Referred by: Governance

MOTION:

This motion revises the language of the T&R Faculty Handbook to change *he or she*, *he/she*, *his or hers*, and *himself/herself* to use gender neutral language such as *they*, *them*, *their*, and *themself*. See red type in Appendix A on the Faculty Senate Motions web site.

RATIONALE:

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

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23-24.02: Motion to Revise T&R Faculty Handbook Language for Teaching and Research Faculty Employment Classifications (Tenured, Tenure-Track, Adjunct)

Referred by: Faculty Issues

MOTION:

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

1.1.1 Tenured Faculty

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

1.1.2 Tenure-Track Faculty

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

1.1.5 Adjunct Faculty

Adjunct faculty positions supplement the faculty of a department wherever additional faculty are needed. Adjunct faculty include those employed for part-time teaching and those who serve a department or college in a significant capacity without compensation. Adjunct faculty hold appointments for three years, during which they are eligible for but not guaranteed teaching assignments, as defined by their letter of appointment, without eligibility for tenure; where authorized by the Dean and approved by the Provost and Vice President for Academic Affairs, adjunct appointments may be renewed. Such reappointments should be made anytime during the last semester of the previous appointment period. Appointments carry rank without the opportunity for promotion

during the appointment period; however, promotion may be recommended at subsequent appointments subject to the Criteria for Awarding Rank at Appointment. Adjunct faculty members receiving compensation also receive limited benefits, as described in Personnel Information Manual. A terminal degree in the discipline is not required for appointment, but adjunct faculty must hold an advanced degree or equivalent credentials based on experience consistent with accreditation criteria of the discipline and the Southern Association of Colleges and Schools Commission on Colleges. Specific responsibilities of adjunct faculty are given in their letter of appointment.

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

RATIONALE:

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

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23-24.03: Motion to Revise T&R Faculty Handbook Language for Teaching and Research Faculty Employment Classifications (Special Purpose)

Referred by: Faculty Issues

MOTION:

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

1.1.3 Special Purpose Faculty

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

RATIONALE:

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

23-24.04: Motion to Revise LEAD 110 – Emerging Leadership

Referred by: Curriculum

MOTION:

Faculty Senate recommends approval of changes to LEAD 110 Emerging Leadership in the Curriculog proposal https://radford.curriculog.com/proposal:1872/form

RATIONALE:

LEAD 110 has not been taught for at least five years, and it was previously overseen by Student Affairs. This proposal moves its oversight to the UNIV 100 Faculty Oversight Committee. The course is designed to help prepare students to serve as student leaders, such as Peer Instructors in UNIV 100 or as Quest Assistants. Currently the course is defined as three credits, but this proposal reduces it to a variable credit course of 1 or 0 credits to allow more students to fit it into their curricula.

23-24.05: Motion to Revise T&R Faculty Handbook Language for Teaching and Research Faculty Employment Classifications (Full-Time Temporary)

Referred by: Faculty Issues

MOTION:

The Faculty Senate approves the addition of language (red type) and the deletion of language (stricken through) in Section 1.1.4 of the T&R Faculty Handbook.

Full-time temporary faculty positions are authorized to supplement the faculty of a department whenever full-time teaching faculty are needed but a tenure-track position is not available. Full-time temporary faculty hold appointments for one year terms without eligibility for tenure; where authorized by the Provost, appointments may be renewed are customarily renewed for up to a maximum of three years as described in section 1.5 of this Handbook. Such appointments carry rank without the opportunity for promotions and carry full benefits. A terminal degree consistent with accreditation criteria of the discipline and the Southern Association of Colleges and Schools is generally required for a full-time temporary appointment. Specific duties and assignments of full-time temporary faculty are given in their letter of appointment.

In the event that a full-time temporary faculty member is subsequently hired in a tenure-track position, his or her probationary period is subject to the policies described in section 1.6 of this Handbook.

RATIONALE:

This motion provides more flexibility for departments reliant on FTT faculty to fill immediate, short-term needs. Eliminating the requirement of "one year terms" allows for FTT to be hired for a single semester, as well as for an entire academic year.

23-24.06: Motion to Revise T&R Faculty Handbook Language to be Consistent in the Use of the Ranking System in the Faculty Evaluation Procedures

Referred by: Governance

MOTION:

The Faculty Senate approves the addition of language (red type) and the deletion of language (stricken through) in Section 1.4.1.4.1 of the T&R Faculty Handbook.

1.4.1.4.1 Evaluation Procedures for Tenured and Tenure-track Faculty

1. By August 15, each returning faculty member shall submit to the Department Chair a Faculty Annual Report, which includes specific information concerning the faculty member's significant activities for the past academic year in the areas of teaching, professional contributions, and university service, and a brief statement of what the faculty member hopes to accomplish in each area for the upcoming academic year. A brief description of the workload of the faculty member, including factors which might influence faculty performance, such as overloads, number of class preparations, graduate hours taught, independent studies, supervision of interns, off- campus assignments, etc. should be included.

   If an individual faculty member chooses to include intra-departmental, extra-departmental, or extra-university colleague evaluations as part of his or her evaluation, the department as a whole must develop and approve, by majority vote, a procedure for obtaining such colleague evaluations, and determining the weight that shall be given to them. Evaluators (i.e. Department Chair, Dean, or Provost) shall not request or initiate such internal or external colleague evaluations.

2. Annually, the Department Chair shall prepare evaluations of all faculty based on the activities of the previous academic year for teaching and university service and the past three years for scholarly and professional activities. The Department Chair shall use the three previous years' student evaluations in the annual teaching evaluation of each tenured faculty member. For example, the 2001-02 annual evaluation shall include student evaluations of teaching from 1999-2000, 2000-01, and 2001-02. Numerical data from student ratings should be evaluated in context. Chairs should consider a variety of factors that influence student ratings; these may include the number and level of students in the course being evaluated, whether the course is required, the difficulty of the subject matter, the rigor of course requirements, and written student comments. Chairs (and personnel committees) will specify the criteria used in addition to student evaluations and indicate their weighting in the evaluation.

   For the evaluation of tenure-track faculty members, it is also important that the Department Chair consider the previous year's recommendations and supporting justifications for reappointment or non-reappointment provided by the Personnel Committee.

   The evaluation shall include:

a. strengths and/or weaknesses within the categories of teaching, professional contributions, and university service, citing examples;

b. a description of performance for each category of evaluation, using the terms outstanding, above expectations, meets expectations, ~~meets expectations minimally~~, below expectations, or ~~poor~~ unacceptable;

c. an overall evaluation and written justification for the ratings assigned in each evaluation category

d. an assessment of the faculty member's progress towards the minimum criteria for eligibility for tenure and/or promotion, where appropriate.

If weaknesses are cited or if ratings below 3.5 appear in any of the three evaluation categories, the Department Chair shall include recommendations to the faculty member for improving performance.

3. A weighted average of the three categories (teaching, professional contributions, and university service) shall be used to determine the overall evaluation of each faculty member. The range of acceptable weights for each category is as follows, with the stipulation that the sum of the weights must equal 100%:

Teaching	40% - 75%
Professional Contributions	15% - 40%
University Service	5% - 30%

For faculty and Department Chairs who have reassigned time for university service, the minimal weights allowable for teaching and university service shall be commensurate with their reassigned time. Faculty who receive reassigned time for research or grant work shall have at least 30% of their evaluation in the category of Professional Contributions. Faculty who have externally funded reassigned time shall be entitled to an exception to these lower limits, to be determined in consultation with the Department Chair. Faculty who have reassigned time for administrative work shall have at least 25% of their evaluations in the category of University Service. Faculty with other special circumstances shall determine an appropriate range of weights to be assigned to each category of evaluation in consultation with their department chair.

Annually, each faculty member, in consultation with the Department Chair, determines the percentage value (within the prescribed range) for each evaluation category that will be used in her or his evaluation after the Chair's final rating in each category is submitted to the individual faculty member.

Colleges and departments may make decisions regarding more specific expectations for faculty effort within these ranges and shall clearly communicate these expectations in writing to faculty at the beginning of the academic year.

The Department Chair shall assign a numerical value to the descriptive term that represents her or his assessment of a faculty member in each of the three evaluation categories, as follows:

Outstanding	4.5 - 5.0
Above Expectations	3.5 - 4.49
Meets Expectations	3.0 - 3.49
Below Expectations	2.0 - 2.99
Unacceptable	Below 2.0

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

A faculty member's overall evaluation will be determined as follows:
a. The numerical value assigned to each of the three evaluation categories will be multiplied by the weight previously determined for the category, e.g., a weighted percentage value of 40% - 75% will be used in the evaluation category "teaching."
b. The numerical values thus obtained for the three evaluation categories will be added together to determine the faculty member's overall evaluation.

For example: Assume that faculty member "X" elects to count "teaching" as 60% of her or his evaluation, "professional contributions" as 30%, and "University service" as 10%. If the Department Chair assigns this faculty member numerical ratings of 3.6 (above expectations) in teaching, 4.5 (outstanding) in professional contributions, and 2.7 (~~meets expectations minimally~~ below expectations) in University service, the faculty member's overall evaluation would be determined as follows:

Teaching	3.6 x .60 = 2.16
Professional contributions	4.5 x .30 = 1.35
University service	2.7 x .10 = .27
OVERALL RATING	3.78 (above expectations)

RATIONALE:

The current handbook references two different ranking systems in the faculty evaluation procedures. They should align.

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23-24.07: Motion to Approve the Merger of the Department of English and the Department of Foreign Languages and Literatures into the School of Writing, Language, and Literature

Referred by: Curriculum

MOTION:

Faculty Senate approves the merger of the Department of English and the Department of Foreign Languages and Literatures into the School of Writing, Language, and Literature. See the merger proposal document in the Appendix.

RATIONALE:

The faculty in the Department of English and in the Department of Foreign Languages and Literatures have approved a proposal to merge their departments and form the School of Writing, Language, and Literature. This merger has also been approved by a vote of the College of Humanities and Behavioral Sciences faculty and approved by the Dean of the College of Humanities and Behavioral Sciences.

For the last two years, the two departments have shared resources, including having the same chairperson, and so this merger formalizes a relationship that already exists in practice.

23-24.08: Motion to Approve the Merger of the Department of Geospatial Science and the Department of Geology into the Department of Geospatial and Earth Sciences

Referred by: Curriculum

MOTION:

The Faculty Senate approves the merger of the Department of Geospatial Science and the Department of Geology into the Department of Geospatial and Earth Sciences**.** See the SCHEV proposal to change the administrative structure in the Appendix.

RATIONALE:

Due to recent and upcoming retirements, the Department of Geology will consist of two faculty members (three if we are successful in a current search) and the Department of Geospatial Science will have four faculty members come Fall 2024. To create a more productive and efficient administrative structure, we propose merging these two departments into one unit starting in Fall 2024.

The Department of Geospatial Science in coordination with the Department of Geology are proposing the "Department of Geospatial and Earth Sciences" as the name of the department because of the change in administrative structure. This name reflects the unique position of Geospatial Science in the Commonwealth; it is the only undergraduate program in Virginia. The name also reflects that the field of geology has shifted away from traditional oil and gas and mining and toward engineering and environmental work – infrastructure, natural disasters, water, sea level rise, environmental clean-up, etc. Our students will have to understand the Earth as a system within their future employment. Additionally, the term "Earth Sciences" reflects opportunity for curricular developments that we hope will come about by the merger of these faculty under one umbrella.

This administrative combination will result in small budget savings associated with one fewer chair stipend and 12 credit hours per year fewer course releases. All the current programs from the two departments will be offered under the Department of Geospatial and Earth Sciences.

The faculty from both departments met in a joint curriculum committee meeting and unanimously approved the merger and new department name. The Artis College faculty and Curriculum Committee also unanimously approved the proposed change.

23-24.09: Motion to Revise T&R Language for Teaching and Research Faculty Employment Classifications (Special Purpose Faculty)

Referred by: Faculty Issues

MOTION:

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

> Special purpose faculty hold full-time or part-time appointments, subject to annual reappointment, without eligibility for tenure, and are subject to annual reappointment as described in section 1.5 of this Handbook. Special purpose faculty members can be reappointed to terms of one, two, or three years, pending approval of the Provost. Upon expiration of a special purpose faculty member's term, continuation of employment is contingent upon the need of the service, the availability of funds, and performance that meets or exceeds expectations. Such appointments carry rank with opportunity for promotion and carry full or part-time benefits, except in cases of certain leaves. A terminal degree in the discipline is not required for appointment; however, special purpose faculty must hold an advanced degree consistent with the accreditation criteria of the discipline and the Southern Association of Colleges and Schools Commission on Colleges.

RATIONALE:

This motion allows for the possibility of multi-year appointments for special purpose faculty members.

23-24.10: Motion to Revise T&R Language for Reappointment

Referred by: Faculty Issues

MOTION:

The Faculty Senate approves the addition of language (red type) and the deletion of language (stricken through) in Section 1.5 of the T & R Faculty Handbook.

> Teaching faculty subject to annual reappointment include tenure-track faculty, special purpose faculty, and those full-time temporary faculty hired with an option for renewal. Special purpose faculty are subject to reappointment at the end of their designated term.

RATIONALE:

This motion adjusts the reappointment process for special purpose faculty members, allowing for the possibility of multi-year appointments. As such, the intention is to replace an annual reappointment process for all SPF members with a reappointment process that occurs at the end of an individual SPF member's designated term of service.

23-24.11: Motion to Remove Question DEP6 from the Faculty Morale Survey

Referred by: Campus Environment

MOTION:

The Faculty Senate approves the removal of the following questions from the Faculty Morale Survey, effective Spring 2024:

>   DEP6: I believe my Chair does all they can to meet the needs of my department.

RATIONALE:

The Faculty Morale Survey (FMS) currently includes 81 total questions. It is the feeling of the CEC that this survey is too long, which affects survey response and completion rates. In addition, CEC believes that Question DEP6 is redundant with other questions about satisfaction with the Chair and adds no useful additional information to the survey. A supplemental document has been made available to allow these questions to be evaluated in the context of the entire FMS.

23-24.12: Motion to Remove Questions SEN2 and SEN4 from the Faculty Morale Survey

Referred by: Campus Environment

MOTION:

The Faculty Senate approves the removal of the following questions from the Faculty Morale Survey, effective Spring 2024:

> SEN2: I believe the Faculty Senate does all it can to meet the needs of my college.
> SEN4: I am satisfied with the leadership of the Faculty Senate.

RATIONALE:

The Faculty Morale Survey (FMS) currently includes 81 total questions. It is the feeling of the CEC that this survey is too long, which affects survey response and completion rates. In addition, CEC believes that Question SEN2 is potentially misleading in asking how the Faculty Senate meets the needs of individual colleges. And the CEC believes that Question SEN4 is not helpful because the perception is that large proportions of faculty are not familiar with the leadership of the Faculty Senate. A supplemental document has been made available to allow these questions to be evaluated in the context of the entire FMS.

23-24.13: Motion to Remove Questions STU1 through STU6 from the Faculty Morale Survey

Referred by: Campus Environment

MOTION:

The Faculty Senate approves the removal of the following questions from the Faculty Morale Survey, effective Spring 2024:

> STU1. Overall, I find the students I teach to be adequately prepared to succeed in my class.
> STU2. Overall, I am satisfied with student attendance in my class(es).
> STU3. Overall, I am satisfied with student engagement in my class(es).
> STU4. Overall, I am satisfied with the quality of students' completed assignments.
> STU5. Overall, I believe students respect me as their instructor.
> STU6. My interactions with my students have a net positive effect on my morale.
> OPEN 08. Please comment on your level of satisfaction with students at Radford University.

RATIONALE:

The Faculty Morale Survey (FMS) currently includes 81 total questions. It is the feeling of the CEC that this survey is too long, which affects survey response and completion rates. In addition, CEC believes these questions about faculty perception of students are unlikely to lead to actionable outcomes. A supplemental document has been made available to allow these questions to be evaluated in the context of the entire FMS.

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23-24.14: Motion to Recommend the Motion for Ensuring Breadth in the REAL Curriculum

Referred by: Curriculum

MOTION:

The Faculty Senate recommends adopting the changes to the REAL Curriculum proposed in "Motion for Ensuring Breadth in the REAL Curriculum."

RATIONALE:

In May 2023, a large group of faculty members met at the Summer Faculty Curriculum Institute and suggested ideas to improve the REAL Curriculum. At the request of the provost, the General Education Task Force met during the Fall 2023 semester to consider these suggested ideas, and based on their discussion, the task force submitted "Motion for Ensuring Breadth in the REAL Curriculum" for consideration by the Faculty Senate. This motion is in the Appendix, and it has been reviewed by REAL Council.

Note: "Motion for Ensuring Breadth in the REAL Curriculum" contradicts "Motion to Simplify the REAL Curriculum," and so the Faculty Senate should not pass both motions.

23-24.15: Motion to Recommend the Motion to Simplify the REAL Curriculum

Referred by: Curriculum

MOTION:

The Faculty Senate recommends adopting the changes to the REAL Curriculum proposed in "Motion to Simplify the REAL Curriculum."

RATIONALE:

In May 2023, a large group of faculty members met at the Summer Faculty Curriculum Institute and suggested ideas to improve the REAL Curriculum. At the request of the provost, the General Education Task Force met during the Fall 2023 semester to consider these suggested ideas, and based on their discussion, the task force submitted "Motion to Simplify the REAL Curriculum" for consideration by the Faculty Senate. This motion is in the Appendix, and it has been reviewed and recommended by REAL Council.

Note: "Motion to Simplify the REAL Curriculum" contradicts "Motion for Ensuring Breadth in the REAL Curriculum," and so the Faculty Senate should not pass both motions.

23-24.16: Motion to Recommend the General Education Task Force's Motion for Transparency in Program Requirements

Referred by: Curriculum

MOTION:

The Faculty Senate recommends adopting the General Education Task Force's "Motion for Transparency in Program Requirements."

RATIONALE:

In May 2023, a large group of faculty members met at the Summer Faculty Curriculum Institute and suggested ideas to improve our curriculum. At the request of the Provost, the General Education Task Force met during the Fall 2023 semester to consider these suggested ideas, and based on them, submitted "Motion for Transparency in Program Requirements." This motion is in the Appendix

23-24.17: Motion to Approve the REAL Designation for the Minor in Tourism and Special Events

Referred by: Curriculum

MOTION:

The Faculty Senate recommends approval of the minor in Tourism and Special Events as aligning with the A and L areas of the REAL Curriculum.

RATIONALE:

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23-24.18: Motion to Approve the REAL Designation for the Minor in Art History

Referred by: Curriculum

MOTION:

The Faculty Senate recommends approval of the minor in Art History as aligning with the A area of the REAL Curriculum.

RATIONALE:

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23-24.19: Motion to Delete the Minor in Peace Studies

Referred by: Curriculum

MOTION:

The Faculty Senate supports the deletion of the minor in Peace Studies.

RATIONALE:

23-24.20: Motion to Revise T&R Language for Tenure

Referred by: Faculty Issues

MOTION:

The Faculty Senate approves the addition of language (red type) and the deletion of language (stricken through) in Section 1.7 of the T & R Faculty Handbook.

1.7 TENURE

A decision to grant tenure is an affirmative decision and is available only to tenure-track faculty, College Deans, the Provost, and the President of the University.

Faculty members are only eligible for tenure at the conclusion of a probationary period. That probationary period, for all instructor and professorial ranks at Radford University, shall be six years. Should a tenure-track faculty member be approved for an Externally Funded Professional Leave, the time period of the leave shall be included in the probationary period for tenure.

Should a tenure-track faculty member take a Professional Leave Without Pay, the time period of the leave shall be included in the probationary period only with the recommendation of the Department Personnel Committee, the Department Chair, and the College Dean, and approval by the Provost. Should a faculty member take Personal Leave, the time period of the leave shall not be counted in the probationary period for tenure.

~~Faculty hired on a full-time temporary basis are not eligible for tenure.~~ Should a full-time ~~temporary~~ faculty member in a position ineligible for tenure later be hired to a tenure-track position, the faculty member will be offered the opportunity to count up to five years of ~~his or her~~ their continuous and uninterrupted prior service ~~as a full-time temporary faculty member~~ at Radford University as part of the probationary period. The faculty member's decision to count or to waive credit for prior service will be made at the time of initial hiring to the tenure-track position. Faculty hired on a part-time basis shall not be eligible for tenure. Should a part-time faculty member later be hired to a tenure-track position, previous part-time service shall not be counted as part of the probationary period.

RATIONALE:

This motion allows any non-tenure track faculty member who has served in a full-time role the option to count their continuous and uninterrupted service at Radford as part of the probationary period if later hired to a tenure-track position. Current handbook language specifies that FTT

faculty already have this option, but no mention is made of other non-tenure track positions (SPF, Visiting Faculty, In-Residence Faculty). These edits also eliminate a redundancy, as Section 1.1 already defines which roles are ineligible for tenure.

23-24.21: Motion to Remove Question Pertaining to the Radford University/Jefferson College Merger from the Faculty Morale Survey

Referred by: Campus Environment

MOTION:

The Faculty Senate approves the removal of the following question from the Faculty Morale Survey, effective Spring 2024:

> OPEN09: Please comment on the integration of the Radford campus and RUC Roanoke campus.

RATIONALE:

The Faculty Morale Survey (FMS) currently includes 81 total questions. It is the feeling of the Campus Environment Committee that this survey is too long which affects survey response and completion rates. In addition, RUC faculty have pointed out that this merger is now five years in the past.

23-24.22: Motion to Revise T&R Language for the Dean Selection Process

Referred by: Governance

MOTION:

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

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 faculty from the college seeking a Dean, faculty from outside the college, students majoring in degree programs in the college, and an administrative a classified staff member, a partner who is external to the university, and a Dean from outside the college. The Provost shall appoint a Dean from outside the college to serve as Chair of the Search Committee. There shall be at least five (5) four internal faculty members of on the Search Committee with one representative from each department or school. Each department chair or school director in the college shall elect by secret ballot nominate one internal faculty representative to the search committee, one staff member, one external faculty representative, and one external partner. Should this result in fewer than five (5) six faculty members of on 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 appoint a sufficient number of at-large college faculty representatives to bring the total number of faculty representatives to five (5) six. The student members (2) Student members from programs in the college shall be recommended to the Provost by the Student Government Association and/or the Graduate Student Council as appropriate. The Student Government Association or the Graduate Student Council shall propose a list containing at least six names and submit the list to the Provost. who will make the The department chair and school director nominations and student recommendations will be considered by the Provost when making final appointments. The administrative member (1) shall be appointed by the Provost. The Search Committee shall elect its own chair.

RATIONALE:

This section does not recognize the leadership the Dean brings to the university and college, nor that the management of staff is a key role. It is so focused on the faculty in the particular college that it doesn't bring in viewpoints from other collaborating programs, and it does not include any staff or AP members to contribute. External partners from the communities that we service should also have a single person representative to express bring in diverse and inclusive viewpoint on future leadership.

23-24.23: Motion to Revise T&R Language for Faculty Evaluation Policies

Referred by: Faculty Issues

MOTION:

The Faculty Senate approves the addition of language (red type) and the deletion of language (stricken through) in Section 1.4.1.1 of the T & R Faculty Handbook.

1.4.1.1 Faculty Evaluation Policies
All full-time and part-time faculty are subject to annual evaluation. Responsibility and authority for evaluation of faculty of all classifications whose appointments are more than 50% teaching and research rests with the Department Chair and is subject to review by the Dean. Each faculty evaluation shall be made by the Department Chair consistent with the criteria that follow, in accordance with a given faculty classification and any published Department-specific evaluation criteria, and in accordance with College evaluation procedures.

The Department Personnel Committee also makes recommendations regarding reappointment of faculty as described in section 1.5 of this Handbook.

All evaluated activities shall be in the context of the faculty member's role as professor-scholar rather than in personal roles such as citizen or parent.

RATIONALE:

This motion clarifies that all faculty, including adjunct faculty, are to be evaluated on an annual basis. At present, adjunct faculty are evaluated at the end of each semester, which places a considerable administrative burden on both adjuncts and department chairs. This change, therefore, should make the evaluation process more efficient, while still adhering to SACS requirements.

23-24.24: Motion to Revise T&R Language for Evaluation Procedures for Special Purpose, Temporary, and Part-time Faculty

Referred by: Faculty Issues

MOTION:

The Faculty Senate approves the addition of language (red type) and the deletion of language (stricken through) in Section 1.4.1.4.2 of the T & R Faculty Handbook.

> The evaluation of special purpose and full-time temporary faculty shall adhere to the same procedures as those for tenure-track faculty except that the range of weights for each category of evaluation shall be:
> Teaching: 75% - 100%
> Professional ~~Service~~ Contributions: 0% - 20%
> University Service: 0% - 15%
>
> ~~The Personnel Committee shall administer student evaluations of special purpose, full-time temporary, and part-time faculty between the thirteenth and the fourteenth weeks of the semester for all courses, every semester.~~ The appeals procedures shall also be the same as for tenure-track faculty.
>
> The evaluation of part-time faculty shall occur at least once per academic year, ~~the end of the semester;~~ based on assigned responsibilities outlined in their letter of appointment. The Department Chair shall prepare a written evaluation of the part-time faculty member's performance and send a copy to the faculty member. If the faculty member disagrees with the evaluation from the Department Chair, he or she may send a written statement of disagreement to the College Dean.
>
> The Personnel Committee shall administer student evaluations of special purpose, full-time temporary, and part-time faculty for all courses, every semester.

RATIONALE:

This motion makes a number of changes for clarity and consistency. Changing "Professional Service" to "Professional Contributions" makes the language in this section consistent with language elsewhere in the Handbook. Moving the language about student evaluations to the end of the section, rather than the middle, makes the section's arrangement more coherent. The current language about when student evaluations are administered is unnecessary and overly specific and thus has been deleted. Finally, changing evaluation of adjuncts from every semester to once annually will decrease the administrative burden on department chairs.

23-24.25: Motion to Delete the Minor in Dance Technique

Referred by: Curriculum

MOTION:

The Faculty Senate supports the deletion of the minor in Dance Technique.

23-24.26: Motion to Delete the Graduate Certificate in Teaching Language Arts in the Digital Age

Referred by: Curriculum

MOTION:

The Faculty Senate supports the deletion of the graduate certificate in Teaching Language Arts in the Digital Age.

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23-24.27: Motion to Delete the MA in Criminal Justice

Referred by: Curriculum

MOTION:

The Faculty Senate supports the deletion of the Master of Arts degree in Criminal Justice.

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23-24.28: Motion to Revise the MS in Criminal Justice

Referred by: Curriculum

MOTION:

The Faculty Senate supports the revision of the Master of Science degree in Criminal Justice.

RATIONALE:

The Master of Science degree in Criminal Justice currently requires 36 credits, but this proposal reduces it to 30 required credits, which is in line with other programs in the state. Changing the program's required credits by six credits must be submitted to SCHEV.

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23-24.29: Motion to Approve the REAL Alignment for the Minor in African American Studies

Referred by: Curriculum

MOTION:

The Faculty Senate recommends approval of the minor in African American Studies as aligning with the E area of the REAL Curriculum.

23-24.30: Motion to Approve the REAL Alignment for the Minor in Public Relations

Referred by: Curriculum

MOTION:

The Faculty Senate recommends approval of the minor in Public Relations as aligning with the E and L areas of the REAL Curriculum.

23-24.31: Motion to Delete the BA in Recreation, Parks, and Tourism

Referred by: Curriculum

MOTION:

The Faculty Senate supports the deletion of the Bachelor of Arts in Recreation, Parks, and Tourism.

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23-24.32: Motion to Approve the REAL Alignment for the Public Relations Concentration of the Major in Communications

Referred by: Curriculum

MOTION:

The Faculty Senate recommends approval of the Public Relations concentration of the Bachelor of Arts in Communication and of the Bachelor of Science in Communication as aligning with the E and L areas of the REAL Curriculum.

23-24.33: Motion to Create the Minor in Chinese Studies

Referred by: Curriculum

MOTION:

The Faculty Senate supports the creation of the minor in Chinese Studies.

23-24.34: Motion to Approve the REAL Alignment for the Minor in Chinese Studies

Referred by: Curriculum

MOTION:

The Faculty Senate recommends approval of the minor in Chinese Studies as aligning with the E and L areas of the REAL Curriculum.

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23-24.35: Motion to Revise the Nursing DNP Program

Referred by: Curriculum

MOTION:

The Faculty Senate supports the revision of the Nursing DNP program.

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23-24.36: Motion to Support the Proposed Administrative Reorganization of Graduate Programs

Referred by: Faculty Senate Executive Council

MOTION:

Faculty Senate supports the proposed changes in the administration of Graduate programs, which, if approved by the Board of Visitors, will dissolve the College of Graduate Studies and create the Office of Graduate Studies as outlined in the following resolution.

RADFORD UNIVERSITY BOARD OF VISITORS
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE

RESOLUTION TO ESTABLISH AN OFFICE OF GRADUATE AFFAIRS and THE DISSOLUTION OF THE COLLEGE OF GRADUATE STUDIES

WHEREAS, Radford University reaffirms its commitment to supporting and growing graduate academic programs in alignment with our mission in Radford, in Roanoke, across Southwest Virginia, and online; and

WHEREAS, Radford University supports and plans to expand a wide range of highly ranked research-based profession and executive graduate programs; and

WHEREAS, several of the functions currently in the College of Graduate Studies can more efficiently and effectively be administered by leveraging strengths in other units, reducing redundancy in operations; and

WHEREAS, Academic Affairs defines Colleges as Academic Units that manage academic programs and have Teaching and Research Faculty assigned; and

WHEREAS, the Division of Academic Affairs proposes to discontinue College of Graduate Studies and distribute the current responsibilities between Enrollment Management, University Registrar, and a newly formed Office of Graduate Affairs; and

WHEREAS, an Office of Graduate Affairs will be able to leverage internal and external partnerships to support graduate academic affairs, curriculum, development, and policy; and support graduate student success;

NOW, THEREFORE, BE IT RESOLVED, a decision has been made to dissolve the College of Graduate Studies and re-organize its various responsibilities across a newly formed Office of Graduate Studies, Academic Affairs, and Enrollment Management; and it is further RESOLVED, that the President and/or his designee(s) are hereby authorized to submit any and

all documentation that may be required to receive approval of the discontinuance of the College to the State Council of Higher Education of Virginia.

23-24.37: Motion to Adopt the General Education Curriculum Proposal

Referred by: Curriculum

MOTION:

The Faculty Senate recommends the adoption of the General Education Curriculum presented below, which was submitted by REAL Council.

RATIONALE:

The Faculty Senate Curriculum Committee believes the Faculty Senate should discuss this proposed revision to our general education model. However, the Curriculum Committee does not make a recommendation supporting or opposing this motion without first discussing some questions and concerns about the model and its implementation for the 2025-26 catalog year. The proposed changes to our curriculum are submitted by REAL Council for our consideration, but REAL Council also does not recommend that we approve or reject this proposal for similar reasons. REAL Council also submits the proposal with the knowledge that there would be some implementation issues to be resolved next year. The concerns or questions raised by the Curriculum Committee and REAL Council are similar:

1. There is no explanation for why this is better for our students' education beyond asserting that it will be simpler to market to prospective students and simpler for students to complete. Does completion of this model result in graduates who are better than our current system?
2. The proposal removes the 300-/400-level requirement for the R, E, and A areas, but it leaves this requirement in place for the Cornerstone Writing requirement and for the L area. Why is the requirement removed in some but not all places?
3. Since the model is intended to satisfy our SACSCOC requirements to have 30 credits of general education to include one course is each of math/science, humanities, and social science without having a separate designation of a course being "general education," will 300-/400-level courses currently designated in an area but *not* general education be allowed to continue to count in one of the menus?
4. The menus of courses in each area are quite lengthy. If there is currently concern that students are unable to choose from the lists of minors, students would now have to understand which courses from their majors can be applied to the different menus and then find other courses to complete them without relying on the structure of minors to guide them. There should be concerted effort from REAL Council to reduce the number of designated courses, especially if upper-level courses are only designated for the purpose of justifying a major's alignment.

5. If usage of the word "REAL" is to be discontinued, REAL Council will need to be renamed. Its standing charges should also be reviewed in light of changes to the model it oversees.
6. The current model requires programs to assess students in the areas their majors are aligned with. As majors are no longer aligned with areas, it will fall to REAL Council to review assessment data on the entire university and determine patterns in the sets of students who are not demonstrating competency in the different areas. This may be difficult. However, if minors retain their alignment, will programs still be required to assess students in their minors?
7. The proposal sets up the Applied Learning area to meet the coming requirements of SB 1280, but work will be required next year to ensure compliance when the full requirements are known.
8. The transfer policy allowing students with sufficient transfer credits to complete an area with a single course will need to be revisited.

The following is the proposal received from REAL Council, including a rationale, our academic values and guiding principles for general education, and a summary of how this may change our assessment.

PROPOSAL – General Education Curriculum (max. 42 credits)

Foundational Writing
- Foundational English-designated course or competency assessment (DE/AP)

Cornerstone Writing
- 6 credits* of Writing Intensive courses, one at the 300-/400-level

Foundational Math
- Foundational Math-designated course or competency assessment (DE/AP/placement test)

Quantitative/Scientific Reasoning
- 9 credits that can be satisfied through a minor or R-designated courses

Humanistic or Artistic Expression
- 9 credits that can be satisfied through a minor or E-designated courses

Cultural or Behavioral Analysis
- 9 credits that can be satisfied through a minor or A-designated courses

Applied Learning
- 3 credits of L-designated courses, which must be at the 300-/400-level

*Students with an AP score of 5 on the English Language and Composition will receive credit for ENGL 112, a WI course.

Already a university requirement: Students must complete at least 15 credit hours (of the 120 credits), not including Foundational Math and Foundational Writing, in courses taught outside the departments or schools that house their first majors.

RATIONALE:

This model moves the existing REAL Curriculum from a program model to a menu model yet still has the backbone of the REAL designated courses and minors. It focuses on breadth of knowledge across disciplines while major programs can focus on depth. By renaming it the General Education Curriculum, this has more meaning than "REAL Curriculum" which is meaningless outside Radford. This model provides options for students to satisfy requirements through a selection of courses or a minor; students should work with their advisors to determine which would be best for them. While there are 300-level or higher requirements for one writing intensive course and the L-designated course, the 300-level or higher requirements for learning areas are eliminated.

VALUES

Academic values inspire and guide Radford University student experiences in general education.
- Exploration: Going beyond one's limits to experience diverse subjects and disciplines for innovative learning and opportunities for self-discovery.
  Tagline: "Forge your own path."

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

- Engagement: Integrating knowledge, methods, and experiences to establish connections across concepts, disciplines, and communities.
  Tagline: "Become more than the sum of our parts."

GUIDING PRINCIPLES

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

2. The general education program promotes strong foundations for student learning and success on campus and beyond. Therefore, the general education program:

a. provides opportunities to develop abilities and gain knowledge useful within and across disciplines;
b. exposes students to diversity of perspective and depth of knowledge through coursework outside their discipline;
c. encourages engagement with and guidance by full-time faculty;
d. ensures reliable and valid assessment of learning goals and outcomes.
3. The general education program reflects the identity and responsibilities of Radford University. Therefore, the general education program:
   a. embodies the Academic Values, Vision, Mission, and Core Values of Radford University;
   b. aligns with regional, state, University, college, and department accreditation requirements;
   c. invites all Radford University colleges to contribute to General Education;
   d. adapts to internal and external factors (transfer issues, legislative changes, accreditation-University, department, SACSCOC, and SCHEV, etc.).

CURRENT ASSESSMENT MODEL

- Description and logistics
  - IEQI administers the R,E, and A assessments - in a cycle of one-two tests per year
  - Each student needs to take the test in their senior year
  - Each program determines how and when to administer the test
- Creation and revision to the metrics
  - IEQI performs analysis on the test and shares the data with REAL Council the year before the test is given
  - REAL Council adopts recommendations, or makes other edits as needed
  - IEQI revises the test
- Who analyzes and reflects on the data
  - IEQI provides reports of the data to REAL Council - who should reflect on the data at a university level to recommend changes to the general education model where needed and to monitor program changes related to the data
  - Programs reflect on the data for their aligned letters and create an assessment report with recommendations for changes to be implemented for improvement – this has not actually happened yet – but it needs to.
- How do we close the loop?
  - Programs must identify and implement changes based on the test results for their majors/minors
  - REAL Council adjusts the general education model where data suggests the need exists
- Problems with the method
  - Inconsistent administration methods lead to issues in reliability and validity

- o Student motivation will be cited as the cause and there will be resistance to making changes based on the data
- o Lack of trust in the data
- o Programs must add this to their existing assessment work

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23-24.38: Motion to Adopt the VCCS General Education Model

Referred by: Curriculum

MOTION:

The Faculty Senate recommends the adoption of the general education model used by the schools in the Virginia Community College System, as proposed in the motion submitted below by senators from the Davis College of Business and Economics.

RATIONALE:

The Faculty Senate Curriculum Committee believes the Faculty Senate should discuss the attached motion to adopt the VCCS General Education Model, but the Curriculum Committee does not make a recommendation supporting or opposing the motion. However, the Curriculum Committee does wish to note several concerns with the motion both in general and also specifically with challenges to its implementation for the 2025-26 catalog year:

1. Since this motion concerns changes to our general education model, which is overseen by REAL Council, REAL Council reviewed this proposal. REAL Council strongly opposed adopting this proposal with no support from outside the Davis College. Most of REAL Council's concerns are incorporated below.
2. There is no explanation for why this is better for our students' education beyond asserting that it will be simpler to explain to prospective students. Does completion of this model result in graduates who are better than our current system?
3. While the motion dissolves REAL Council, it does not propose a successor faculty body to oversee our general education curriculum. Therefore, responsibility for all the implantation details below following issues would fall directly on the Faculty Senate until such time as we may create such an internal governance body.
4. Comments from Davis College members after this motion was introduced indicate that it was presented merely as an "inspiration," that we may adopt the model as it is or that we may modify it to best fit Radford University. The text of the motion says we will adopt the VCCS model. If we were to combine or redefine its areas, this would have to be done in the fall semester, giving us less than one year to know what the model is before it is implemented, and our actual 2025-26 general education model could be significantly different than the one presented to students in their recruitment period.
5. The motion contains no learning goals or outcomes for any of the areas. These would have to be defined in the fall, leaving very little time for programs to determine how their courses will meet these goals, whether they would need to revise existing courses or create new ones, and how they would assess student competencies in those courses.
6. Credit-intensive programs could not know whether this model would increase the required number of total credits until after courses are assigned to areas. Increases in total

55

required credits may potentially require SCHEV notification, and these programs may not have time to do this before implementation in 2025-26.

7. The proposal does not address how we would report competencies to SCHEV, and so we would have to redefine them. In particular, we have chosen Professionalism as one competency we report, and the data for this comes from the L area. This motion removes the L area, but it nether explains how we would continue to assess Professionalism nor proposes a replacement SCHEV competency.

8. Removing the L area also appears to be a step backwards in complying with the coming requirement of SB 1280. While this perhaps makes sense given that this new requirement should not be a designated part of the general education curriculum, the proposal removes everything connected with the L area, thereby forcing us to start from scratch.

9. The logical implication of this motion appears to be that in the future, if the VCCS added or removed an area or moved a course from one area to another, we would be expected to follow suit without regard to whether it met the needs of our students.

10. This proposal could pose significant challenges to current students who want to switch to a future catalog. We would need to address this next year.

MOTION FROM THE DAVIS COLLEGE SENATORS:

Motion to Adopt the VCCS Uniform General Education Model for Radford University

Motion to remove REAL General Education model and adopt the VCCS Uniform Certificate of General Studies Course Roster as approved by SCHEV and SACSOC.

General Education Area	Uniform Certificate of General Studies (UCGS)
Written Communication	6 credit hours
Humanities, Arts, And Literature	6 credit hours from 2 different categories
Social Behavioral Sciences	3 credit hours
Natural Sciences	4 credit hours
Mathematics	3 credit hours
History	3 credit hours
Specialized General Education Requirements	Students may complete courses from the other areas above or a list of other courses in the attached document
Total	**30-32 credit hours**

The numerical credits add up to 25, so the additional Specialized General Education Requirements would satisfy the remaining hours up to 30-32 required by SACSOC (numerical outcome depends on if 3 or 4 credit courses are taken in those requirements).

- Remove the branding of REAL for Radford University's General Education. General Education is to be referred to as General Education.

- Remove GE designation for all 300+ level courses and review the GE classification of existing 100-200 level courses, ensuring GE courses have zero to minimal prerequisites.

- Remove language requiring coverage by a major or minor.

- Map Radford University courses into Blocks I-IV. Guidance for this mapping is provided in SCHEV's "Approved Uniform Certificate of General Studies Course Roster – Feb 6, 2024" document (see Appendix).

RATIONALE

1. This proposed general education model meets both SHEV and SACSCOC requirements as it is the approved curriculum for those colleges. SCHEV's "Approved Uniform Certificate of General Studies Course Roster – Feb 6, 2024" document notes specifically that "*The Uniform Certificate of General Studies (UCGS) is a one-year college program in which all courses are transferable and satisfy lower-division general education requirements at any Virginia public institution of higher education.*" We must make sure that our general education format does not conflict with that statement. Under current General Education at Radford University the courses are transferable, but it is unclear whether they always satisfy the lower-division general education requirements currently or under proposed REAL changes/amendments.

2. SACSOC requires a minimum of 30-credit hours in General Education. Current REAL proposals/amendments do not necessarily guarantee that our general education meets these requirements.

3. SACSOC's Standard 9.3 General Education Requirements part (c) states that "*The institution requires the successful completion of a general education component at the undergraduate level that ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/ behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. (General education requirements)*". Current REAL proposals/amendments do not necessarily guarantee that our general education meets these requirements.

4. SCHEV's "State Policy on College Transfer – Approved by Council: May 17, 2022" document notes specifically that "*The State Policy on College Transfer aims to enhance cooperation and consistency among institutions of higher education in Virginia with the intended goals of improving the transfer process for Virginia's students and increasing access and affordability to a bachelor's degree. Ideally, students should be able to move through Virginia's public education system as if it were a continuum, rather than a*

system of distinct levels and separate stages. This supports equitable access for all students, regardless of the origin of credits within Virginia's diverse public higher education community." The proposed mapping ensures that there is an easy transition from VCCS to Radford University. Mapping to the existing requirements that exist throughout the state of Virginia seems to be the best way to ensure that the "*consistency*" of the "*continuum*" is met.

5. This proposed general education model is similar to GE models at other universities and the same as the core curriculum at the community colleges. This makes it easy to understand by current, prospective students and parents thus improving our recruitment and retention. The current REAL model is not easily understood, and it is difficult to work with for transfer students thus deterring potential students from enrolling at Radford University.

6. This proposed general education model will be easy to assess using methods that Radford university has used previously for the core assessment. The current REAL model so far has been challenging to assess.

APPENDIX
SCHEV's Course Roster as Guide: Courses Would need to be mapped to prefixes and titles in Radford University's curriculum.

VCCS Uniform Certificate of General Studies Course Roster
Students are required to select courses from each block as prescribed below.

1) Block I (Written Communication) – Select ENG 111 plus one other course.
   ENG 111 – College Composition I
   ENG 112 – College Composition II
   ENG 113 – Technical-Professional Writing
2) Block II (Humanities /Art / Literature) – Select two courses chosen from different categories (please note that the two courses cannot be from the same category).
   a. Art
      ART 100 – Art Appreciation
      ART 101 – History of Art: Prehistoric to Gothic
      ART 102 – History of Art: Renaissance to Modern
      CST 130 – Introduction to Theatre
      CST 151 – Film Appreciation I
      MUS 121 – Music in Society
      MUS 221 – History of Western Music Prior to 1750
      MUS 222 – History of Western Music 1750 to Present
      MUS 226 – World Music

    b. Humanities
       HUM 201 – Early Humanities
       HUM 202 – Modern Humanities
       HUM 210 – Introduction to Women and Gender Studies
       HUM 216 – Introduction to Non-Western Cultures
       HUM 220 – Introduction to African American Studies
       HUM 256 – Comparative Mythology
       HUM 259 – The Greek and Roman Tradition
       PHI 100 – Introduction to Philosophy
       PHI 111 – Logic
       PHI 220 – Ethics and Society
       REL 100 – Introduction to the Study of Religion
       REL 230 – Religions of the World
       REL 237 – Eastern Religions
       REL 240 – Religions in the U.S.
    c. Literature
       ENG 225 – Reading Literature: Culture and Ideas
       ENG 245 – British Literature
       ENG 246 – American Literature
       ENG 250 – Children's Literature
       ENG 255 – World Literature
       ENG 258 – African American Literature
       ENG 275 – Women in Literature
3) Block III (Social and Behavioral Sciences) – Select one course.
   ECO 150 – Economic Essentials: Theory and Application
   ECO 201 – Principles of Macroeconomics
   ECO 202 – Principles of Microeconomics
   GEO 210 – People and the Land: Intro to Cultural Geography
   GEO 220 – World Regional Geography
   PLS 135 – U.S. Government and Politics
   PLS 140 – Introduction to Comparative Politics
   PLS 241 – Introduction to International Relations I
   PSY 200 – Principles of Psychology
   SOC 200 – Introduction to Sociology
   SOC 211 – Cultural Anthropology
   SOC 268 – Social Problems
4) Block IV (Natural Sciences) – Select one course.
   BIO 101 – General Biology I
   BIO 102 – General Biology II
   BIO 106 – Life Science
   CHM 101 – Introductory Chemistry I

CHM 111 – General Chemistry I
CHM 112 – General Chemistry II
ENV 121 – General Environmental Science I
ENV 122 - General Environmental Science II
GOL 105 – Physical Geology
GOL 106 – Historical Geology
GOL 110 – Earth Systems: An Environmental Geology Perspective
PHY 100 – Elements of Physics
PHY 201 – General College Physics I (Algebra-Based)
PHY 202 – General College Physics II (Algebra-Based)
PHY 241 – University Physics I (Calculus-Based)
PHY 242 – University Physics II (Calculus-Based)

5) Block V (Mathematics) – Select one course.
   a. Quantitative/Statistics Pathway:
      MTH 154 – Quantitative Reasoning
      MTH 155 – Statistical Reasoning
      MTH 245 – Statistics I
   b. Calculus Pathway:
      MTH 161/162 – PreCalculus I / PreCalculus II
      MTH 167 – PreCalculus with Trigonometry
      MTH 261 – Applied Calculus I
      MTH 263 – Calculus I
      MTH 264 – Calculus II

6) Block VI (History) – Select one course.
   HIS 101 – Western Civilizations Pre-1600 CE
   HIS 102 – Western Civilizations Post-1600 CE
   HIS 111 – World Civilizations Pre-1500 CE
   HIS 112 –World Civilizations Post-1500 CE
   HIS 121 – United States History to 1877
   HIS 122 – United States History Since 1865

7) Block VII (Specialized GE Requirements) – Select two courses.
   NOTE: For Block VII, students may complete courses from Blocks I-VI above or any additional courses below. Students should align their Block VII course selection with their intended transfer destination's specific general education or programmatic requirements.
   ASL 101 – American Sign Language I
   ASL 102 – American Sign Language II
   ASL 201 – American Sign Language III
   ASL 202 – American Sign Language IV
   ART 121 – Foundations of Drawing
   ART 131 – Two Dimensional Design
   ART 132 – Three Dimensional Design

ART 223 – Life Drawing
CSC 110 – Principles of Computer Science
CST 100 – Principles of Public Speaking
CST 110 – Introduction to Communication
FL 101 – Foreign Language I
FL 102 – Foreign Language II
FL 201 – Foreign Language III
FL 202 – Foreign Language IV
ITE 152 – Introduction to Digital and Information Literacy and Computer Applications
MUS 101 – Fundamentals of Music

23-24.39: Motion to Require a Natural Lab Science Course for BS Degrees

Referred by: Curriculum

MOTION:

The Faculty Senate recommends the inclusion of a required four-credit hour laboratory natural science course for all Bachelor of Science (BS) degrees, effective in the 2025-26 catalog. This requirement must be met with a laboratory science course with one of the following prefixes: ASTR, BIOL, CHEM, GEOL, PHYS, or PHSC.

RATIONALE:

This issue was identified in the Summer 2023 Curriculum Institute as a concern arising from the lack of a laboratory natural science requirement in the REAL model. This requirement could also incentivize increased enrollment in Bachelor of Arts degrees, which is an additional concern that faculty have raised for at least ten years.

Because this requirement would be a part of the BS degree requirements, that section of the catalog would need to be revised appropriately.