

# Radford University Faculty Senate

## Motions

### 2022-2023

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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	Andrew Foy	<a href="mailto:afoy@radford.edu">afoy@radford.edu</a>	2022-2024
Anthropological Sciences	Jake Fox	<a href="mailto:jfox32@radford.edu">jfox32@radford.edu</a>	2021-2023
Biology	Matt Close	<a href="mailto:mclose2@radford.edu">mclose2@radford.edu</a>	2021-2023
Chemistry	Tim Fuhrer	<a href="mailto:tfuhrer@radford.edu">tfuhrer@radford.edu</a>	2022-2024
Geology	Ryan Sincavage	<a href="mailto:rsincavage@radford.edu">rsincavage@radford.edu</a>	2022-2024
Geospatial Science	Stockton Maxwell	<a href="mailto:rmaxwell2@radford.edu">rmaxwell2@radford.edu</a>	2022-2024
Information Technology	Caleb Bradberry	<a href="mailto:cbradberry@radford.edu">cbradberry@radford.edu</a>	2022-2024
Mathematics/Statistics	Eric Choate	<a href="mailto:echoate2@radford.edu">echoate2@radford.edu</a>	2021-2023
Physics	Rhett Herman	<a href="mailto:rherman@radford.edu">rherman@radford.edu</a>	2022-2024

### Davis College of Business and Economics

at-large	Shuhong Wang	<a href="mailto:shuwang@radford.edu">shuwang@radford.edu</a>	2022-2024
Accntg, Finance, & Business Law	Liang Shao	<a href="mailto:lshao@radford.edu">lshao@radford.edu</a>	2022-2024
Economics	Daniel Farhat	<a href="mailto:dfarhat@radford.edu">dfarhat@radford.edu</a>	2021-2023
Management	Dale Henderson	<a href="mailto:dahender@radford.edu">dahender@radford.edu</a>	2022-2024
Marketing	Maneesh Thakkar	<a href="mailto:mthakkar@radford.edu">mthakkar@radford.edu</a>	2022-2024

### College of Education and Human Development

at-large	Katie Hilden	<a href="mailto:kclouse@radford.edu">kclouse@radford.edu</a>	2021-2023
at-large	Cheri Triplett	<a href="mailto:cfriplett@radford.edu">cfriplett@radford.edu</a>	2021-2023
at-large--RCPT Seat	Brad Bizzell	<a href="mailto:bbizzell@radford.edu">bbizzell@radford.edu</a>	2021-2023
Counselor Education	Carrie Sanders (Fall 2022) Wally Scott (Spring 2023)	<a href="mailto:csanders27@radford.edu">csanders27@radford.edu</a> <a href="mailto:wscott@radford.edu">wscott@radford.edu</a>	2021-2023
Health and Human Performance	Anna DeVito	<a href="mailto:adevito@radford.edu">adevito@radford.edu</a>	2022-2024
Recreation, Parks & Tourism			
School of Teacher Education	Roofia Galeshi	<a href="mailto:rgaleshi@radford.edu">rgaleshi@radford.edu</a>	2022-2024

### College of Humanities and Behavioral Sciences

at-large	Kevin Farrell	<a href="mailto:kfarrell2@radford.edu">kfarrell2@radford.edu</a>	2022-2024
at-large	Sandra French	<a href="mailto:sfrench5@radford.edu">sfrench5@radford.edu</a>	2021-2023
Communication	Scott Dunn	<a href="mailto:swdunn@radford.edu">swdunn@radford.edu</a>	2022-2024
Criminal Justice	Rachel Santos	<a href="mailto:rsantos5@radford.edu">rsantos5@radford.edu</a>	2022-2024
English	David Beach	<a href="mailto:dbeach6@radford.edu">dbeach6@radford.edu</a>	2021-2023
Foreign Language & Literature	I-Ping Fu	<a href="mailto:ifu@radford.edu">ifu@radford.edu</a>	2022-2024

History	Kurt Gingrich	<a href="mailto:kgingric@radford.edu">kgingric@radford.edu</a>	2021-2023
Philosophy & Religion	Geoff Pollick	<a href="mailto:gpollick@radford.edu">gpollick@radford.edu</a>	2022-2024
Political Science	Chapman Rackaway	<a href="mailto:crackaway@radford.edu">crackaway@radford.edu</a>	2022-2024
Psychology	Jay Caughron	<a href="mailto:jcaughron@radford.edu">jcaughron@radford.edu</a>	2022-2024
Sociology	Roby Page	<a href="mailto:erpage@radford.edu">erpage@radford.edu</a>	2021-2023

## College of Visual and Performing Arts

at-large	Ji-Eun Lee (Fall 2022) Wayne Gallops (Spring 2023)	<a href="mailto:jlee211@radford.edu">jlee211@radford.edu</a> <a href="mailto:rgallops@radford.edu">rgallops@radford.edu</a>	2022-2024
Art	Margaret Adams	<a href="mailto:madams74@radford.edu">madams74@radford.edu</a>	2022-2024
Dance	James Robey (Fall 2022) Ji-Eun Lee (Spring 2023)	<a href="mailto:jrobey3@radford.edu">jrobey3@radford.edu</a> <a href="mailto:jlee211@radford.edu">jlee211@radford.edu</a>	2022-2024
Interior Design & Fashion	Tammy Robinson	<a href="mailto:trrobinso@radford.edu">trrobinso@radford.edu</a>	2021-2023
Music	Denise Bernardini	<a href="mailto:dbernardini1@radford.edu">dbernardini1@radford.edu</a>	2022-2024
Theater/Cinema	Molly Hood	<a href="mailto:mhood7@radford.edu">mhood7@radford.edu</a>	2021-2023

## RU Libraries

at-large	Alyssa Archer	<a href="mailto:aarcher2@radford.edu">aarcher2@radford.edu</a>	2021-2023
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## School of Nursing

at-large	Christi Callahan	<a href="mailto:ccallahan7@radford.edu">ccallahan7@radford.edu</a>	2022-2024
at-large	Marjorie Young	<a href="mailto:myoung67@radford.edu">myoung67@radford.edu</a>	2021-2023
Nursing	Katie Katz	<a href="mailto:krkatz@radford.edu">krkatz@radford.edu</a>	2022-2024

## Waldron College of Health and Human Services

at-large	Sheila Krajnik	<a href="mailto:skrajnik@radford.edu">skrajnik@radford.edu</a>	2022-2024
at-large	Brian Buccola	<a href="mailto:bbuccola@radford.edu">bbuccola@radford.edu</a>	2021-2023
Clinical Health Professions	John Cook	<a href="mailto:jcook85@radford.edu">jcook85@radford.edu</a>	2021-2023
Communication Science & Disorders	Diane Millar	<a href="mailto:dcmillar@radford.edu">dcmillar@radford.edu</a>	2022-2024
Occupational Therapy	Jason Browning	<a href="mailto:jtrowning@radford.edu">jtrowning@radford.edu</a>	2021-2023
Physical Therapy	Steve Glass	<a href="mailto:smglass1@radford.edu">smglass1@radford.edu</a>	2022-2024
Physician Assistant Studies	Judy Smith	<a href="mailto:jsmith182@radford.edu">jsmith182@radford.edu</a>	2021-2023
Public Health & Healthcare Leadership	Jeannine Everhart	<a href="mailto:jeverhart1@radford.edu">jeverhart1@radford.edu</a>	2021-2023
Social Work	Christine Rogerson	<a href="mailto:cvrogeron@radford.edu">cvrogeron@radford.edu</a>	2022-2024

## Representative Senators

Adjunct/FT Temp At-Large-CVPA	Will Sawyer	<a href="mailto:wwsawyer@radford.edu">wwsawyer@radford.edu</a>	2022-2023
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## Governance Structure of the 2022-2023 Faculty Senate

### Faculty Senate Executive Council

President—Kurt Gingrich  
Vice-President—Sheila Krajnick  
Secretary—David Beach  
At-Large—Katie Katz  
At-Large—Matthew Close

### Campus Environment

Denise Bernardini	CVPA
Jake Fox, Chair	Artis
I-Ping Fu	CHBS
Katie Katz	SoN
Diane Millar	Waldron
Carrie Sanders (FA22)	CEHD
Wally Scott (SP23)	
Will Sawyer	CVPA
Judy Smith	Waldron/RUC
Maneesh Thakkar	Davis

### Curriculum

Alyssa Archer	RU Libraries
Jason Browning	Waldron/RUC
Eric Choate	Artis
Anna DeVito, Co-Chair	CEHD
Scott Dunn, Co-Chair	CHBS

Dan Farhat	Davis
Tim Fuhrer	Artis
Rhett Herman	Artis
Geoff Pollick	CHBS
Christine Rogerson	Waldron
Ryan Sincavage	Artis
Cheri Triplett	CEHD

**Faculty Issues**

David Beach	CHBS
Matt Close	Artis
JC Cook	Waldron/RUC
Jeannine Everhart	Waldron/RUC
Kevin Farrell, Chair	CHBS/RUC
Roofia Galeshi	CEHD
Ji-Eun Lee	CVPA
Rachel Santos	CHBS
Liang Shao	Davis
Marjorie Young	SoN

**Governance**

Maggie Bassett	SoN
Brad Bizzell	CEHD
Andrew Foy, Chair	Artis
Sandy French	CHBS
Sheila Krajnik	Waldron/RUC
Chapman Rackaway	CHBS
James Robey (FA22)	CVPA
Wayne Gallops (SP23)	



Tammy Robinson	CVPA
Brian Buccola	Waldron
Shuhong Wang	Davis

**Resource Allocation**

Margaret Adams	CVPA
Caleb Bradberry	Artis
Christi Callahan	SoN
Jay Caughron	CHBS
Stephen Glass	Waldron/RUC
Dale Henderson, Chair	Davis
Katie Hilden	CEHD
Molly Hood	CVPA
Stockton Maxwell	Artis
Roby Page	CHBS

## Status of Motions of the 2022-2023 Faculty Senate

<b>Date</b>	<b>Title</b>	<b>Sponsor</b>	<b>Outcome</b>
2022-2023			
22-23.01	Motion to Revise the MSN in Nursing Administration	FSEC	Passed 9/1/22
22-23.02	Motion to Revise the T&R Handbook Language to Clarify Faculty Professional Development Leave	Faculty Issues	Passed 11/3/22
22-23.03	Motion to Revise the T&R Handbook Language to Revise Minimum Criteria for Faculty Promotions to Senior Instructor	Faculty Issues	Passed 10/20/22
22-23.04	Motion to Revise the T&R Handbook Language to Revise Awarding Rank of Senior Instructor to New Faculty	Faculty Issues	Passed 11/3/22
22-23.05	Motion to Revise the T&R Handbook Language to Clarify Probationary Period for Tenure-Track Positions	Faculty Issues	Delayed indefinitely 11/3/22
22-23.06	Motion to Add Temporary Membership for School of Nursing Representatives to Faculty Appeals and Faculty Grievance Committees	Governance	Passed 11/3/22
22-23.07	Motion to Revise T&R Handbook Language to Clarify the Use of FARs and Their Inclusion in Official Personnel Records	Governance	Passed 11/3/22
22-23.08	Motion to Revise T&R Faculty Handbook Language on Teaching Responsibilities	Governance	Passed 11/3/22
22-23.09	Motion to Approve Recommendations for Revisions to the Academic Program Review and Enhancement Process	Governance	Passed 11/17/22
22-23.10	Motion to Approve a One-Year Modification to the Academic Program Review and Enhancement Timeline	Governance	Passed 11/17/22

22-23.11	Motion to Establish an <i>ad hoc</i> Multi-Disciplinary Program Governance Committee	Curriculum	Passed 11/17/22
22-23.12	Motion to Revise Privileges and Responsibilities for Emeritus Faculty	Faculty Issues	Passed 1/19/23
22-23.13	Motion to Revise Teaching Responsibilities to Require LMS Usage	Campus Environment	Passed 2/2/23
22-23.14	Motion to Revise ESL Course Descriptions	Curriculum	Passed 2/16/23
22-23.15	Motion to Support the Post-Professional Certificate in Educational Leadership	Curriculum	Passed 3/2/2023
22-23.16	Motion to Change the Name of the School of Nursing to the College of Nursing	Governance	Passed 3/2/2023
22-23.17	Motion to Change the School of Nursing's Organizational Structure	Governance	Passed 3/23/2023
22-23.18	Motion to Revise Membership of the Faculty Appeals Committee to Add School of Nursing Representative	Governance	Postponed Indefinitely 3/23/2023
22-23.19	Motion to Revise Membership of the Faculty Grievance Committee to Add School of Nursing Representative	Governance	Postponed Indefinitely 3/23/2023
22-23.20	Motion to Add Language to the Textbook Policy	Resource Allocation	Passed 3/23/2023
22-23.21	Motion to Support ISAS Move from the Artis College to the Davis College	Curriculum	Passed 3/23/2023
22-23.22	Motion to Eliminate the Pre-Test from REAL Curriculum Assessment	Curriculum	Passed 3/23/2023
22-23.23	Motion to Eliminate Oral Communication as a SCHEV Competency and to Report Professionalism as a SCHEV Competency	Curriculum	Passed 3/23/2023
22-23.24	Motion to Align General Education Assessment Outcomes with REAL Curriculum Outcomes	Curriculum	Passed 3/23/2023
22-23.25	Motion to Approve the Online Master of Social Work Program	Curriculum	Passed 4/6/2023

22-23.26	Motion to Approve the Certificate of Advanced Graduate Study in Health Professions Education	Curriculum	Passed 4/6/2023
22-23.27	Motion to Approve the REAL Designation for the BA/BS Communication Major: Communication Studies Concentration	Curriculum	Passed 4/6/2023
22-23.28	Motion to Approve the REAL Designation for the Digital Communication and Research Analytics Minor	Curriculum	Passed 4/20/2023
22-23.29	Motion to Approve the REAL Designation for the Computer Science Minor	Curriculum	Passed 4/20/2023
22-23.30	Motion to Approve the Human Resource Management Minor	Curriculum	Passed 4/20/2023
22-23.31	Motion to Approve the Changes to the BA/BS Media Studies: Production Technology Concentration	Curriculum	Passed 4/20/2023
22-23.32	Motion to Eliminate the BA in Biology Program	Curriculum	Passed 4/20/2023
22-23.33	Motion to Approve Changes to OURS 100, Introductory Seminar in Research and Creative Inquiry	Curriculum	Passed 4/20/2023
22-23.34	Motion to Approve Changes to OURS 200, ARO Research Experiences	Curriculum	Passed 4/20/2023
22-23.35	Motion to Create the Data Analytics Minor for Non-Business Majors	Curriculum	Passed 4/20/2023
22-23.36	Motion to Create the English Minor	Curriculum	Passed 4/20/2023
22-23.37	Motion to Create the Hispanic Studies Minor	Curriculum	Passed 4/20/2023
22-23.38	Motion to Create the Human Resources Minor for Non-BBA Majors	Curriculum	Passed 4/20/2023
22-23.39	Motion to Create the Science and Values Minor	Curriculum	Passed 4/26/2023
22-23.40	Motion to Create the Science and Communication Minor	Curriculum	Passed 4/26/2023

22-23.41	Motion to Approve Changes to the Information Science and Systems Major	Curriculum	Passed 4/26/2023
22-23.42	Motion to Approve the REAL Designation for the Data Analytics Minor	Curriculum	Passed 4/26/2023
22-23.43	Motion to Approve the REAL Designation for the English Minor	Curriculum	Passed 4/26/2023
22-23.44	Motion to Approve the REAL Designation for the Hispanic Studies Minor	Curriculum	Passed 4/26/2023
22-23.45	Motion to Approve the REAL Designation for the Human Resources Minor	Curriculum	Passed 4/26/2023
22-23.46	Motion to Approve the REAL Designation for the Science and Values Minor	Curriculum	Passed 4/26/2023
22-23.47	Motion to Approve the REAL Designation for the Science and Communications Minor	Curriculum	Passed 4/26/2023
22-23.48	Motion to Approve the REAL Designation for the for the Information Science and Systems Major	Curriculum	Passed 4/26/2023
22-23.49	Motion to Approve the Changes to the RN to BSN Program	Curriculum	Passed 4/26/2023
22-23.50	Motion to Change the Number of Days to Submit a Suspension Appeal from 10 to 5 Business Days	Curriculum	Postponed indefinitely
22-23.51	Resolution on Academic Freedom	Faculty Issues	Passed 4/26/2023
22-23.52	Motion to Revise Data Engineering M.S.	Curriculum	Passed 4/27/2023
22-23.53	Motion to Revise Healthcare Administration M.H.A.	Curriculum	Passed 4/27/2023
22-23.54	Motion to Revise Master of Occupational Therapy	Curriculum	Passed 4/27/2023
22-23.55	Motion to Delete the Doctor of Psychology Degree	Curriculum	Passed 4/27/2023
22-23.56	Motion to Create the Certificate of Clinical Research Administration	Curriculum	Passed 4/27/2023
22-23.57	Motion to Create the Post-Master's Certificate in Nursing Education	Curriculum	Passed 4/27/2023

22-23.58	Motion to Create the Art B.F.A. Concentration in Digital Arts and Illustration	Curriculum	Passed 4/27/2023
22-23.59	Motion to Create the Geometric Expression Minor	Curriculum	Passed 4/27/2023
22-23.60	Motion to Create the German Minor	Curriculum	Passed 4/27/2023
22-23.61	Motion to Create the Unmanned Aerial Systems Minor	Curriculum	Passed 4/27/2023
22-23.62	Motion to Approve the REAL Designation for the Art B.F.A Concentration in Digital Arts and Illustration	Curriculum	Passed 4/27/2023
22-23.63	Motion to Approve the REAL Designation for the Geometric Expression Minor	Curriculum	Passed 4/27/2023
22-23.64	Motion to Approve the REAL Designation for the German Minor	Curriculum	Passed 4/27/2023
22-23.65	Motion to Approve the REAL Designation for the Unmanned Aerial Systems Minor	Curriculum	Passed 4/27/2023
22-23.66	Motion to Approve the REAL Designation for the Criminal Justice Minor	Curriculum	Passed 4/27/2023
22-23.67	Motion to Approve the REAL Designation for the B.A. and B.S. in Sociology	Curriculum	Passed 4/27/2023

## **22-23.01: Motion to Revise the MSN in Nursing Administration**

Referred by: Faculty Senate Executive Council

### **MOTION:**

Faculty Senate approves removing IPEH 607 as a required course in the MSN in Nursing Administration program.

### **RATIONALE:**

While this is a proposal basically of only internal concern to the School of Nursing, Faculty Senate approval is required because this change, along with previous revisions, will trigger a SCHEV review of the program. The formal approval of senate enabled this proposal to get to SCHEV in time to have the revision approved for the Fall 2022 semester.

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## 22-23.02: Motion to Revise T&R Handbook Language to Clarify Faculty Professional Development Leave

Referred by: Faculty Issues Committee

### MOTION:

The Faculty Senate approves the addition of language (red type) in Section 1.12.1.1 of the T&R Faculty Handbook.

#### **1.12.1.1 Faculty Professional Development Leaves**

The Faculty Professional Development Leave program is designed to provide leave equivalent to one semester to support and enhance scholarly activities, teaching, research, and/or artistic ability. To be eligible for Professional Development Leave faculty members must be tenured with seven years of prior university service, **including documented years of service to Jefferson College of Health Sciences**, prior to the time at which the leave will begin or have completed seven years of service prior to the time at which the leave will begin since a previous Faculty Professional Development Leave. Time spent on Faculty Professional Development Leave is not considered in compiling minimum service requirements for future leave.

The awarding of Faculty Professional Development Leave is subject to the availability of University funds and the ability of the department or school, in the absence of the requesting faculty member, to meet its teaching and other obligations without undue burden on department faculty. Such leaves are awarded based on applications from all interested, eligible faculty; review and recommendations from a standing committee; and approval by the Provost.

A faculty member may take one semester leave at full pay or two semesters of leave at half-pay, with full fringe benefits. Recipients of a Faculty Professional Development Leave may receive additional compensation from other approved sources up to a total equal to their annual salary from the University if approved in advance by the Provost. They may also obtain additional funds from external sources to cover expenses for travel, research and secretarial assistance, and the purchase of relevant materials. Engagement in consulting activities shall be consonant with existing University policy. Specific arrangements must be approved by the Department Chair, the College Dean, and the Provost. The Chair of the Department Personnel Committee shall serve as substitute if the applicant is the Department Chair.

Faculty Professional Development Leave is granted with the expectation that the increased competence of the recipient will also benefit the University. The faculty member must, therefore, upon completion of his or her leave, return to full-time service



with the University for a period equal to the period of leave, or repay the University the full amount paid to the faculty member during the leave.

A written report describing accomplishments while on leave must be submitted by the faculty member to the Department Chair, Dean, Chair of the Faculty Professional Development Leave Committee, and the Provost with his or her Faculty Annual Report or within three months of return from leave. The Chair of the Department Personnel Committee shall serve as substitute if the applicant is the Department Chair.

Time spent on Faculty Professional Development Leave will count towards qualification for promotions.

**RATIONALE:**

This motion modifies the eligibility for Faculty Professional Development Leaves, allowing tenured faculty to count their years of service to Jefferson College of Health Sciences.

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## 22-23.03: Motion to Revise T&R Handbook Language to Revise Minimum Criteria for Faculty Promotions to Senior Instructor

Referred by: Faculty Issues Committee

### MOTION:

The Faculty Senate approves the addition of language (red type) in Section 1.6.1.1 of the T&R Faculty Handbook.

#### 1.6.1.1 Minimum Criteria for Faculty Promotions

##### Senior Instructor

Holds an advanced, non-terminal degree consistent with the accreditation criteria of the discipline and the Southern Association of Colleges and Schools. Must be special purpose faculty and have six years of full-time service at Radford University, including documented years of service to Jefferson College of Health Sciences, as an instructor.

##### Assistant Professor

Must hold a terminal degree in area of specialty

##### Associate Professor

a. Must hold a terminal degree in area of specialty and have six years of service at Radford University or other accredited collegiate institution, of which three years must be with the terminal degree, or

b. Must hold a terminal degree in area of specialty; and must have four years of full-time service at Radford University or other accredited collegiate institution; and must have a total of ten years specialized experience which fits the position held as determined by the Provost in consultation with the department chair, including academic service and other specialized experiences.

##### Professor

a. Must hold a terminal degree in area of specialty; and must have six years as Associate Professor, of which three years must be at Radford University; and must have made at Radford University significant contributions in his or her field, including exemplary teaching.

Faculty are eligible to apply for promotion during the year when they are completing the applicable minimal criteria. Recognition will be given to the fact that for a few fields the prevailing terminal degree is not the doctorate. In such cases the terminal degree or combination of degrees or certificates will be based on the guidelines of the appropriate national accrediting organization.

Upon positive recommendations of the Department Promotion Committee, the Department Chair, the College Dean, the Provost, and the approval of the President, time spent on professional leave may count towards promotion. Time spent on personal leave will not count towards promotion. Graduate Teaching Assistantships are not counted toward full-time service.

Tenured and tenure-track faculty in administrative and professional positions may be considered for promotion; the same minimum criteria would apply.

Exceptions to the above minimal criteria may be made in cases of exceptional merit upon positive recommendation by the Department Chair, the Department Promotion Committee, and the College Dean and the approval of the Provost.

The highest held degree must be in an area appropriate to the specialized field of teaching.

#### RATIONALE:

This motion modifies the criteria for promotion to Senior Instructor, allowing candidates to count years of service at Jefferson College of Health Sciences or another accredited institution. At present, promotion to Senior Instructor requires six years of service at Radford University, which is inconsistent with the criteria for promotion to other ranks.

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## 22-23.04: Motion to Revise T&R Handbook Language to Revise Awarding Rank of Senior Instructor to New Faculty

Referred by: Faculty Issues Committee

### MOTION:

The Faculty Senate approves the addition of language (red type) in Section 1.3.1.4 of the T&R Faculty Handbook.

#### **1.3.1.4 Awarding Rank to New Faculty**

The following shall be minimal qualifications for consideration for appointment to the faculty rank indicated:

##### Instructor

Holds a Bachelor's degree in the discipline or field in which he or she will be employed to teach and has at least 18 hours of graduate credit in the field, or holds the Master's degree in the discipline or field in which he or she will be employed to teach

##### Senior Instructor

Holds a Bachelor's degree in the discipline or field in which he or she will be employed to teach and has at least 18 hours of graduate credit in the field, or holds the Master's degree in the discipline or field in which he or she will be employed to teach, with a minimum of six years of full-time service at other collegiate accredited institutions, with demonstrated excellence in teaching.

##### Assistant Professor

Holds a terminal degree in the discipline or field in which he or she will be employed to teach

##### Associate Professor

Holds a terminal degree in the discipline or field in the discipline or field in which he or she will be employed to teach and has six years of full-time service at accredited collegiate institutions, at least three years of which must be subsequent to the terminal degree in area of specialty, and has demonstrated excellence in teaching, service, and scholarship.

##### Professor

Holds a terminal degree in the discipline or field in the discipline or field in which he or she will be employed to teach and has a minimum of ten years of full-time service at accredited collegiate institutions, and has exemplary contributions in teaching, service, and scholarship.

Exceptions to the above minimal criteria, including credit for other specialized experience which fits the position to which appointed, may be made upon positive recommendations by the Department Personnel Committee, the Department Chair, and the College Dean with the approval of the Provost.

**RATIONALE:**

This motion adds criteria for new faculty to be hired at the Senior Instructor rank. At present, Senior Instructor is omitted from Section 1.3.1.4, while all other faculty ranks are included.

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## 22-23.05: Motion to Revise T&R Handbook Language to Clarify Probationary Period for Tenure-Track Positions

Referred by: Faculty Issues Committee

### MOTION:

The Faculty Senate approves the addition of language (red type) 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 later be hired to a tenure-track position, the faculty member will be offered the opportunity to count his or her continuous and uninterrupted prior service as a full-time temporary faculty member at Radford University, **including documented years of service to Jefferson College of Health Sciences**, as part of the probationary period. 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.

A tenure-track faculty member who held a previous tenure-track appointment, or an appointment as a visiting professor at another accredited institution after completing the terminal degree in his or her field, will be offered the opportunity to count up to a total of two years of prior service credit as part of the probationary period at Radford University. A faculty member who held a previous tenure-track appointment, or an appointment as a visiting professor at another accredited institution, and who is hired as a Department Chair at Radford University will be offered the opportunity to count up to a total of three years of prior service credit as part of the probationary period at Radford University. The faculty member's decision to count or to waive credit for prior service will be made at the time of initial hiring.

When a faculty member's previous experience and/or extraordinary contributions warrant such action, tenure may be awarded upon appointment. This can occur, though, only with the recommendation of the Department Personnel Committee and the Chair of the department in which the faculty member seeks appointment.

**RATIONALE:**

This motion allows for years of service to Jefferson College of Health Sciences to count towards the probationary period for former full-time temporary faculty hired to a tenure-track position.

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## **22-23.06: Motion to Add Temporary Membership for School of Nursing Representatives to Faculty Appeals and Faculty Grievance Committees**

Referred by: Governance Committee

### **MOTION:**

Faculty Senate approves the temporary addition of one representative from the School of Nursing to the Faculty Appeals Committee for the 2022-2023 academic year, and one representative from the School of Nursing to the Faculty Grievance Committee for the 2022-2023 academic year. Temporary representatives and alternates from the School of Nursing will be selected according to Section 1.8.4 of the T&R Faculty Handbook, Composition of Faculty Appeals Committee, and Section 1.9.5, Composition of Faculty Grievance Committee. These temporary representatives will serve for a one-year term.

### **RATIONALE:**

Currently, the School of Nursing is not represented on the Faculty Appeals and Faculty Grievance Committees. This motion would provide representation temporarily for the 2022-2023 academic year, while Faculty Senate gives consideration and deliberation to changes to the composition of these committees, given changes in faculty numbers across the University, and creation of the School of Nursing as a standalone unit.

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## **22-23.07: Motion to Revise T&R Handbook Language to Clarify the Use of FARs and Their Inclusion in Official Personnel Records**

Referred by: Governance Committee

### **MOTION:**

Faculty Senate approves the addition of language (**red type**) and the deletion of language (~~stricken through~~) to Section 1.4.1.4.1 of the Teaching & Research Faculty Handbook.

### **1.4.1.4 Faculty Evaluation Procedures**

#### **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;
- 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~~ **their** 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) in University service, the faculty member’s overall evaluation would be determined as follows:

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

4. The Department Chair shall send a copy of the proposed faculty evaluation to the faculty member under evaluation by the date specified in the University’s ~~Time Schedule for Personnel Decisions~~ **Personnel Timeline**. All faculty members shall be given the opportunity to respond to the tentative evaluations of themselves by their Department Chair before the evaluation from the Chair is signed and forwarded to the College Dean.
5. Each response to a tentative evaluation may be presented either in writing or verbally in conference. Each written response must be received no later than the date specified in the

University's ~~Time Schedule for Personnel Decisions~~ **Personnel Timeline**. Each conference must be requested no later than the date specified in the University's ~~Time Schedule for Personnel Decisions~~ **Personnel Timeline**. After consideration of the faculty member's response, the Department Chair shall forward ~~his or her~~ **their** final evaluation to the Dean with a copy to the faculty member. If the faculty member disagrees with the evaluation from the Chair, ~~he or she~~ **they** may send to the Dean a statement of ~~his or her~~ **their** disagreement.

6. The evaluation of each faculty member from the Chair shall be forwarded to the Dean of that College. The Dean shall review the evaluation from the Chair. If the Dean concurs with the evaluation from the Chair, ~~he or she~~ **they** may give reasons for this concurrence. If the Dean disagrees with the evaluation from the Chair, the Dean shall set forth ~~his or her~~ **their** reasons for disagreement. In either case, if the Dean adds anything to the evaluation from the Chair, a written copy of the Dean's comments shall be sent to the Chair and to the faculty member.
7. A faculty member who disagrees with all or any part of ~~his or her~~ **their** final evaluation may file an appeal with the Faculty Appeals Committee. The recommendation of the Faculty Appeals Committee shall be given to the Provost. The Provost shall give full consideration to the recommendation of the Faculty Appeals Committee and shall render a final decision in the matter. The final evaluation as reviewed by the Dean or, in such cases where it is rendered, the final decision of the Provost, shall be the basis for merit pay increases and shall be considered in decisions related to promotion, reappointment, and tenure.

Procedures for appeals are given in section 1.8 of this Handbook.

8. ~~The following shall become a part of each faculty member's official personnel file in the office of the Provost: the faculty member's evaluation from the Chair; the decisions and comments of the Dean; any written disagreements with either the Chair or the Dean that the faculty member under evaluation wishes to include; any recommendations that may issue from the Faculty Appeals Committee; any final decision rendered by the Provost subsequent to recommendations of the Faculty Appeals Committee.~~ **As soon as the evaluation process is completed, the following shall become a part of each faculty file in the Office of the Provost and Vice President for Academic Affairs: the faculty member's Faculty Annual Report, the faculty member's evaluation from the Chair with numerical ratings; the decisions and comments of the Dean; any written disagreements with either the Chair or the Dean that the faculty member under evaluation wishes to include; any recommendations that may issue from the Faculty Appeals Committee; any final decisions rendered by the Provost and Vice President for Academic Affairs subsequent to recommendations of the Faculty Appeals Committee.**

## RATIONALE:

These clarifications to include the Faculty Annual Reports in Official Personnel Records will achieve consistency with the language in the Personnel Timeline.

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## **22-23.08: Motion to Revise T&R Faculty Handbook Language on Teaching Responsibilities**

Referred by: Curriculum Committee

### MOTION:

Faculty Senate approves the proposed language for Section 2.3 of the T&R Faculty Handbook, Teaching Responsibilities, to replace the current language for Section 2.3 of the T&R Faculty Handbook.

### **Current Language** **2.3 Teaching Responsibilities**

For faculty members with responsibilities for advising, university service, and expectations of professional contributions, the normal teaching load is twelve (adjusted) semester hours per semester. For faculty who have no significant responsibilities other than teaching, the normal (adjusted) teaching load is fifteen semester hours per semester.

Assigned faculty teaching load reflects a variety of factors such as disciplinary norms, the number of students enrolled in classes, the number of preparations required, and the level of courses taught. Department chairs assign teaching responsibilities with the approval of the Dean.

### **Proposed Language** **2.3 Teaching Responsibilities**

Assigned faculty teaching load reflects a variety of factors such as disciplinary norms and accreditation, the number of students enrolled in classes, the number of preparations required, the level and type of courses taught, and responsibility for laboratory, clinical, studio, or practicum instruction. Department chairs and school directors assign teaching responsibilities, based on university goals and priorities, department and college needs, consideration of disciplinary accreditation, and the faculty member's interests and capabilities, with the approval of the appropriate supervising Dean.

The chair or director determines the faculty member's teaching load distribution for each academic semester in consultation with the faculty member, prior to the determination of the course schedule.

For faculty who have no significant responsibilities other than teaching, the normal (adjusted) teaching load is fifteen semester hours per semester. For faculty members with responsibilities for advising, university service, and expectations of professional contributions, the normal teaching load is twelve (adjusted) semester hours per semester.

Faculty who devote a significant amount of time in high-engagement practices may receive ~~up to three semester hours~~ of time reassigned from the normal (adjusted) teaching load. High-engagement practices are those that enhance student recruitment, retention, persistence, and degree completion.

Faculty who are heavily committed to service or undertaking especially intensive professional, scholarly and creative contributions could have additional reassignment of time, arranged in consultation with their chair or director and the appropriate supervising dean.

Faculty involved in administration of academic programs may also have a reduced teaching load, in consultation with the appropriate supervising dean.

#### RATIONALE:

The revised language provides more detailed guidance on faculty teaching loads, including broad criteria for reassigned time. The revision clarifies that reassigned time may be appropriate for faculty with significant administrative or service responsibilities or for faculty engaged in especially intensive scholarly, professional, or creative activities. It also allows for the use of reassigned time to support university initiatives related to recruitment and retention.

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## 22-23.09: Motion to Approve Recommendations for Revisions to the Academic Program Review and Enhancement Process

Referred by: Governance Committee

### MOTION:

Faculty Senate supports the following recommendations for revising the Academic Program Review and Enhancement process: that the standing charges and the composition of the Academic Program Review and Enhancement (APRE) Committee will be as appended below; that the criteria that put a program on monitoring are failure to demonstrate appropriate assessment of student learning or failure to meet SCHEV viability standards; that a program placed on monitoring will submit annual reports to the APRE Committee for three years since being placed on monitoring. These annual reports will document progress on the criteria/criterion that placed the program on monitoring and subject to the same review as other programs undergoing APRE. If the program is not making sufficient progress at the end of the three-year monitoring period, the program will also develop and submit a plan for sunsetting the program. Sunsetting should include a process for the program to be modified, either through reduction in size, merging with another program, or discontinuation. **Faculty Senate expects that the APRE Committee will consider these criteria to be temporary for the 2022-23 review year and that the Committee will work to develop additional and/or improved criteria for the 2023-24 review year with a report due to the Faculty Senate in Fall 2023.**

Academic Program Review and Enhancement Proposal Membership:

- A. One T&R associate rank or above faculty member from each undergraduate college, and the School of Nursing, along with one T&R associate rank or above faculty member representing the Graduate College\*
- B. The Dean of each undergraduate college, the School of Nursing and the Dean of the Graduate College
- C. A representative from the Faculty Senate Curriculum Committee
- D. A representative from the Office of the Provost (non-voting)
- E. A representative from the Office of the Assistant Provost for Academic Budgets and Operations (non-voting)
- F. The Director of the Office of Institutional Effectiveness and Quality Improvement (nonvoting)

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

Charges:

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

1. Determine terms of service for elected faculty members, including length of staggered terms for elected faculty members.
2. Review and revise as necessary the existing schedule of reviews of academic programs defined to include majors, minors, certificates, and any other credit-bearing programs, not including the general education program.
3. Review and revise as necessary the deadlines for reports to be submitted to the committee.
4. Establish clear and transparent criteria and benchmarks for determining the health of programs.
5. Investigate the need for data-based strength-of-program metrics developed internally, for the review of each academic program.
6. Liaise with REAL Council on REAL Curriculum to align reporting expectations, criteria, and benchmarks.
7. Once benchmarks and criteria have been developed, work with the Office of Institutional Effectiveness and Quality Improvement to create templates defining the contents of reports for programs on monitoring and program review reports that speak to the above-mentioned criteria and benchmarks.
8. Review and revise proposed charges, membership, and criteria. Submit these recommendations to Faculty Senate for review and approval.

B. Standing Charges

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



2. Receive reports from programs based on the established and known schedule and timetable and review these reports based on criteria and benchmarks that the committee uses to assess program health. Such reports will be prepared with input from all faculty members in the program.
3. For each program that was reviewed, make one of two recommendations to the provost:
  - (1) the program be maintained; or
  - (2) the program be placed on or remain on monitoring. These recommendations will be accompanied by explanations and will also be provided to the academic programs in a timely way to allow consultation with all faculty members in the program. Programs that are placed on monitoring will develop or revise a plan of action in consultation with the committee. The committee is responsible for identifying specific criteria or benchmarks that need remediation and can recommend a program work with outside consultants.
4. For programs on monitoring, receive annual reports and review these based on criteria and benchmarks that the committee uses to assess program health and progress on responses to the committee recommendations. This review process determines if a program has made sufficient progress to be taken off monitoring.
5. If after three years a program has not made sufficient progress to be taken off monitoring, then the committee recommends to the provost that the program be modified, either through reduction in size, merging with another program, or discontinuation. All recommendations for merging with another program or discontinuance must be sent to Faculty Senate for its recommendation to the provost. If financial investments are made in programs on monitoring and no progress is documented, the committee may recommend additional resources are discontinued. This process does not reset the cycle for the next program review.
6. Recommend to the Provost when and what program enhancements are warranted; enhancements could include the creation of new faculty lines or other forms of investment and could be directed either to programs with clear growth potential or programs that program review has demonstrated have clear needs. These recommendations should include concrete recommendations on the allocation of new resources.
7. Complete an annual assessment of committee policies and procedures. Report on the state of committee policies and procedures at the end of academic program review and enhancement cycle. This should include feedback from all stakeholders involved in the APRE process.

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

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

#### SUPPORTING DOCUMENTS:

1. [Proposed Revised APRE Template](#)

#### RATIONALE:

In Motion 21-22.07, Faculty Senate charged the Academic Program Review and Enhancement Committee to initiate revisions of the committee's composition and charges. This motion noted that the current process is not achieving its stated purpose to determine the "overall health, viability, and curricular integrity of programs" and to encourage the sorts of reviews that lead to programmatic improvements. This motion anticipated that changes to the composition of the committee would be minor but that changes to the committee's charges would be significant. Pursuant to this motion, the APRE committee reviewed the current process during the 2021-22 academic year and reached consensus on a number of ways to improve the process. As per Motion 21-22.07, the APRE committee must allow consideration by Senate of standing charges, committee membership, and review criteria for programs to be placed on monitoring. The revised template is appended below for informational purposes.

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## 22-23.10: Motion to Approve a One-Year Modification to the Academic Program Review and Enhancement Timeline

Referred by: Governance Committee

### MOTION:

Faculty Senate approves a one-year modification to the Academic Program Review process to allow selected departments to submit to their respective Dean their Program Review documents on January 15, 2023.

### RATIONALE:

With the reinstatement of the Academic Review Program process, after a one-year hiatus, this motion only alters the department's due date to give them sufficient time to complete their report. The remainder of the dates will remain the same. Please see table:

Department Submits Report to the Dean by January 15, 2023
Dean Reviews Reports and submits to APRE by January 31, 2023; copy to the department chair/director
APRE report sent to Department Faculty & Chair, and College Dean by March 15. Simultaneously, recommendations to retain/enhance go to the Provost; recommendations to discontinue go to the Faculty Senate for review and comment.

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## 22-23.11: Motion to Establish an *ad hoc* Multi-Disciplinary Program Governance Committee

Referred by: Curriculum Committee

### MOTION:

Faculty Senate supports the formation of an *ad hoc* committee to examine issues related to multi-disciplinary programs, with the following suggested membership:

1. One faculty representative from each undergraduate college and the School of Nursing, appointed by the FSEC (7)
2. One Dean selected by the Provost (1)
3. One Chair selected by the Council of Chairs (1)
4. Faculty Senate Curriculum Committee Chair (1)
5. Assistant Provost for Undergraduate Education (1)
6. Assistant Provost for Budget and Academic Operations (Chair) (1)

The committee will focus on the following charges:

1. Develop a defined administrative structure for multi-disciplinary programs to help ensure success of new and/or continuing programs.
2. Develop and approve a pathway for new programs to include those responsible for initiation and maintenance of the program, evaluation of the program, delegation of FTE for classes, evaluation of those overseeing the program, evaluation of the program as part of the APRE process, etc.
3. Recommend a financial structure to support new and continuing programs to include program director stipend and ongoing costs for program support and/or growth.

The committee will keep the Faculty Senate apprised of its progress and follow standard approval pathways for substantive changes that it proposes.

### RATIONALE:

Multi-disciplinary programs offer exciting new opportunities for the university's students and faculty, but they also present problems with governance, especially when they include courses housed in multiple colleges. This *ad hoc* committee will help address those concerns.

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## 22-23.12: Motion to Revise Privileges and Responsibilities for Emeritus 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 1.2.3 of the T & R Faculty Handbook.

### 1.2.3 Emeritus Faculty

Based on recommendations from the Department Personnel Committee, the Department Chair, the College/School Dean, and the Provost, the President may make recommendations to the Board of Visitors regarding the award of Emeritus status to retiring tenured and Special Purpose faculty who meet the following criteria: a minimum of ten years of service to Radford University, including documented years of service to Jefferson College of Health Sciences and annual faculty evaluations predominantly ranked as “exceeds expectations.” The following privileges and responsibilities, available to regular faculty, shall also be granted with Emeritus status: the use of the library, use of faculty athletic facilities, use of a university computer account, a Radford University identification card and special event discounts available with it, the ability to purchase meal plans, **eligibility for participation in the Employee Tuition Waiver program**, and attendance at University functions that are open to all regular faculty.

### RATIONALE:

This motion allows emeritus faculty to participate in the Employee Tuition Waiver program. According to HR-PO-1404, “upon appropriate approval, eligible employees are allowed to enroll at no cost in courses offered by the University to students.” This benefit can be provided to emeritus faculty without cost to the University, as the policy states that “eligible employees may not enroll in any course where such enrollment would result in the displacement of students” and “course enrollment limits will not be increased to allow for the enrollment of employees.”

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## 22-23.13: Motion to Revise Teaching Responsibilities to Require LMS Usage

Referred by: Campus Environment Committee

MOTION:

**MOTION:**

The Faculty Senate recommends the following amendment to Section 2.8 of the T&R Faculty Handbook (amended text shown in red type):

### **2.8 Class Administration**

Faculty should meet all classes at the time and place indicated in the schedule of classes unless approval to change has been granted in advance by the Department Chair or Program Director and the Dean.

No classes are to be added or dropped except by the approval of the Chair or Program Director or Dean. Faculty members will inform students, in writing and in other media if appropriate to the course format, of their course requirements, attendance, and grading policies during the first week of the semester. Faculty members are responsible for submitting mid-semester grades for all students in all undergraduate courses as directed by the registrar. Students must be provided the opportunity to examine and discuss with their instructor all examinations, materials, and criteria used in the grading process.

Regardless of the mode of course delivery, all faculty are expected to make use of the university's web-based learning management system (LMS). Specifically, and as a *minimum expectation*, all courses that enroll five or more students must have an active course shell that includes the following items:

1. The current course syllabus, which must include the course title, prefix and number, grading criteria, mode of delivery (e.g., online asynch, in-person, etc.), and course policies and expectations.
2. An active gradebook in which students can see scores/grades for all work that has been graded in course.

Original works prepared at student expense must be made available to the student at the conclusion of the semester during which the work was submitted.

Student examinations, papers, projects, and other materials used in determining grades should be retained by the professor for at least one semester after the course is offered unless these materials are returned to the student. All records of student grades should be retained and turned in to the Department Chair or Program Director upon leaving the employment of Radford University. A Change of Grade Form must be completed by the instructor and approved by the Dean before a grade can be officially changed in the Registrar's Office.

**RATIONALE:**

Radford University students come to our institution with changing expectations with regard to teaching and learning. The professoriate also evolves, with changing expectations and understandings of what constitutes competent teaching. The current motion reflects the fact that the General Faculty of Radford University believe that access to a web-based course shell with the listed components constitutes a norm of transparency and communication that students are entitled to expect. This motion is deliberately written with sensitivity to the issue of academic freedom; the requirement is strictly focused on providing a standard of communication and transparency for our students and carries no implications for the conduct or content of any course.

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## **22-23.14: Motion to Revise ESL Course Descriptions**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate supports revising the course descriptions for ESL 102, ESL 103, ESL 202, ESL 203, ESL 302, and ESL 303.

### **RATIONALE:**

The revisions to these course descriptions were submitted by the staff who will oversee the teaching of these courses in the McGlothlin Center for Global Education and Engagement. These revisions reflect current best practices in the teaching of English as a Second Language.

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## **22-23.15: Motion to Support the Post-Professional Certificate in Educational Leadership**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate supports the creation of a Post-Professional Certificate in Educational Leadership.

### **RATIONALE:**

This certificate will fill a need for current preK-12 teachers who seek to advance into leadership or administrative roles. Many teachers already take these courses as non-degree students. This certificate would allow these teachers to officially enroll at Radford University and to earn an official credential.

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## 22-23.16: Motion to Change the Name of the School of Nursing to the College of Nursing

Referred by: Governance Committee

### MOTION:

The Faculty Senate supports the proposal to change the name of Radford University's stand-alone academic unit known as the School of Nursing to the *College of Nursing*.

### RATIONALE:

The School of Nursing was previously known as the College of Nursing and Health Sciences (circa 1990). The name was later changed to Waldron College of Health and Human Services. In 2021, the School of Nursing separated from Waldron College of Health and Human Services, and now functions as a standalone college in all respects, resulting in seven colleges within the University. This change more appropriately aligns with the administrative structure of that academic unit and will align with the Faculty T & R Handbook, significantly reducing the number of revisions needed for that document.

The change to a college with the proposed departmental structure has a net-neutral effect on the budget.

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## 22-23.17: Motion to Change the School of Nursing's Organizational Structure

Referred by: Governance Committee

### MOTION:

The Faculty Senate supports the School of Nursing's proposed change to the organizational structure of Radford University's stand-alone academic unit of Nursing to ~~five~~ **three** departments and the Clinical Simulation Center as reflected in the proposed College of Nursing organizational structure.

The new structure would include ~~two~~ **one** Associate Deans, ~~five~~ **three** Department Chairs, one CSC Executive Director, and Coordinators for individual programs

### RATIONALE:

In 2021, the School of Nursing separated from Waldron College of Health and Human Services, and now functions as a standalone college in all respects, resulting in seven colleges within the University. Functionally, they have departments and chairs, but they are called academic units and academic unit heads. This change more appropriately aligns with the administrative structure of that academic unit and will align with the Faculty T & R Handbook, significantly reducing the number of revisions needed for that document.

The change to a college with the proposed departmental structure has a net-neutral effect on the budget. It will add two departments in the College of Nursing to their three current academic units plus the simulation centers.

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

- Traditional BSN (in person, pre-licensure) – 27 faculty, 325 students
- Accelerated BSN (in person, pre-licensure career switchers; soon to be converted to a Direct Entry MSN in CBE format) – 10 faculty, 130 students
- RN to BSN (online, post-licensure) – 4 faculty + many adjuncts, 200 students
- Advanced Practice NP (hybrid, includes MSN and DNP) – 11 faculty, 90 students
- Nursing Leadership (online, includes MSN and DNP) – 4 faculty + many adjuncts, 49 students

They also have significant numbers of adjuncts throughout all our programs, primarily for the online programs and clinical components of courses.

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## 22-23.18: Motion to Revise the Membership of the Faculty Appeals Committee to Add School of Nursing Representative

Referred by: Governance Committee

### MOTION:

The language of the T & R Handbook section 1.8.4, Composition of Faculty Appeals Committee, will be revised as follows with added text in **red type** and deleted text in ~~strikeout~~:

The membership of the Faculty Appeals Committee will consist of 10 elected tenured faculty members. Representation is as follows: one elected representative from each of the seven colleges, Artis College of Science and Technology, College of Education and Human Development, College of Humanities and Behavioral Sciences, College of Visual and Performing Arts, Davis College of Business and Economics, School of Nursing, and Waldron College of Health and Human Services. Three additional members will be elected, one each from the three colleges with the highest number of faculty. Faculty Senate Executive Council will determine from which colleges the three additional faculty members are to be elected immediately prior to the committee being convened. ~~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.

#### RATIONALE:

In 2021, the School of Nursing separated from Waldron College of Health and Human Services, and now functions as a standalone college in all respects, resulting in seven colleges within the University. Additionally, faculty numbers in the seven colleges fluctuate from year to year, with potentially more opportunity for altered distribution of faculty as Radford University and higher education in general face changes in program and thus faculty composition. Therefore, a formula is needed for membership allocation in the Faculty Appeals Committee that allows for changes from year to year, to ensure representation that aligns with faculty distribution across colleges. The number of T & R faculty at Radford University has been declining, thus adding an 11th member to the Appeals Committee to include representation from the School of Nursing does not seem warranted.

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## 22-23.19: Motion to Revise Membership of the Faculty Grievance Committee to Add School of Nursing Representative

Referred by: Governance Committee

### MOTION:

The language of the T & R Handbook Section 1.9.5, Composition of Faculty Grievance Committee, will be revised as follows with added text in **red type** and deleted text in ~~strikeout~~:

**The membership of the Faculty Grievance Committee will consist of 10 elected tenured faculty members. Representation is as follows: one elected representative from each of the seven colleges, Artis College of Science and Technology, College of Education and Human Development, College of Humanities and Behavioral Sciences, College of Visual and Performing Arts, Davis College of Business and Economics, School of Nursing, and Waldron College of Health and Human Services. Three additional members will be elected, one each from the three colleges with the highest number of faculty. Faculty Senate Executive Council will determine from which colleges the three additional faculty members are to be elected immediately prior to the committee being convened.** ~~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.~~

**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.~~

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.

#### RATIONALE:

In 2021, the School of Nursing separated from Waldron College of Health and Human Services, and now functions as a standalone college in all respects, resulting in seven colleges within the University. Additionally, faculty numbers in the seven colleges fluctuate from year to year, with potentially more opportunity for altered distribution of faculty as Radford University and higher education in general face changes in program and thus faculty composition. Therefore, a formula is needed for membership allocation in the Faculty Grievance Committee that allows for changes from year to year, to ensure representation that aligns with faculty distribution across colleges. The number of T & R faculty at Radford University has been declining, thus adding an 11th member to the Grievance Committee to include representation from the School of Nursing does not seem warranted.

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## **22-23.20: Motion to Add Language to the Textbook Sales Policy**

Referred by: Resource Allocation Committee

### **MOTION:**

Faculty Senate recommends adding language related to Open Educational Resources (OER), Low Textbook Cost Courses, and Zero Textbook Cost Courses, to the Textbook Sales Policy (FA-PO-1204). (See Appendices on the Faculty Senate Motions web site for the Policy document with highlighted language to be added.)

### **RATIONALE:**

As a public institution of higher education, we are required to have a OER policy. We currently do not have an approved policy that guides the utilization of OER, zero-cost and low-cost textbooks. We already have the low/zero cost course attribute in the registration system. As the policy states, “This policy does not mandate the use of OER or zero/low-cost materials in any course. The purpose of this policy is to support faculty in their voluntary adoption of OER and zero/low-cost materials to achieve both stated outcomes.”

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## **22-23.21: Motion to Support ISAS Move from the Artis College to the Davis College**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate supports moving the three Information Systems and Sciences (ISAS) Faculty and the BS ISAS Program from The Artis College of Science and Technology to the Davis College of Business and Economics. The programs will be housed in what is currently the Department of Accounting, Finance, and Business Law (AFBL).

### **RATIONALE:**

1. The Faculty are interested in making the move from Artis to Davis.
2. Artis College does not oppose the move.
3. Davis College is in favor of the move.
4. The move makes sense based on the rationale proposed by the department and Davis College.  
(This can be found in Appendices.)

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## **22-23.22: Motion to Eliminate the Pre-Test from REAL Curriculum Assessment**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate supports eliminating the use of a pre-test as part of the university-wide REAL Curriculum assessment.

### **RATIONALE:**

Post-test data is sufficient for reporting general education competency development to state and regional accrediting bodies, and so the pre-test is not needed. No longer administering the pre-test will streamline data collection, will increase efficiency of data collection, and will reduce the assessment burden on students, on staff, and on faculty across the university. This motion has the support of REAL Council and of the Office of Institutional Effectiveness and Quality Improvement.

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## **22-23.23: Motion to Eliminate Oral Communication as a SCHEV Competency and to Report Professionalism as a SCHEV Competency**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate supports the elimination of oral communication as a SCHEV competency and the use of Professionalism as a SCHEV competency.

### **RATIONALE:**

This motion is designed to ease the assessment burden on students, faculty, and staff. Reporting Professionalism as a SCHEV competency is in line with the strategic plan; the Strategic Plan's Academic Excellence and Research Goal 1 emphasizes "requir[ing] students in each degree program to complete program components in which...characteristics of professionalism are taught and demonstrated." And assessment data on Professionalism can be gathered with the university-wide L assessment. This is not true for oral communication. So, to ease the assessment burden on students, faculty, and staff, reporting oral communication as a SCHEV competency can be eliminated. This change will reduce the information departments will be required to provide for the purposes of SCHEV reporting. This motion is not designed to discourage departments from assessing students on their performance in oral communication, just to ease the assessment burden. This motion is supported by the Office of Institutional Effectiveness and Quality Improvement.

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## **22-23.24: Motion to Align General Education Assessment Outcomes with REAL Curriculum Outcomes**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate supports using results of the assessments of REAL Curriculum outcomes as the assessments of the general education competencies reported to the State Council of Higher Education (SCHEV). The following assessment plan and competency revisions are proposed:

1. Critical Thinking – to be assessed using data gathered from questions on the REAL Curriculum areas of E- and A- assessment that are mapped to Learning Outcome 2 for each area.
2. Written Communication – to be assessed using data gathered from foundational writing and WI-designated courses.
3. Quantitative Reasoning – to be assessed using data gathered from foundational math and the QR REAL instrument.
4. Scientific Reasoning – to be assessed using data gathered from the SR REAL instrument.
5. Professionalism – to be assessed using data gathered from the L instrument.

### **RATIONALE:**

This alignment is a natural result of the intent of the REAL Curriculum, and it will simplify data collection and ease assessment burdens. This motion has the support of REAL Council and of the Office of Institutional Effectiveness and Quality Improvement.

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## **22-23.25: Motion to Approve the Online Master of Social Work Program**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends approval the online Master of Social Work program.

### **RATIONALE:**

No changes are made to the existing program other than offering classes and the program online.

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## **22-23.26: Motion to Approve the Certificate of Advanced Graduate Study in Health Professions Education**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends approval of the certificate program for Advanced Graduate Study in Health Professions Education.

### **RATIONALE:**

This certificate allows students with advanced clinical degrees to gain knowledge and background in educational strategies.

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## **22-23.27: Motion to Approve the REAL Designation for the BA/BS Communication Major: Communication Studies Concentration**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends approval of the BA & BA Communication Major: Communication Studies Concentration as covering the E area in the REAL Curriculum in addition to the A area for which it is already approved.

### **RATIONALE:**

The School of Communications has enough courses that are designated as REAL “E” courses to add the REAL “E” designation for the Communication Studies concentration.

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## **22-23.28: Motion to Approve the REAL Designation for the Digital Communication and Research Analytics Minor**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends approval of the minor in Digital Communications and Research Analytics in the School of Communication to cover the R area of the REAL Curriculum. (See Appendices on the Faculty Senate Motions web site for the Program Revision Proposal.)

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## **22-23.29: Motion to Approve the REAL Designation for the Computer Science Minor**

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends approval of the minor in Computer Science to cover the R area of the REAL Curriculum.

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## **22-23.30: Motion to Approve the Human Resource Management Minor**

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends approval of the minor in Human Resource Management.

RATIONALE:

The Human Resource Management minor may be attractive and helpful to Business majors.  
There is no REAL alignment.

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## **22-23.31: Motion to Approve the Changes to the BA/BS Media Studies: Production Technology Concentration**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends approval of the changes to the BA & BA Media Studies Concentration: Production Technology:

- Change name from Production Technology to Media Production
- Add the E area in the REAL Curriculum in addition to the A area for which it is already approved.
- Add a course (COMS 499)
- Lower the number of elective credits to 6.

### **RATIONALE:**

The School of Communications wants to change the name of the concentration to better describe what students learn in the major and to emphasize that the program is not technical, and the School has enough courses that are designated as REAL “E” courses to add the REAL “E” designation for the this concentration.

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## **22-23.32: Motion to Eliminate the BA in Biology Program**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends approval of eliminating the BA in Biology program.

### **RATIONALE:**

The Biology Department has not used this major in several years and would like to have it officially removed.

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## **22-23.33: Motion to Approve Changes to OURS 100, Introductory Seminar in Research and Creative Inquiry**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends approval of changes to OURS 100, Introductory Seminar in Research and Creative Inquiry.

### **RATIONALE:**

The changes in this course are a result from combining Research Rookies, Accelerated Research Opportunities, and Living Learning Community.

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## **22-23.34: Motion to Approve Changes to OURS 200, ARO Research Experiences**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends approval of changes to OURS 200, ARO Research Experiences.

### **RATIONALE:**

This course revision is combining Research Rookies and Accelerated Research Opportunities. It provides a way to note the meetings and experience student's transcripts. This course carries 0 credit hours. This will allow increased participation in the program and will allow the Honors program easier access to schedule meeting rooms for this high impact experience.

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## **22-23.35: Motion to Create the Data Analytics Minor for Non-Business Majors**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends the creation of the Data Analytics Minor for non-business majors.

### **RATIONALE:**

As described in the proposal, “Data analytics is a highly sought-after skill that is widely used in almost every field, including business, art, music, sports, investing, health care, politics, criminal justice, and many more. This minor helps provide students with the skills they need to visualize and analyze data so they can tell more compelling stories and make decisions that enhance the performance of individuals and organizations.”

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## **22-23.36: Motion to Create the English Minor**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends the creation of the English Minor.

### **RATIONALE:**

This English Minor will help students enhance reading and writing as well as relationships of texts and situations to history and culture.

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## **22-23.37: Motion to Create the Hispanic Studies Minor**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends the creation of the Hispanic Studies Minor.

### **RATIONALE:**

This Hispanic Studies Minor will be a good match for students with multiple years of high school Spanish and with to continue their study of Spanish American Culture. It will also complement majors in which the knowledge of Spanish-speaking countries and culture is needed.

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## **22-23.38: Motion to Create the Human Resources Minor for Non-BBA Majors**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends the creation of the Human Resources Minor for Non-BBA Majors.

### **RATIONALE:**

Managing human resources is an important part of almost any profession. This minor provides students who may not want to major in business but want the opportunity to develop critical competencies in human resources management.

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## **22-23.39: Motion to Create the Science and Values Minor**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends the creation of the Science and Values Minor.

### **RATIONALE:**

This Science and Values Minor serves a social good by asking students to examine social and ethical values that arise from the uses of science and technology.

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## **22-23.40: Motion to Create the Science and Communication Minor**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends the creation of the Science and Communication Minor.

### **RATIONALE:**

Science students need training in how to communicate scientific information to a broad audience, including to other scientists. Students who plan to pursue a career in communications need to understand the underlying scientific information in those communications in order to effectively transmit that information to their intended audience.

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## **22-23.41: Motion to Approve Changes to the Information Science and Systems Major**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends approval of the changes to the Information Science and Systems Major.

### **RATIONALE:**

The Information Sciences and Systems is moving to DCOBE. The changes in this proposal align this program with common requirements throughout the college.

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## **22-23.42: Motion to Approve the REAL Designation for the Data Analytics Minor for Non-Business Majors**

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends approval of the minor in Data Analytics to cover the R area of the REAL Curriculum.

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## **22-23.43: Motion to Approve the REAL Designation for the English Minor**

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends approval of the minor in English to cover the E and A areas of the REAL Curriculum.

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## **22-23.44: Motion to Approve the REAL Designation for the Hispanic Studies Minor**

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends approval of the minor in Hispanic Studies to cover the E area of the REAL Curriculum.

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## **22-23.45: Motion to Approve the REAL Designation for the Human Resources Minor for Non-BBA Majors**

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends approval of the minor in Human Resources for non-BBA majors to cover the A and L areas of the REAL Curriculum.

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## **22-23.46: Motion to Approve the REAL Designation for the Science and Values Minor**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends approval of the minor in Science Values to cover the R and E areas of the REAL Curriculum.

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## **22-23.47: Motion to Approve the REAL Designation for the Science and Communication Minor**

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends approval of the minor in Science and Communication to cover the R and E areas of the REAL Curriculum.

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## **22-23.48: Motion to Approve the REAL Designation for the Information Science and Systems Major**

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends approval of the major in Information Science and Systems to cover the R, A, and L areas of the REAL Curriculum.

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## **22-23.49: Motion to Approve the Changes to the RN to BSN Program**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends approval of the changes to the RN to BSN Program

### **RATIONALE:**

The School of Nursing is requesting changes to the admissions requirements to the RN to BSN program. They are removing the 2.5 GPA and stating that applicants have an associate degree in nursing and hold an RN License. This is also to correct a minor mistake to the program description. This may open the program to applicants with professional nursing experience.

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## **22-23.50: Motion to Change the Number of Days to Submit a Suspension Appeal from 10 to 5 Business Days**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends approval to change the number of days a suspended student has to submit a suspension appeal from 10 to 5 business days effective this 2022-2023 academic year.

### **RATIONALE:**

Changing the suspension appeal deadline to 5 business days after notice of suspension will allow appeal decisions to be made and communicated to students before the end of the add/drop period for Maymester, Summer I, and Summer III. This is particularly important for students whose appeals are denied and are urged to improve their GPAs by taking summer courses. This is not possible with the current 10 business day deadline. There are positives and negatives to this proposal, however the positives warrant discussion by the full Faculty Senate.

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## 22-23.51: Resolution on Academic Freedom and Civil Discourse

Referred by: Faculty Issues Committee

**WHEREAS** Radford University, as a student-centered institution of higher learning, is committed to excellence in all endeavors, including and especially academic endeavors;

**WHEREAS** a commitment to academic excellence necessarily requires a commitment to the principles of both free inquiry based upon academic freedom and the free exchange of ideas based upon civil discourse;

**WHEREAS** Radford University has formally recognized its commitment to those principles by identifying Intellectual Freedom as one of the institution's Core Values;

**WHEREAS**, in identifying Intellectual Freedom as a Core Value, Radford University maintains that "we encourage and defend a fearless exploration of knowledge in all its forms";

**WHEREAS** Radford University has further codified its commitment to Intellectual Freedom as a Core Value in the Teaching and Research Faculty Handbook, by identifying Academic Freedom among the Faculty Privileges and Responsibilities;

**WHEREAS** Radford University, in the Statement of Principles of Academic Freedom (Section 2.1 in the Teaching and Research Faculty Handbook), avers that "a vital role of a university is to examine ideologies and institutions in an intelligent and careful manner";

**WHEREAS** the Statement of Principles of Academic Freedom further specifies that "academic freedom is necessary to assure faculty members the right to pursue such investigation and to express their views without fear of censorship or penalty";

**WHEREAS** Radford University further avers that "such freedom must apply to both teaching and research";

**WHEREAS** Radford University defines academic freedom as "the right of the scholar to full freedom to discuss his/her subject" and "the right to unrestricted scholarly research and publication within the limits imposed by the acknowledgment of teaching as a faculty member's primary obligation";

**WHEREAS** Radford University's Free Expression Policy (GEN-PO-1007) states that "free inquiry and free expression are indispensable to the vibrancy and vitality of the University community," and further states that "the University values and honors diverse perspectives";

**WHEREAS** Radford University faculty accepts the responsibility to ensure the free and open inquiry that fuels self-discovery and growth, understanding of other perspectives, knowledge of social and natural systems, creativity, technological advancement, and productive change;

WHEREAS Radford University faculty accepts the role of promoting freedom of expression and meaningful debate that is built on a foundation of trust, belonging, and inclusion, rather than polarization, inequity, and antagonism;

WHEREAS it is the responsibility of all members of the Radford University community to cultivate values of empathy and reflection, as well as skills for constructive dialogue that brings us together in addressing the most pressing problems of our time;

**WHEREAS** The American Association of University Professors regards “freedom from institutional censorship or discipline when speaking or writing as participants in the governance of an educational institution” critical to shared governance and an essential element of academic freedom;

**WHEREAS** The Presidents of Virginia’s public colleges and universities, in a statement issued by the Virginia Council of Presidents on December 22, 2022, have voiced unequivocal support for free expression and viewpoint diversity on their campuses and have pledged to promote and uphold academic freedom;

**THEREFORE BE IT RESOLVED** that the Faculty Senate, as representatives of the Teaching and Research Faculty of Radford University, is committed to protecting and defending the principles of academic freedom, in accordance with the University’s stated policies, and therefore rejects any attempt to curtail or restrict academic freedom;

**BE IT FURTHER RESOLVED** that the Faculty Senate stands in solidarity with our colleagues at other colleges and universities whose academic freedom has been curtailed, whether by legislation, executive action, or administrative policy; as well as those colleagues whose academic freedom is currently under threat;

**BE IT FURTHER RESOLVED** that the Faculty Senate recognizes the President, Provost, and Board of Visitors for their evident commitment to the principles of academic freedom and civil discourse;

**BE IT FURTHER RESOLVED** that the Faculty Senate urges the President, Provost, and Board of Visitors to reject any attempts to restrict academic freedom and civil discourse at Radford University.

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## **22-23.52: Motion to Revise Data Engineering M.S.**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends revising the name of the Data and Information Management M.S. degree to be the Data Engineering M.S. degree and recommends approval of revised delivery mode.

### **RATIONALE:**

The program's name is being changed to better reflect the classes in the program and to better align with what students and industry are looking for in graduates.

The delivery mode is being changed to increase the ability to attract additional students. The program will be available online but some courses may be taught in a hybrid format if there are on campus students and a face-to-face component is appropriate.

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## **22-23.53: Motion to Revise Healthcare Administration M.H.A.**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends curricular revisions to the Healthcare Administration M.H.A. degree.

### **RATIONALE:**

The PHHL Department has identified courses with similar course descriptions, student learning outcomes, and teaching strategies that can be combined under one prefix and name to avoid redundancies and inefficiencies in course offerings across programs. These changes do not materially impact the content of the courses or the program and so are not substantive in nature.

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## **22-23.54: Motion to Revise Master of Occupational Therapy**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends revising the Master of Occupational Therapy degree to add a hybrid, O.T.A.-M.O.T. Bridge Track alongside the existing Traditional M.O.T. Track.

### **RATIONALE:**

The O.T.A.-M.O.T. Bridge Track will allow licensed O.T.A.s who wish to advance their career in the field of Occupational Therapy (OT) to obtain a M.O.T. degree and become a licensed Occupational Therapist (OT). The Traditional M.O.T. Track is characterized as a synchronous, weekday and face-to-face curriculum delivery format for individuals without an occupational therapy background as an O.T.A. The O.T.A.-M.O.T. Bridge Track is characterized as a hybrid, asynchronous distance education with synchronous face-to-face weekend learning every 3-4 weeks per semester depending on course needs.

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## **22-23.55: Motion to Delete the Doctor of Psychology Degree**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends deletion of the Doctor of Psychology (Psy.D.) degree.

### **RATIONALE:**

Two primary factors were considered in the decision to discontinue the Program. First, the Psy.D. program is resource intensive. To compete with other psychology doctoral training programs in the Commonwealth, Psy.D. students receive full financial support across their first three years in the Program (year four is a paid internship at an American Psychological Association accredited internship site). Second, the loss of all but one Program faculty member occurred within a period of 12 months. This loss of faculty, coupled with an unsuccessful attempt to recruit new Program faculty in the past year and the reality of existing budget constraints at the University, made it unlikely that the program would be able to successfully recruit a new Training Director and sufficient numbers of core Program faculty members to support the program long-term.

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## **22-23.56: Motion to Create the Certificate of Clinical Research Administration**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends the creation of the Certificate of Clinical Research Administration for postgraduate students.

### **RATIONALE:**

The Certificate of Clinical Research Administration prepares individuals for clinical research management. The curriculum will focus on product research, development, and regulations; compliance and safety; clinical trial operations; regulatory and trial management/adherence; and ethical and participant safety.

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## **22-23.57: Motion to Create the Post-Master's Certificate in Nursing Education**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends the creation of the Post-Master's Certificate in Nursing Education for postgraduate students.

### **RATIONALE:**

This Post-Master's Certificate in Nursing Education prepares students to be nurse educators in both academic and practice settings. Courses focus on the role of the nurse educator as it relates to thriving in the educational environment with strategies for assessment and evaluation, learner development, and socialization in evidence-based educational practice. Based on national standards and evidence-based research, students are prepared for effective teaching, curriculum design, and development in clinical, classroom, simulation, and online learning environments. Additionally, the proposed certificate will include a 135-hours of clinical practicum.

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## **22-23.58: Motion to Create the Art B.F.A. Concentration in Digital Arts and Illustration**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends the creation of the Art B.F.A. concentration in Digital Arts and Illustration.

### **RATIONALE:**

The Bachelor of Fine Arts (BFA) degree provides a comprehensive education for aspiring professional artists. The concentration in Digital Arts & Illustration prepares students for creative careers and/or entry into Master of Fine Arts programs.

This concentration will add a fourth option among three existing concentrations in the Art B.F.A. degree:

- Studio Art Concentration
- Graphic Design Concentration
- Art Education Concentration with K-12 Teacher Licensure in Art
- Digital Arts and Illustration Concentration

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## **22-23.59: Motion to Create the Geometric Expression Minor**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends the creation of the Geometric Expression Minor for undergraduate students.

### **RATIONALE:**

Through this minor, students will experience multiple ways to explore and apply quantitative and scientific reasoning through mathematics and geometry and the arts through creative expression.

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## **22-23.60: Motion to Create the German Minor**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends the creation of the German Minor for undergraduate students.

### **RATIONALE:**

Currently, undergraduate students can take a Foreign Languages minor with an emphasis on German. This new minor will allow student to specifically minor in German instead. The German Minor will clarify and specify how many courses need to be chosen from which letter groups so that the student will fulfill both the E and L letters in conjunction with completion of this 18-hour minor.

CCST - 110 - Germanic Sagas and Myths (GE)  
GRMN - 100 - Elementary German  
GRMN - 200 - Intermediate German I  
GRMN - 210 - Intermediate German II  
GRMN - 300 - Reading German Film  
GRMN - 301 - German Grammar and Composition  
GRMN - 302 - German Grammar and Composition  
GRMN - 304 - German Culture

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## **22-23.61: Motion to Create the Unmanned Aerial Systems Minor**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends the creation of the Unmanned Aerial Systems Minor for undergraduate students.

### **RATIONALE:**

Students of all majors are invited to learn how to fly drones, the rules and regulations behind their use, how to collect and interpret the data collected by them, and to develop research projects appropriate to their major that will develop cutting-edge skills.

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## **22-23.62: Motion to Approve the REAL Designation for the Art B.F.A. Concentration in Digital Arts and Illustration**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends approval of the designation of the Digital Arts and Illustration concentration of the Art B.F.A. degree under the E, A, and L Areas of the REAL Curriculum.

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## **22-23.63: Motion to Approve the REAL Designation for the Geometric Expressions Minor**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends approval of the designation of the Geometric Expression Minor for undergraduate students under the R and E Areas of the REAL Curriculum.

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## **22-23.64: Motion to Approve the REAL Designation for the German Minor**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends approval of the designation of the German Minor for undergraduate students under the E and L Areas of the REAL Curriculum.

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## **22-23.65: Motion to Approve the REAL Designation for the Unmanned Aerial Systems Minor**

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends approval of the designation of the Unmanned Aerial Systems Minor for undergraduate students under the L Area of the REAL Curriculum.

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## **22-23.66: Motion to Approve the REAL Designation for the Criminal Justice Minor**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends approval of the designation of the Criminal Justice Minor for undergraduate students under the L Area of the REAL Curriculum, removing the A Area designation.

### **RATIONALE:**

Removing the A designation will increase flexibility for students to take elective courses in Criminal Justice, reducing requirements to take CRJU major core requirements with the minor.

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## **22-23.67: Motion to Approve the REAL Designation for the B.A. and B.S. in Sociology**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends the revision of the BA & BS in Sociology and approve the REAL R, A, & L designations for these majors.

### **RATIONALE:**

This proposal reflects the reality of the program's actual degree requirements and allows for REAL alignment based on the actual requirements of the program.

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