

# Radford University Faculty Senate

## Motions

### 2018-2019

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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	Tim Fuhrer	<a href="mailto:tfuhrer@radford.edu">tfuhrer@radford.edu</a>	2018-2020
Anthropological Sciences	Jake Fox	<a href="mailto:jfox32@radford.edu">jfox32@radford.edu</a>	2017-2019
Biology	Joel Hagen	<a href="mailto:jhagen@radford.edu">jhagen@radford.edu</a>	2017-2019
Chemistry	George Harakas	<a href="mailto:gharakas@radford.edu">gharakas@radford.edu</a>	2018-2020
Geology	Ryan Sincavage	<a href="mailto:rsincavage@radford.edu">rsincavage@radford.edu</a>	2018-2020
Geospatial Science	Stockton Maxwell	<a href="mailto:rmaxwell2@radford.edu">rmaxwell2@radford.edu</a>	2018-2020
Information Technology	Ian Barland	<a href="mailto:ibarland@radford.edu">ibarland@radford.edu</a>	2018-2020
Mathematics/Statistics	Jean Mistele	<a href="mailto:jmistele@radford.edu">jmistele@radford.edu</a>	2017-2019
Physics	Rhett Herman	<a href="mailto:rherman@radford.edu">rherman@radford.edu</a>	2018-2020

### College of Business and Economics

at-large	Prahlad Kasturi	<a href="mailto:pkasturi@radford.edu">pkasturi@radford.edu</a>	2017-2019
at-large	Danylle Kunkel	<a href="mailto:drkunkel@radford.edu">drkunkel@radford.edu</a>	2017-2019
Accounting, Finance, & Business Law	Abhay Kaushik	<a href="mailto:akaushik@radford.edu">akaushik@radford.edu</a>	2018-2019
Economics	Daniel Farhat	<a href="mailto:dfarhat@radford.edu">dfarhat@radford.edu</a>	2017-2019
Management	Vernard Harrington	<a href="mailto:kvharring@radford.edu">kvharring@radford.edu</a>	2018-2020
Marketing	Jane Machin	<a href="mailto:jmachin@radford.edu">jmachin@radford.edu</a>	2018-2020

### College of Education and Human Development

at-large	Brad Bizzell	<a href="mailto:bbizzell@radford.edu">bbizzell@radford.edu</a>	2018-2020
at-large	Katie Hilden	<a href="mailto:kclouse@radford.edu">kclouse@radford.edu</a>	2017-2019
at-large	Cheri Triplett	<a href="mailto:cftriplet@radford.edu">cftriplet@radford.edu</a>	2017-2019
Counselor Education	Jim Gumaer	<a href="mailto:dgumaer@radford.edu">dgumaer@radford.edu</a>	2017-2019
Health and Human Performance	Pam Frasier	<a href="mailto:pfrasier2@radford.edu">pfrasier2@radford.edu</a>	2018-2020
Recreation, Parks & Tourism	Joshua Carroll	<a href="mailto:jcarroll6@radford.edu">jcarroll6@radford.edu</a>	2017-2019
School of Teacher Education	Sandra Schneider	<a href="mailto:sschneider@radford.edu">sschneider@radford.edu</a>	2018-2020

### College of Humanities and Behavioral Sciences

at-large	Suzanne Ament	<a href="mailto:seament@radford.edu">seament@radford.edu</a>	2018-2020
at-large	Allison Wisecup	<a href="mailto:awisecup@radford.edu">awisecup@radford.edu</a>	2017-2019
at-large	Dan Woods	<a href="mailto:drwoods@radford.edu">drwoods@radford.edu</a>	2017-2019

Communication	Scott Dunn	<a href="mailto:swdunn@radford.edu">swdunn@radford.edu</a>	2018-2020
Criminal Justice	Nicole Hendrix	<a href="mailto:pnhendrix@radford.edu">pnhendrix@radford.edu</a>	2017-2019
English	David Beach	<a href="mailto:dbeach6@radford.edu">dbeach6@radford.edu</a>	2017-2019
Foreign Language & Literature	Blas Hernandez	<a href="mailto:bhernandez@radford.edu">bhernandez@radford.edu</a>	2018-2020
History	Johnny Moore	<a href="mailto:jsmoore@radford.edu">jmoore@radford.edu</a>	2017-2019
Philosophy & Religion	Guy Axtell	<a href="mailto:gsaxtell@radford.edu">gsaxtell@radford.edu</a>	2018-2020
Political Science	Reginald Shareef	<a href="mailto:rshareef@radford.edu">rshareef@radford.edu</a>	2018-2020
Psychology	Jeff Chase—Fall Eric Mesmer—Spring	<a href="mailto:jchase@radford.edu">jchase@radford.edu</a>	2018-2020
Sociology	Roby Page	<a href="mailto:erpage@radford.edu">erpage@radford.edu</a>	2017-2019

#### College of Visual and Performing Arts

at-large	Tim Channell	<a href="mailto:tchannell@radford.edu">tchannell@radford.edu</a>	2018-2020
Art	Roann Barris	<a href="mailto:rbarris@radford.edu">rbarris@radford.edu</a>	2018-2020
Dance & Theater/Cinema	Ji-Eun Lee	<a href="mailto:jlee211@radford.edu">jlee211@radford.edu</a>	2018-2020
Interior Design & Fashion	Tammy Robinson	<a href="mailto:trrobinso@radford.edu">trrobinso@radford.edu</a>	2017-2019
Music	Sekyung Jang	<a href="mailto:sjang5@radford.edu">sjang5@radford.edu</a>	2018-2020

#### McConnell Library

at-large	Alyssa Archer	<a href="mailto:aarcher2@radford.edu">aarcher2@radford.edu</a>	2017-2019
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#### Waldron College of Health and Human Services

at-large	Sarah Gilbert	<a href="mailto:sgilbert2@radford.edu">sgilbert2@radford.edu</a>	2018-2020
at-large	Matthias Naleppa	<a href="mailto:mnaleppa@radford.edu">mnaleppa@radford.edu</a>	2018-2020
Communication			
Science & Disorders	Hyejin Park	<a href="mailto:hpark18@radford.edu">hpark18@radford.edu</a>	2018-2020
Nursing	Katie Katz	<a href="mailto:krkatz@radford.edu">krkatz@radford.edu</a>	2018-2020
Occupational Therapy	Sheila Krajnik	<a href="mailto:skrajnik@radford.edu">skrajnik@radford.edu</a>	2017-2019
Physical Therapy	Brent Harper	<a href="mailto:bharper2@radford.edu">bharper2@radford.edu</a>	2018-2020
Social Work	Mashooq Salehin	<a href="mailto:msalehin@radford.edu">msalehin@radford.edu</a>	2018-2020

## Governance Structure of the 2018-2019 Faculty Senate

### Faculty Senate Executive Council

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

### Campus Environment

Ermann, Lauren	CEHD
Frasier, Pam	CEHD
Harakas, George	ACST
Machin, Jane	COBE
Moore, Johnny	CHBS
Sekyung Jang	CVPA
Salehin, Mashooq	WCHHS
Wisecup, Allison	CHBS
Ermann, Lauren	CEHD

### Curriculum

Archer, Alyssa	McConnell Library
Channell, Tim	CVPA
Dunn, Scott	CHBS
Farhat, Danylle	COBE
Fuhrer, Tim	ACST
Harper, Brent	WCHHS
Herman, Rhett	ACST
Page, Roby	CHBS
Triplett, Cheri	CEHD

## Faculty Issues

Ament, Suzanne	CHBS
Barland, Ian	ACST
Barris, Roann	CVPA
Beach, David	CHBS
Gilbert, Sarah	WCHHS
Hagen, Joel	ACST
Hernandez, Blaz	CHBS
Katz, Katie	WCHHS
Kaushik, Abhay	COBE
Schneider, Sandi	CEHD

## Governance

Bizzell, Brad	CEHD
Harrington Vernard	COBE
Hilden, Katie	CEHD
Kunkel, Danylle	COBE
Mistele, Jean	ACST
Naleppa, Matthias	WCHHS
Park, Hyejin	WCHHS
Robinson, Tammy	CVPA
Shareef, Reginald	CHBS
Woods, Dan	CHBS

## Resource Allocation

Axtell, Guy	CHBS
Carroll, Joshua	CEHD
Chase, Jeff—Fall/Eric Mesmer—Spring	CHBS
Hendrix, Nicole	CHBS

Kasturi, Prahlad	COBE
Lee, Ji-Eun	CVPA
Maxwell, Stockton	ACST
Mitchell, Douglas	WCHHS
Sincavage, Ryanh	ACST

## Status of Motions of the 2018-2019 Faculty Senate

Date	Title	Sponsor	Outcome
2018-2019			
8/30/18	18-19.01 Motion for the Creation of Radford University General Education Principle and Model Team	FSEC	Passed 9/20
9/20/18	18-19.02 Motion to Create Ad Hoc Team for Civic Engagement	FSEC	Passed 10/4
9/20/18	18-19.03 Motion to Adopt the Academic Values Recommended by the Academic Values Exploration Team (AVET)	FSEC	Passed 10/4
10/4/18	18-19.04 Motion to Change Handbook Language Regarding Composition of Faculty Appeals and Faculty Grievance Committees	Governance	Passed 10/18
11/1/18	18-19.05—Motion to Recommend Approval of the Course UNIV 190	Curriculum	Passed 11/29
11/29/18	18-19.06 Motion to Approve the Guiding Principles Established by the Radford University General Education Principle and Model Team	FSEC	Passed 12/6
11/29/18	18-19.07 Motion Concerning a New Parental Leave Policy	Faculty Issues	Passed 12/6
12/4/18	18-19.08 Motion to Amend the Teaching and Research Handbook in Regard to Grievance Procedures	Faculty Issues	Passed 2/7/19
2/7/19	18-19.09 Motion for the addition of a Library Faculty member to the Intellectual Property Committee	Governance & Curriculum Committees	Passed 2/7/19
2/21/19	18-19.10—Motion to Adopt the Definition of Civic Engagement Recommended by the Civic Engagement Team	FSEC	Passed 3/7/19

3/7/19	18-19.11—Motion to Adopt the REAL Model for General Education; Referred by Curriculum Committee	Curriculum Committee	Passed 4/4/19
3/7/19	18-19.12—Motion to Revise Section 1, Paragraph Two, of the Constitution of the Faculty Senate	FSEC	Passed 3/28/19
3/28/19	18-19.13—Motion to Recommend Approval of the Course ECO 200	Curriculum Committee	Passed 4/11/19
3/28/19	18-19.14—Motion Regarding Revisions of the Student Evaluations of Faculty	Faculty Issues	Tabled
4/4/19	18-19.15—Motion for the creation of the REAL Curriculum Planning Committee (RCPC)	FSEC	Passed 4/11/19
4/4/19	18-19.16—Motion for the Creation of the REAL Model Implementation Steering Committee	FSEC	Passed 4/11/19
4/11/19	18-19.17—Motion to Update the T&R Handbook Language Regarding College Curriculum Committees and the Removal of the Undergraduate Curriculum and Catalog Review Committee	Governance	Passed 4/25/19
4/25/19	18-19.18--Motion to Update the T&R Handbook Language Regarding Annual Evaluations of Department Chairs & School Directors	Governance	Passed 5/2/19

## **18-19.01 Motion for the Creation of Radford University General Education Principle and Model Team**

Referred by: Faculty Senate Executive Council

### **MOTION:**

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

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

The team charges are to:

- 1) Review the accreditation expectations related to general education from SACSCOC and SCHEV in consultation with the Office of Institutional Effectiveness and Quality Improvement.
- 2) Conduct focus groups to solicit input from the following stakeholders and constituencies:
  - a) Radford University T&R faculty
  - b) Jefferson College faculty
  - c) Current students
  - d) A&P faculty
  - e) Alumni
  - f) McConnell Library
  - g) Center for Career and Talent Development
  - h) Academic Advising
  - i) Student Affairs
  - j) Any others identified by the team
- 3) Identify the guiding principles, based on the values identified by the Academic Values Exploration Team and in light of the Strategic Plan, which will guide development of general education at Radford University. Guiding principles are statements of mandatory institutional requirements that any general education model and program must fulfill at Radford University

The expectation is that these principles will not prescribe the model of general education but rather identify necessary attributes of any model of general education. This recommendation will be submitted to Faculty Senate Executive Council no later than November 15, 2018 for subsequent review and approval by Faculty Senate.

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

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

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

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

#### RATIONALE:

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

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

## 18-19.02 Motion to Create Ad Hoc Team for Civic Engagement

Referred by: Faculty Senate Executive Council

### MOTION:

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

The team charges are:

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

Team members will include:

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

### RATIONALE:

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

## **18-19.03 Motion to Adopt the Academic Values Recommended by the Academic Values Exploration Team (AVET)**

Referred by: Faculty Senate Executive Council

### **MOTION:**

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

### **RATIONALE:**

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

## 18-19.03 Addendum

To: Dr. Jake Fox, President, Faculty Senate

From: Dr. Nicole Hendrix, Interim Director, Core Curriculum

Date: Monday, September 10, 2018

Re: Recommendation for Academic Values Underlying General Education

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

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

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

**Exploration:** Going beyond one’s limits to experience diverse subjects and disciplines for innovative learning and opportunities for self-discovery.

Tagline: “Forge your own path.”

**Evaluation:** The ability to discern and use reasoning, critical thinking, and evidence-based research to make informed decisions.

Tagline: “Transform information into insight.”

**Engagement:** Integrating knowledge, methods, and experiences to establish connections across concepts, disciplines, and communities.

Tagline: “Become more than the sum of our parts.”

## **18-19.04 Motion to Change Handbook Language Regarding Composition of Faculty Appeals and Faculty Grievance Committees**

Referred by: Governance Committee

### **MOTION:**

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

### **RATIONALE:**

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

**PROPOSED (NEW) LANGUAGE FOR FACULTY APPEALS COMMITTEE**

**1.8.4 Composition of Faculty Appeals Committees**

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

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

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

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

**CURRENT HANDBOOK LANGUAGE FOR FACULTY APPEALS COMMITTEE**

**1.8.4 Composition of Faculty Appeals Committees**

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

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

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

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

## **PROPOSED (NEW) LANGUAGE FOR FACULTY GRIEVANCE COMMITTEE**

### **1.9.5 Composition of Faculty Grievance Committee**

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

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

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

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

## **CURRENT HANDBOOK LANGUAGE FOR FACULTY GRIEVANCE COMMITTEE**

### **1.9.5 Composition of Faculty Grievance Committee**

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

No member may be elected to serve concurrently on both the Faculty Appeals Committee and the Faculty Grievance Committee.

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

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

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

At the beginning of the Fall term of each academic year, the President of the Faculty Senate shall designate the convener of the Faculty Grievance Committee from among the elected members of that committee. The Faculty Grievance Committee shall elect its own chair.

## 18-19.05—Motion to Recommend Approval of the Course UNIV 190

Referred by: Curriculum Committee

### MOTION:

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

### RATIONALE:

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

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

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

### New Course Proposal

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

#### I. Catalog Entry

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

b. Course Number (three numbers) 190

c. Course Title Cooperative Education Professional Development Course

d. Prerequisites

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

Confirmation of an approved Cooperative Education Agreement Form.

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

f. Brief Description

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

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

**II. Detailed Description of Course**

a. Content

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

At the mid-term and at the end of the co-op period, students will complete a reflective evaluation of their experience. Likewise, the employer will complete a mid-term check-in and final performance evaluation for the co-op student.

b. Detailed Description of Conduct of Course

Prior to enrolling in UNIV 190, students will secure a co-op rotation with an approved co-op employer partner and will complete the required Co-Op Agreement form.

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

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

#### c. Student Goals and Objectives of the Course

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

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

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

#### d. Assessment Measures

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

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

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

#### e. Other Course Information

### **III. Background and Justification**

#### **a. Need for the Course**

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

#### **b. Students for Whom Course is Offered**

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

#### **c. Anticipated Enrollment**

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

#### **d. Frequency of Course Offerings**

The course is anticipated to be offered Fall, Spring, and Summer 3 sessions.

#### **e. Level and Prerequisites**

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

### **IV. Rationale for Resources Required**

#### **a. Faculty Resources**

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

#### **b. Effect on Existing Curricula**

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

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

c. Facilities, Equipment and Supplies

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

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

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

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

d. Library Resources

Describe the adequacy of materials available to support this course.  
Current Resources are adequate.

List in priority order the additional materials to be purchased.  
No new library resources anticipated

Attach additional sheets as needed.

Prepared by: Ellen Taylor/Gwen Houston

Signature of Faculty Member:

\_\_\_\_\_

\_\_\_\_\_

Signature of Librarian assigned  
to requesting department:

e. Computer Resources None.
f. Other Anticipated Resources None.
* Approval of new courses only. Resources required for new courses must be approved through the college resource allocation process.

## **18-19.06 Motion to Approve the Guiding Principles Established by the Radford University General Education Principle and Model Team**

Referred by: Faculty Senate Executive Council

### **MOTION:**

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

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

### **RATIONALE:**

In response to FS Motion 18-19.01 the Radford University General Education Principles and Model Team submits these guiding principles for approval.

## 18-19.07 Motion Concerning a New Parental Leave Policy

Referred by: Faculty Issues Committee

### MOTION

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

Current Language:

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

Proposed Added Language:

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

### **Committee Amendment:**

**"Teaching and Research Faculty who have been employed for more than a year are eligible for up to 8 weeks of paid parental leave. Again, eligible faculty should contact the Personnel/EO Office for further information."**

### RATIONALE:

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

## 18-19.08 Motion to Amend the Teaching and Research Handbook in Regard to Grievance Procedures

Referred by: Faculty Issues Committee

### MOTION

#### *"1.9.6 Grievance Procedures*

*When it becomes necessary for a member of the teaching and research faculty to initiate a formal grievance procedure, that faculty member should consult the procedures posted on the Faculty Senate website to determine the correct procedure for filing the grievance. The Committee shall report its findings and make its recommendations to the Provost. If the grievance is of the Provost for Academic Affairs actions, the Committee shall report its findings and make its recommendations to the President of the University. The decision of the President is final.*

*It is incumbent upon grievant to ensure that they adhere to the University's Time Schedule for Personnel Decisions or request in writing an adjustment to the schedule. For matters that are not covered under the University Time Schedule for Personnel Decisions, it is the responsibility of the grievant to initiate the grievance within thirty (30) calendar days of the time when he or she knows or should have known of the act or action that is the basis for the grievance. Exceptions to this time limitation may be made by the Committee, with the agreement of the faculty member, when the Committee determines that there is just cause for such an exception. Such exceptions shall be reported to the Provost. Failure to abide by these time lines shall result in the loss of the right to file a grievance.*

*Recommendations of the committee not in the grievant's favor may be appealed to the next higher level, up to the President."*

#### **Add the following to the handbook:**

After receiving the report of the Faculty Grievance Committee, the Provost (or an upper level administrator) shall decide the case and notify the grievant, her/his Department Chairperson, relevant College Dean, and the Chair of the Faculty Grievance Committee ~~"within a reasonable time".~~ **within three weeks after the hearing.** ~~In the absence of unusual circumstance (which, if present, should be noted in the administrative response), the response from the administrator should be received no later than three weeks after the hearing.~~

In the event the administrator does not follow the recommendations of the Faculty Grievance Committee, the administrator shall report the reasons with the decision.

#### **RATIONALE:**

As stated in Section 1.9.7 of the Faculty Handbook, Committee procedures are posted on the Senate web site. Due to the complex nature of a grievance hearing, and the varied number of parties involved in the process before the committee makes a decision, the committee acts to minimize the amount of time between each step. The only step which is not described in the posted procedures and for which no specification of a reasonable time limit is made is the last step of appeal to the next higher level. Therefore, in neither the Faculty Handbook nor the posted Grievance procedures is there any mention

of a time frame for the response of a “higher level.” Nor do the posted procedures specify that the response of the administrator should be reported with reasons for his or her decision. This proposal puts into place a process for a formal close of the communication between the receiving administrator and the Faculty Grievance Committee. Because the proposed Handbook amendment contains information that is not included in the posted procedures for the Grievance Committee, it is recommended that it be added to the procedures as well as to the Handbook.

## **18-19.09 Motion for the addition of a Library Faculty member to the Intellectual Property Committee**

Referred by: Governance & Curriculum Committees

### **MOTION**

The Faculty Senate recommends that the Intellectual Property committee composition be amended to include a Library Faculty member appointed by the Dean of Library Services.

### **RATIONALE**

Library Faculty help provide guidance on campus for issues surrounding copyright and fair use. This motion would enable Library Faculty to provide research and perspective on IP decisions.

(From the Academic Governance Document)

#### **Intellectual Property**

##### **Charges:**

Recommends standards and procedures appropriate for the implementation of Radford University's Intellectual Property policy

Recommends amendments to the policy as needed to the Faculty Senate for its consideration and possible action.

##### **Membership Composition:**

One faculty member from each of the undergraduate colleges appointed by the Faculty Senate Executive Council.

**One faculty member from the library appointed by the Dean of Library Services. (added)**

One representative appointed by the Vice President for Information Technology, and

One representative appointed by the Vice President for Finance and Administration

**Designated Administrator:** Provost

## **18-19.10—Motion to Adopt the Definition of Civic Engagement Recommended by the Civic Engagement Team**

Referred by: FSEC

### **MOTION**

The Faculty Senate approves the following definition of civic engagement, based on recommendation from the Civic Engagement Team:

“Civic engagement is a sustainable university-wide commitment to serve the community. Highlanders will contribute time, knowledge, skills, and leadership to the civic life of their communities.”

### **RATIONALE**

In January 2017, the State Council of Higher Education of Virginia (SCHEV) submitted the Virginia Plan for Higher Education to the General Assembly. In May 2017, SCHEV updated the SCHEV Policy on Quality and Assessment of Undergraduate Education. The updated policy, adopted in July 2017, includes civic engagement as a core competency that all state universities and colleges will be expected to assess. The goal of this requirement is “to emphasize the vital importance of the work colleges have already been doing in this area, and to encourage institutions to think in a more focused and deliberate manner about how they are preparing students to become better citizens.”

The Faculty Senate appointed an Ad Hoc Team for Civic Engagement in October 2018. The initial charge for that team is to define civic engagement. With this approved definition, the Civic Engagement Team will be able to fulfill the next part of the team’s charge to develop an assessment plan for meeting the required SCHEV civic engagement competency.

## **18-19.11— Motion to Adopt the REAL Model for General Education**

Referred by Curriculum Committee

### **MOTION**

The Faculty Senate approves the REAL model for general education.

### **RATIONALE**

As required in Motion 18-19.01, the Radford University General Education Principle and Model Team has submitted the “REAL model for general education” for consideration. The team has worked through a number of iterations on the model through open deliberation and through campus forums and meetings with university academic departments and constituencies.

## 18-19.12—Motion to Revise Section 1, Paragraph Two, of the Constitution of the Faculty Senate

Referred by Faculty Senate Executive Council

### MOTION

The Faculty Senate recommends the following actions, consistent with the Faculty Senate Constitution, Section IX:

1. First, that Section I, Paragraph Two, of the Constitution of the Faculty Senate be revised as outlined here, which will increase the maximum size of the body by three (3) senators;

Constitution of the Faculty Senate, Section I, Paragraph Two, with Revisions Shown in Red:

*For purposes of this paragraph, the term "Department" shall be interpreted to include the term "School" for those colleges which use that designation in lieu of the term "Department". The membership of the Faculty Senate shall consist of elected representatives and of ex officio members. The number of elected Faculty Senators shall not exceed 52 nor be less than 46. Prior to the election of General Faculty Senators in the spring of each academic year, the ratio of faculty members to elected Faculty Senators will be determined by the Executive Council of the Faculty Senate, which will apportion seats to each College based on this ratio, subject to the following conditions: (1) The number of seats apportioned to each College must equal or exceed the numbers of departments in that College; (2) there shall be one seat reserved for an elected representative of the library faculty; and (3) there shall be two seats reserved for elected representatives of those Adjunct and Full-time Temporary Faculty who are not eligible to serve in the Faculty Senate under the provisions of the first sentence of this Section. The two elected representatives of Adjunct and Full-time Temporary Faculty shall be elected by Adjunct and Full-time Temporary Faculty in a manner approved by the Faculty Senate. Senators shall be elected within each College in a manner determined annually at a regularly scheduled meeting of the College faculty called by the College Dean. Election of Faculty Senators, and voting in Colleges on how Senators from each College are to be apportioned, shall be by secret ballot.*

2. Second, that this revision of the Constitution be submitted to the General Faculty (as defined in the Constitution) for approval via electronic balloting before the end of the Spring 2019 academic term.

### RATIONALE

It is now known that the merger with Jefferson College of Health Sciences will result in the addition of three new departments to Radford University. This revision to the Constitution will give senate representation to these new departments while also maintaining the number of at-large senators currently allocated to colleges.

This revision also eliminates the need for an odd number of senators, which is not necessary for at least two reasons: (1) it has become customary that the President of the Faculty Senate does not vote unless faced with a tie vote in the Senate; and (2) the odd number of senators would only prevent a possible tie vote in the case of 100% attendance, which is rarely the case in Faculty Senate meetings.

## **18-19.13—Motion to Recommend Approval of the Course ECO 200**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends approval of the course ECO 200

### **RATIONALE:**

This course is needed to support the Environment/Community (ECO) Connections living-learning community. ECO does not currently have a requirement for the Spring semester, and this has limited the effectiveness of the program. This course will allow for better retention across semesters, and will contribute to both better participation in the program and better program outcomes.

This course is designed to provide students with structure for the activities and assignments they undertake as part of their participation in the ECO Connections Living-Learning Community. As such they will research the projects and activities, participate in them, and then debrief once the activities are over. Additionally, they will engage with professors from across the campus community who will present to them. The activities will change each semester, but will be a mix of outdoor-leadership activities, on-campus outreach and service projects, and community-service projects and activities on campus, in Radford, and across the New River Valley.

## **18-19.14—Motion Regarding Revisions of the Student Evaluations of Faculty**

Referred by: Faculty Issues Committee

### **MOTION:**

The Faculty Senate recommends the campus-wide adoption of the recently revised versions of the evaluation instruments used for the student evaluation of faculty in online and face-to-face classes, as soon as feasible.

### **RATIONALE:**

The SEF internal governance committee has dedicated extensive time and effort to revise the student evaluations used for online classes and face-to-face classes and to pilot these versions. They have presented the revised versions to the Faculty Issues Committee and provided a detailed study of the results of the pilots. The new versions reflect differences between online and face-to-face classes in instructor roles and course organization terminology. Every attempt was made to keep the assessment goals identical while incorporating language that reflects these differences. The pilot studies found that the revised forms did not lead to significant differences in evaluation results – when differences were noted, they were in a positive direction for the instructor’s evaluation. The revised forms have also been shared with the SGA which approved them.

Because this is an important change that will benefit all who are affected by and involved in the evaluation process, we urge this change to take place as soon as possible.

## 18-19.15—Motion for the creation of the REAL Curriculum Planning Committee (RCPC)

Referred by: Faculty Senate Executive Council

### MOTION:

In light of the proposed model of general education, the Faculty Senate recommends the establishment of the Radford University REAL Curriculum Planning Committee (RCPC). This committee is charged with the responsibilities of developing a curriculum plan for the new general education model for Radford University.

To ensure diversity and equity of representation of many faculty perspectives and that all faculty have access to provide input into that process while still remaining small enough to make nimble and effective progress, voting members of the team will be 2 full time Teaching and Research faculty representatives nominated and elected from different departments within each college (CHBS, Artis, Davis, CVPA, CEHD, and Waldron). Although voting members are elected at the college level, their mission will be to represent views from across the Radford University community. One additional non-voting member, the Interim Director of the Core Curriculum, will be appointed as facilitator of the team. It is expected that this team will need to meet weekly to ensure adequate progress towards completion of the charges within the timeline specified.

The team charges are to:

- 1) Review the accreditation expectations related to general education from SACSCOC and SCHEV in consultation with the Office of Institutional Effectiveness and Quality Improvement.
- 2) Define learning goals and outcomes for the four REAL areas for the proposed REAL model. These learning goals and outcomes should remain consistent with the academic values and guiding principles voted on by Faculty Senate in the Fall 2018.
- 3) Develop **learning outcomes** ~~competencies and an assessment plan~~ for the personal and professional development requirement outlined in the REAL model proposal.
- 4) Identify a definition of ‘writing intensive’ ~~and an implementation plan~~ for writing intensive coursework under the REAL model.
- 5) Communicate with the REAL Model Implementation Steering Committee.
- 6) Drafts of all team recommendations will be circulated monthly to ensure the campus community is informed as this work evolves.
- 7) ~~Final~~ Draft recommendations will be circulated via public forums for input and discussion.
- 8) **Initial** recommendations for the curriculum plan will be submitted for review and approval by the Faculty Senate ~~no later than~~ **with a target date of** September 12, 2019.

### RATIONALE:

With approval of the REAL model by Faculty Senate, Radford University faculty must now move to develop a curriculum plan for this innovative approach to general education. In doing so, the faculty

charged with this important work must keep in mind the academic values and guiding principles approved by Faculty Senate and which supported the development of the REAL model.

## 18-19.16—Motion for the Creation of REAL Model Implementation Steering Committee

Referred by: Faculty Senate Executive Council

### MOTION:

In light of the proposed model of general education, the Faculty Senate recommends the establishment of the Radford University REAL Model Implementation Steering Committee. This committee is entrusted with the responsibilities of developing and fulfilling an implementation plan for the new general education model for Radford University.

Due to the substantial innovation in the proposed model of general education, this team will be populated with individuals from across campus, as well as, six Teaching and Research faculty, one representative from each college. Each faculty representative will be nominated and elected by faculty within their college (CHBS, Artis, Davis, CVPA, CEHD, and Waldron). Additional members of the team will include:

- A. President of the Faculty Senate (co-chair)
- B. Vice President for Academic Affairs, Provost or designee (co-chair)
- C. Vice President for Finance and Administration
- D. Vice President of Enrollment Management
- E. Vice President of Student Affairs
- F. A dean from an undergraduate academic college
- G. Dean of the McConnell Library
- H. Chair of Faculty Senate Curriculum Committee
- I. Chair of Faculty Senate Governance Committee
- J. A representative elected from the Council of Chairs
- K. Two Faculty Senators elected by the Faculty Senate
- L. Executive Director for the Center for Career and Talent Development
- M. Interim Director of Core Curriculum
- N. A representative from the Office of Institutional Effectiveness and Quality Improvement
- O. A representative from Academic Advising

It is anticipated that this team will need to meet weekly over the summer and throughout the academic year to ensure adequate progress towards completion of the charges within the timeline specified.

The committee charges are to:

- 1) Identify the necessary tasks and challenges for implementation of the REAL model of general education.
- 2) Gather input from campus constituencies by developing subcommittees in areas to be determined by the committee. These subcommittees will identify recommendations for implementation to bring forward to the Steering Committee.
- 3) Create an implementation plan for overcoming challenges of the REAL model. Upon approval by the Steering Committee, recommendations will be submitted for consideration by Faculty Senate.

- 4) Submit an initial report, including proposed timeline for implementation of the REAL model, no later than September 12, 2019. The timeline for implementation will be subject to approval by Faculty Senate.
- 5) Maintain ongoing communication with the campus community via distribution of monthly reports related to REAL implementation planning.
- 6) The team will facilitate the full implementation of the REAL model and remain in place through the first year of implementation.

**RATIONALE:**

The proposed REAL model of general education requires a campus wide effort to ensure successful support and implementation. The proposed steering committee will communicate with Faculty Senate to ensure faculty involvement in general education curriculum implementation.

## 18-19.17—Motion to Update the T&R Handbook Language Regarding College Curriculum Committees and the Removal of the Undergraduate Curriculum and Catalog Review Committee

Motion referred by the Governance Committee

### MOTION:

Faculty Senate recommends an update to the T&R Handbook language regarding College Curriculum Committees and removes mention of the Undergraduate Curriculum and Catalog Review Committee.

### Current Language:

#### 4.1.3.3.

Membership: College Dean, (or her/his designee), two students with majors in the college, and one faculty member elected by each department in the college (and each school without departments, if applicable). Chaired by a member elected by the committee, this body reviews and approves course and curriculum proposals and revisions in the major and minor academic programs in the college. All proposals and revisions approved shall be forwarded to the Undergraduate Curriculum and Catalog Review Committee, and, if affecting general education, to the General Education Curricular Advisory Committee and the Curriculum Committee of the Faculty Senate; and/or, if affecting graduate curricula, to the Graduate Curriculum and Catalog Review Committee. Minutes of the committee's meetings shall be made available to all faculty in the college and sent to the Provost.

### Suggested Changes:

Membership: College Dean, (or her/his designee), two students with majors in the college, and one faculty member elected by each department in the college (and each school without departments, if applicable). **The College Dean and students will be non-voting members.**

Charges: Chaired by a member elected by the committee, this body reviews and approves course and curriculum proposals and revisions in the major and minor academic programs in the college.

**All approved proposals and revisions shall be forwarded on to the next step in the approved Academic Pathways process (HYPERLINK).**

Minutes of the committee's meetings shall be made available to all faculty in the college and sent to the Provost.

### RATIONALE:

This update to the description of the college curriculum committees removes the mention of the Undergraduate Curriculum and Catalog Review Committee as it no longer exists. This proposal makes the Dean and students non-voting members of the College Curriculum Committees. According to the approved Academic Pathways, curriculum proposals are then sent onto to the Dean for approval. This step is not currently captured in the Handbook. As the Dean has separate approval authority, they do not need to vote at the College Curriculum level. Furthermore, while students' voices should be included in the curriculum review process, they may not have the expertise needed to vote upon these proposals.

## **18-19.18--Motion to Update the T&R Handbook Language Regarding Annual Evaluations of Department Chairs & School Directors**

Motion referred by the Governance Committee

MOTION:

Faculty Senate recommends an update to the T&R Handbook language in Section 1.4.2 regarding the annual evaluation of Department Chairs and School Directors.

### **Substituting Language in T&R Faculty Handbook: Section 1.4.2.A**

1. The criteria for evaluation as a faculty member shall be the same as those for all faculty members except that the expectations for teaching and professional contributions shall be commensurate with their reassigned time. Recognizing the roles of chair and faculty overlap, service as a chair or director shall fulfill a significant portion of service requirements for the faculty evaluation.
2. The evaluation period for Chair as faculty shall be from January 1st through December 31st. Faculty Annual Review materials should reflect this evaluation period. The Department/School Personnel Committee of that Chair's home department shall collect the same data for the Department Chair or School Director as for all department faculty.
3. The Department/School Personnel Committee shall then evaluate the Department Chair or School Director as a faculty member in tentative evaluations to be sent to the Department Chair or School Director based on the Chair or Director's Faculty Annual Review materials. Each Chair or Director will be given the opportunity to respond to the Personnel Committee's tentative evaluation as a faculty member before the finalized evaluation is forwarded to the Dean.
4. A minority report signed by all concurring faculty may be written if the Personnel Committee's evaluation is unacceptable to a minority of the committee members. A minority report is seen as an exception rather than standard procedure and shall include a justification for its creation. The minority report shall be submitted to the Dean as a separate document and shall be included with the Personnel Committee's evaluation. A copy shall be sent to the Chair or Director.
5. The Department/School Personnel Committee's evaluation of the Department Chair or School Director as a faculty member shall be forwarded to the College Dean. The Chair or Director's Faculty Annual Review materials shall be made available to the College Dean. If a Dean disagrees with the Personnel Committee's evaluation of the Department Chair or School Director as a faculty member in his or her review thereof, the Dean shall give the Department Chair or School Director and Personnel Committee Chair a written statement of the reason(s) for the disagreement. The Department Personnel Committee may seek clarification from the Dean on any points of perceived disagreement.
6. If the Chair or Director wishes to appeal the Personnel Committee's evaluation as faculty member or review(s) by the Dean or the Provost, respectively, the process (including time increments) should follow that for faculty appeals. The final evaluations of the Department Chair or School Director as a faculty member following any possible appeals, become part of the Department Chair's/School Director's personnel file, and shall serve as the basis for any faculty outcomes such as, merit pay increases, for any possible reappointment, tenure, and/or promotion.

## Evaluation of Chair as Chair

1. A Chair or Director shall be evaluated by the department or school where he or she is serving as Chair or Director. Prior to the evaluation of the Chair or Director by faculty, Chairs and Director shall prepare and distribute to all faculty an annual report summarizing his or her accomplishments related to responsibilities as Chair or Director as listed in section 4.2.3.1 of this Handbook and annual goals for the current year. The evaluation period for Chair as Chair shall be from January 1st through December 31st.
2. The criteria for evaluation as Chair or Director shall reflect the duties and responsibilities of the chair or director. Additionally, two questions must be added at the end of the survey: 1) Overall evaluation of the Department Chair or School Director and 2) Do you support the continued service of this person in the role of School Director or Chair? The Department/School Personnel Committee shall circulate to all currently employed faculty (including tenure, tenure-track, full time temporary instructors, and adjuncts who have taught during the evaluation period, and Administrative Professional faculty) of the department who reported to the Chair or Director during all or part of the evaluation period a Department Chair/School Director evaluation form based upon these evaluation criteria and shall include an appropriate place for an overall evaluation of the Chair or Director. Faculty beginning their employment during the semester in which the evaluation is conducted would not evaluate the Chair or Director since they were not employed by the University during the evaluation period. The forms will be completed and returned to the Department/School Personnel Committee.
3. Quantitative and qualitative data and comments from the faculty evaluations shall be summarized by the Department/School Personnel Committee. (The quantitative summary should include mathematical means by question. For departments with five or more faculty members, the percentage of faculty participating in the survey should also be reported.) The Department/School Personnel Committee shall then evaluate the Department Chair or School Director as a chair, in tentative evaluations to be sent to the Department Chair or School Director. All unedited faculty comments shall be provided to the Chair in a format where commenters cannot be identified.
4. If the average rating of the question about the overall evaluation of the Department Chair or School Director falls below 3.00 on a 5.00 scale, the department personnel committee will recommend a plan of improvement by the Chair/Director and Dean.
5. The results of the annual evaluation will be presented to the chairs in a numerical fashion with the exception of the last item regarding support for continued service. For this question, the results will be presented as “the majority of faculty in the department (or school) support/do not support the continued service of \_\_\_\_\_ in the role of Chair/Director.”
6. Each Chair or Director will be given the opportunity to respond to the Personnel Committee’s tentative evaluations of the Chair or Director-- as a Chair or Director-- before the finalized evaluations are forwarded to the Dean. The appeal procedures shall be the same as those described for faculty.
7. The Department/School Personnel Committee’s summary and overall evaluations of the Department Chair or School Director as a chair or director shall be forwarded to the College Dean. All data used by the Personnel Committee shall be made available to the College Dean.

8. A minority report signed by all concurring faculty may be written if the Personnel Committee's evaluation is unacceptable to a minority of the committee members. A minority report is seen as an exception rather than standard procedure and shall include a justification for its creation. The minority report shall be submitted to the Dean as a separate document and shall be included with the Personnel Committee's evaluations. A copy shall be sent to the Chair or Director.
9. The Dean shall communicate his or her evaluation of the Department Chair or School Director as a chair or director to the Department Chair or School Director in writing. The Department Chair or School Director shall have the opportunity to respond in writing to his or her evaluation as chair prior to the Dean's communication of a final evaluation to the Personnel Committee and to the Provost.
10. The College Dean shall forward her or his evaluation of the Department Chair or School Director as a chair or director, together with the evaluation of that role by the Department/School Personnel Committee, to the Provost, with copies sent to the Department Chair or School Director and to the Department/School Personnel Committee. In a case of a departure by the Dean from the evaluation by the Personnel Committee, the Committee may seek clarification from the Dean on the reason(s) for the departure.

#### RATIONALE:

This proposed substituted language brings clarity to current T&R Handbook language regarding annual evaluation of Department Chairs and School Directors. Currently, the annual evaluation of Chairs as Chairs and Chairs as faculty overlaps. This motion also sets a timeline for the timeline that has previously been missing. Additionally, language was added to recognize that the service roles of chair and faculty overlap and that a significant portion of service requirements for the chairs' faculty evaluations shall be fulfilled by their chair roll. This proposed language was vetted through the Chairs' Council.