

# Academic Excellence and Research Committee

December 2018

**RADFORD UNIVERSITY**

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Board of Visitors

# RADFORD UNIVERSITY

Board of Visitors

## ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE

2:30 P.M. \*\*

DECEMBER 6, 2018

MARY ANN JENNINGS HOVIS BOARD ROOM  
THIRD FLOOR, MARTIN HALL, RADFORD, VA

### **DRAFT** **AGENDA**

- **CALL TO ORDER** Dr. Susan Whealler Johnston, *Chair*
- **APPROVAL OF AGENDA** Dr. Susan Whealler Johnston, *Chair*
- **APPROVAL OF MINUTES** Dr. Susan Whealler Johnston, *Chair*
  - October 2, 2018
- **ACADEMIC AFFAIRS REPORT** Dr. Kenna Colley, *Interim Provost and Vice President for Academic Affairs*
  - Program Approvals
  - Faculty Emeriti Appointments
  - Medical Education High School Track Subcommittees
  - Radford University Master Plan
  - Assistant Provost for Global Education and Engagement
- **PRESENTATION** Dr. Skip Watts, *Professor Geology Department*
  - Geohazards and Unmanned Systems Research Center
- **FACULTY SENATE REPORT** Dr. Jake Fox, *Faculty Representative to the Board of Visitors*
- **OTHER BUSINESS** Dr. Susan Whealler Johnston, *Chair*
- **ADJOURNMENT** Dr. Susan Whealler Johnston, *Chair*

\*\* All start times for committees are approximate only. Meetings may begin either before or after the listed approximate start time as committee members are ready to proceed.

#### **Committee Members**

Dr. Susan Whealler Johnston, Chair

Dr. Rachel D. Fowlkes, Vice Chair

Ms. Krisha Chachra

Mr. Randy J. Marcus  
Ms. Georgia Ann Snyder-Falkinham  
Dr. Jake Fox, Non-voting Advisory Member

# December 2018 Meeting Materials

**RADFORD UNIVERSITY**

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Board of Visitors

# Radford University Geohazards and Unmanned Systems Research Center

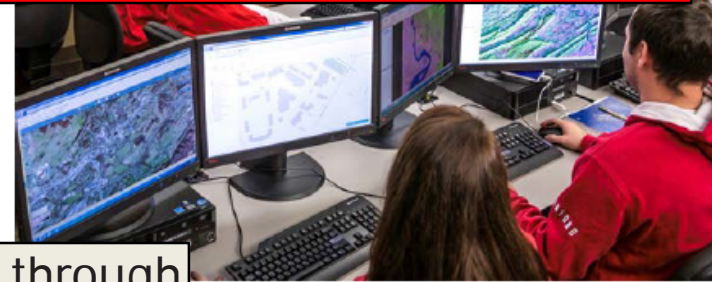


GOAL 3 - Radford University will garner recognition for signature academic programs that provide expertise for enhancing information safety and security for Virginians and the global community.

3. Establish centers of excellence to support the Radford University Security Studies Initiative and Summer Institute and the Geohazards and Unmanned Systems Research Center.

and market CBE programs to non-traditional student populations who would best benefit from a competency-based option for the attainment and ultimate completion of a desired degree or certificate.

D. Provide opportunities through which students in information safety and security programs will be consistently engaged in high-impact practices and co-curricular experiential opportunities.

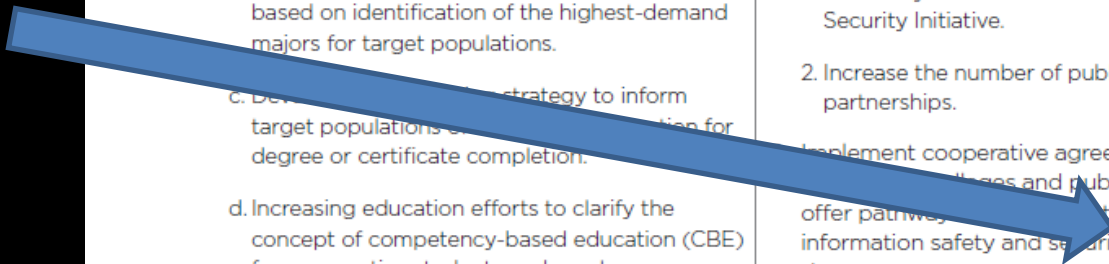


essential cooperative agreements that align with the objectives of Radford University's Information Safety and Security Initiatives. The number of cooperative agreements. Opportunities through which students in information safety and security programs will be consistently engaged in high-impact practices and co-curricular experiential opportunities.

1. Establish centers of excellence to support the implementation of Radford University's Security Studies Initiative and Summer Institute and the **Geohazards and Unmanned Systems Research Center**.

- a. Designing a system of assessing experiences and life achievements that apply to respective course credit.
- b. Designing a competency-based structure based on identification of the highest-demand majors for target populations.
- c. Developing a strategy to inform target populations of the benefits of a degree or certificate completion.
- d. Increasing education efforts to clarify the concept of competency-based education (CBE) for prospective students and employers.

- B.
  - 1. Increase the number of public and private partnerships.
  - 2. Implement cooperative agreements with colleges and public schools to offer pathways to pursue information safety and security certificate degree programs.

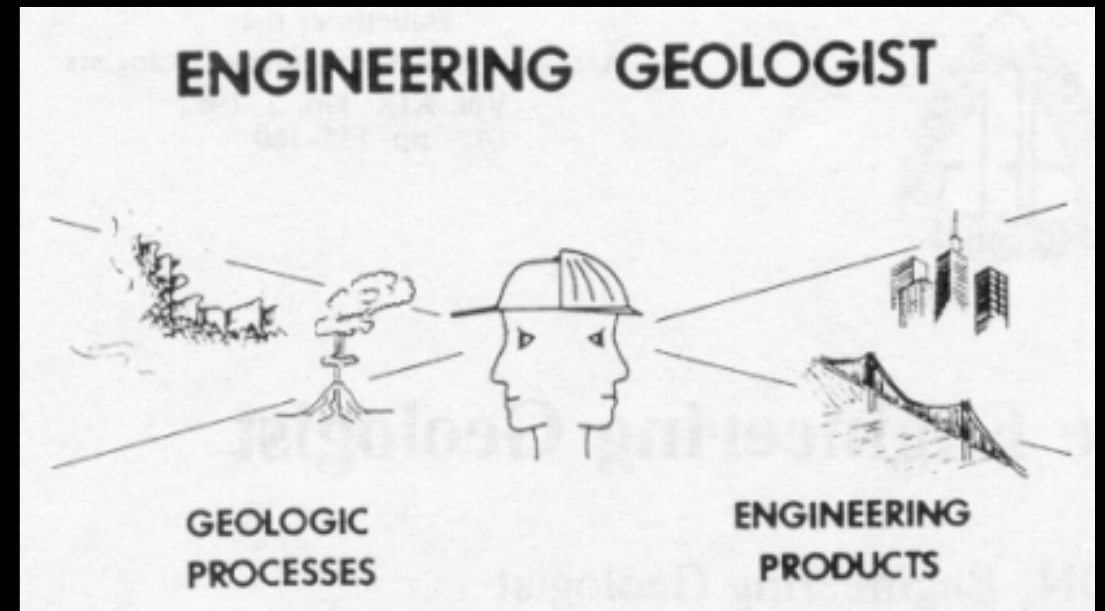


# Geohazards - Radford University has done it well, for over 30 years...

*Engineering Geology* is the science of geology applied to environmental and engineering concerns, including the safety and performance of infrastructure, and to public health, safety, and welfare.'

## Includes:

- evaluating subsurface geologic structures, stratigraphy, and water conditions affecting the things humans build;
- exploring and developing rock, soil, and water resources;
- evaluating natural hazards including earthquakes, landslides, floods, subsidence, radon, and asbestos; and,
- multidisciplinary teamwork !



“If it’s going to be built, let’s see that it’s done right!”

**Floods - Sinkholes - Landslides - Earthquakes - Water Resources - Pipelines**

## Related disciplines

- Geotechnical Engineering (VT)
- Geological Engineering (No where in eastern US)
- Environmental Geology (Numerous)
- Mining Engineering (VT)

We have advocated at RU for years to establish an ABET accredited program in *Geological/Geophysical Engineering* - CIP Code 14.3901

No program in *Geological Engineering* has existed east of the Mississippi River.

“A program that prepares individuals to apply mathematical and geological principles to the analysis and evaluation of engineering problems, including the geological evaluation of construction sites, the analysis of geological forces acting on structures and systems, the analysis of potential natural resource recovery sites, and applied research on geological phenomena.”







Engineering Geology - Radford University  
Emergency response for VDOT

I-81 mile post 125  
Christiansburg, VA  
August 2013

Radford University assisting VDOT in reopening I-81

with...  
**Carl Benson**  
 Geotechnical Engineering Program Manager at Virginia Department of Transportation

**THE ROANOKE TIMES**  
 WEDNESDAY AUGUST 28, 2013 roanoke.com

# Unstable slope may close I-81 for days

Southbound traffic will be detoured at Dixie Caverns onto U.S. 11/460 and back onto I-81 at Christiansburg.

By Melissa Powell  
 mpowell@roanoke.com  
 380-8622

A section of southbound Interstate 81 in Montgomery County closed Tuesday afternoon and could remain closed for up to 10 days as crews work to repair an unstable slope.

Traffic will be detoured at Exit 132 (Dixie Caverns) onto U.S. 11/460 and back onto I-81 at Exit 118 (Christiansburg), according to a Virginia Department of Transportation news release. The detour will remain in place until the unstable material on the slope can be brought down, and it is unknown at this time how long that will take, the release stated.

VDOT spokesman Jason Bond said a scheduled blast on Monday caused a crack in the unstable slope near mile marker 124 to grow about 70 feet in length.

Because the slope, which is about 100 feet tall and starts about 25 feet up from the base of the shoulder of the road, now has more unstable material, Bond said VDOT personnel are concerned that if the material were to slide, it would spill out onto travel lanes.

Crews working on the ongoing project to construct a truck climbing lane between mile markers 120 and 125 first discovered the unstable slope in May, Bond said. Blasting began in July to repair the slope, and Monday's blast made the crack grow from about 50 feet to 120 feet in length.

"Blasting is not an exact science, and you are dealing with an unstable slope," Bond said. "We put a plan in place to stabilize the slope, but once you start implementing that plan, there are variables that you can't control."

Another blast is scheduled for today at 9 a.m.

"We're hopeful tomorrow's blast will loosen the material enough that we will be able to open [I-81] back," Bond said Tuesday. "If we're not able to do it after tomorrow's blast, we don't know how long, at this point, it will be before we can reopen the road."

During the blasting today, state police will slow traffic on northbound I-81 beginning at mile marker 114 to keep the area near the blast clear. Once the blast has occurred, traffic will be released to travel at a normal speed.

See SLOPE, B1



**CELEBRATE THE MAJOR CONTRIBUTIONS OF THE**

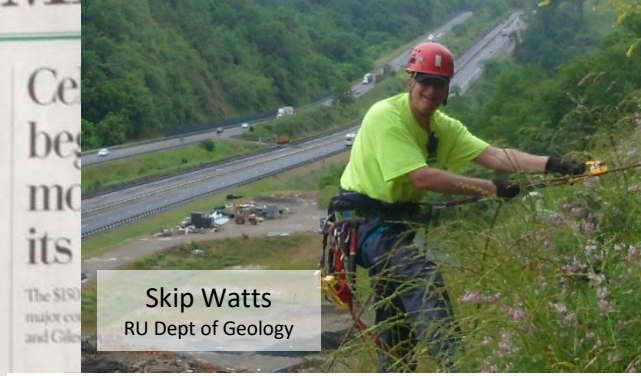
**THE \$150 MAJOR CONTRIBUTIONS OF THE**

**Fallen rocks and dirt line the side of Interstate 81 south near Service Hollow Road. Barriers were placed along the shoulder to protect traffic.**

**ANOTHER BLAST SET FOR TODAY**  
 A blast is scheduled for today at 9 a.m. During the blasting, state police will slow traffic on northbound I-81 beginning at mile marker 114 to keep the area near the blast clear. Once the blast has occurred, traffic will be released to travel at a normal speed. Drivers should expect delays. During blasting, traffic accessing the on-ramps onto northbound I-81 at Exit 119 will be slowed.



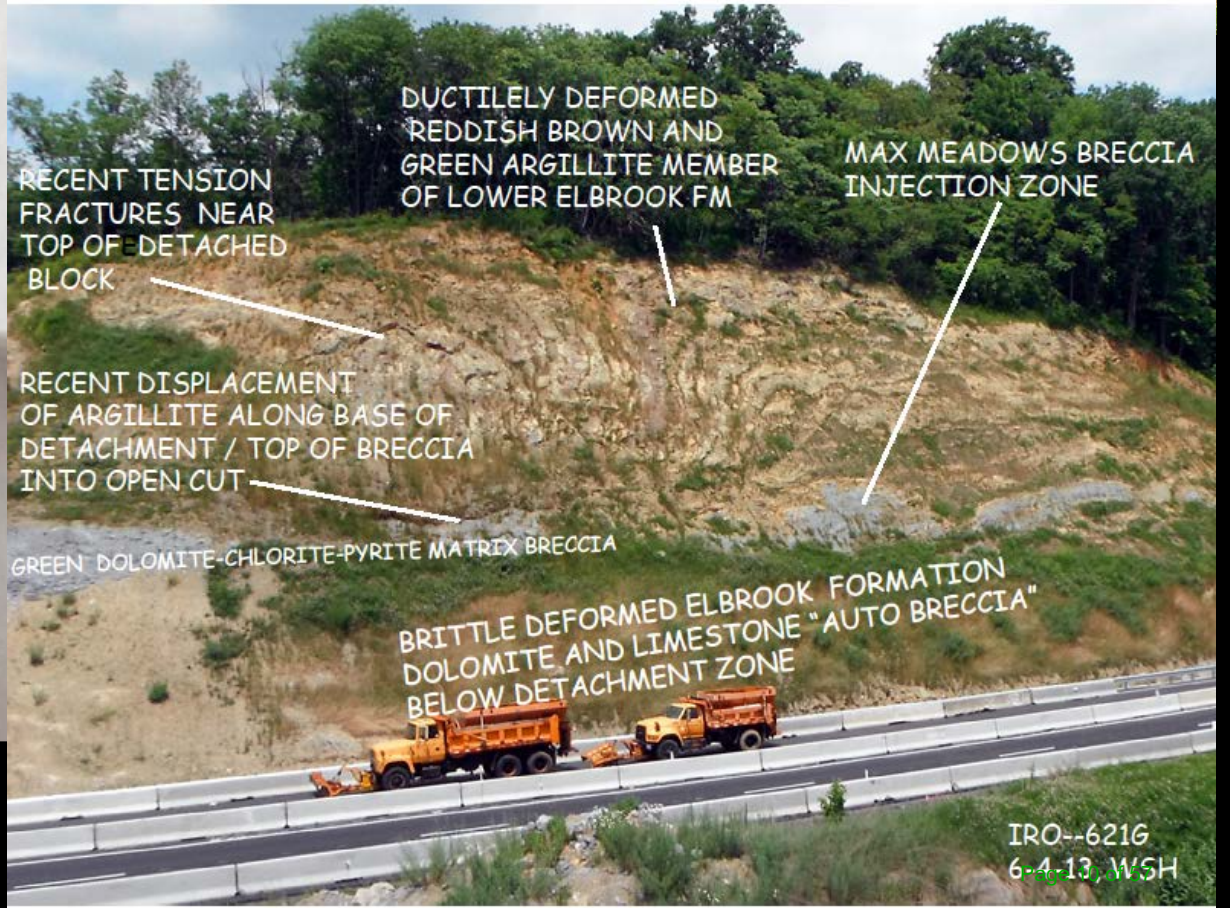
I-81 Unstable Slope  
 Christiansburg, VA, 08/2013



Skip Watts  
 RU Dept of Geology



Brendan Fisher  
 RU Geology Alumnus



\$17M cost overrun for the Smart Road due to lack of engineering geologic study



RU was instrumental in solving rockslides at Virginia's Smart Road



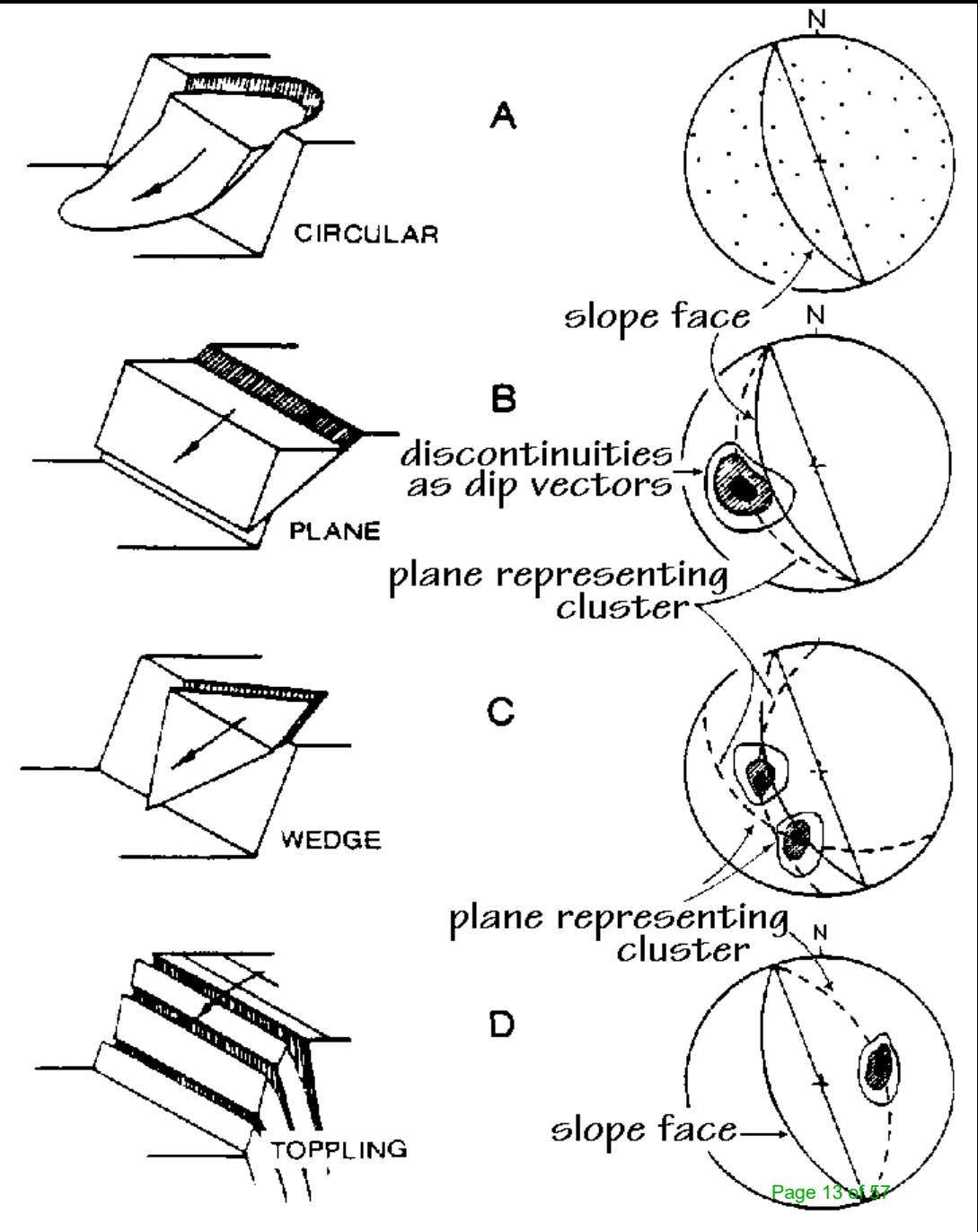
# Virginia's Smart Road rockslide problem...



# Types of Rock Slope Failures



Dip Vector Stereonets



# GeoHazards & Unmanned Systems Research Center

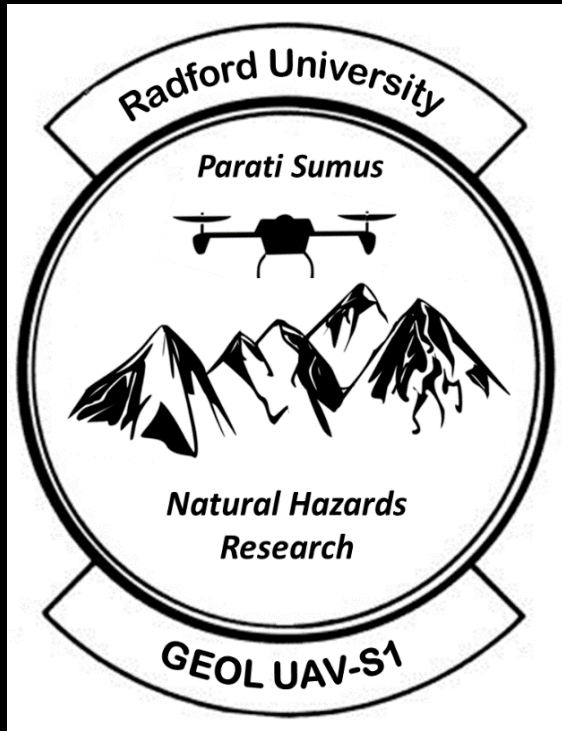
- Three years of start-up and preliminary operations, seed money now provided by the Provost starting fall of 2018
- 12 FAA-registered aircraft of various sizes and capabilities, purchased with ETF funds
- FEMA Certified for Disaster Response
- Now offering FAA remote pilot certification training



## Mission

- Flight Operations Research: to develop and test best practices for using unmanned systems to investigate and mitigate natural hazards and for rapid data collection in potentially dangerous locations
- Student Training: aircraft operations and safety; mission planning for natural hazards reconnaissance; GIS data processing for digital modeling; extracting geologic structure data; hazard inventories
- Technology Transfer: to assist industry and government agencies in adapting and implementing these emerging unmanned technologies for public safety and economic development

# Radford University FAA-Registered Aircraft



cwatts@radford.edu  
(Skip Watts)



Fixed wing...



albris  
senseFly

albris  
The intelligent mapping &  
inspection drone



Previously eXom

Infrared on the fly... senseFly



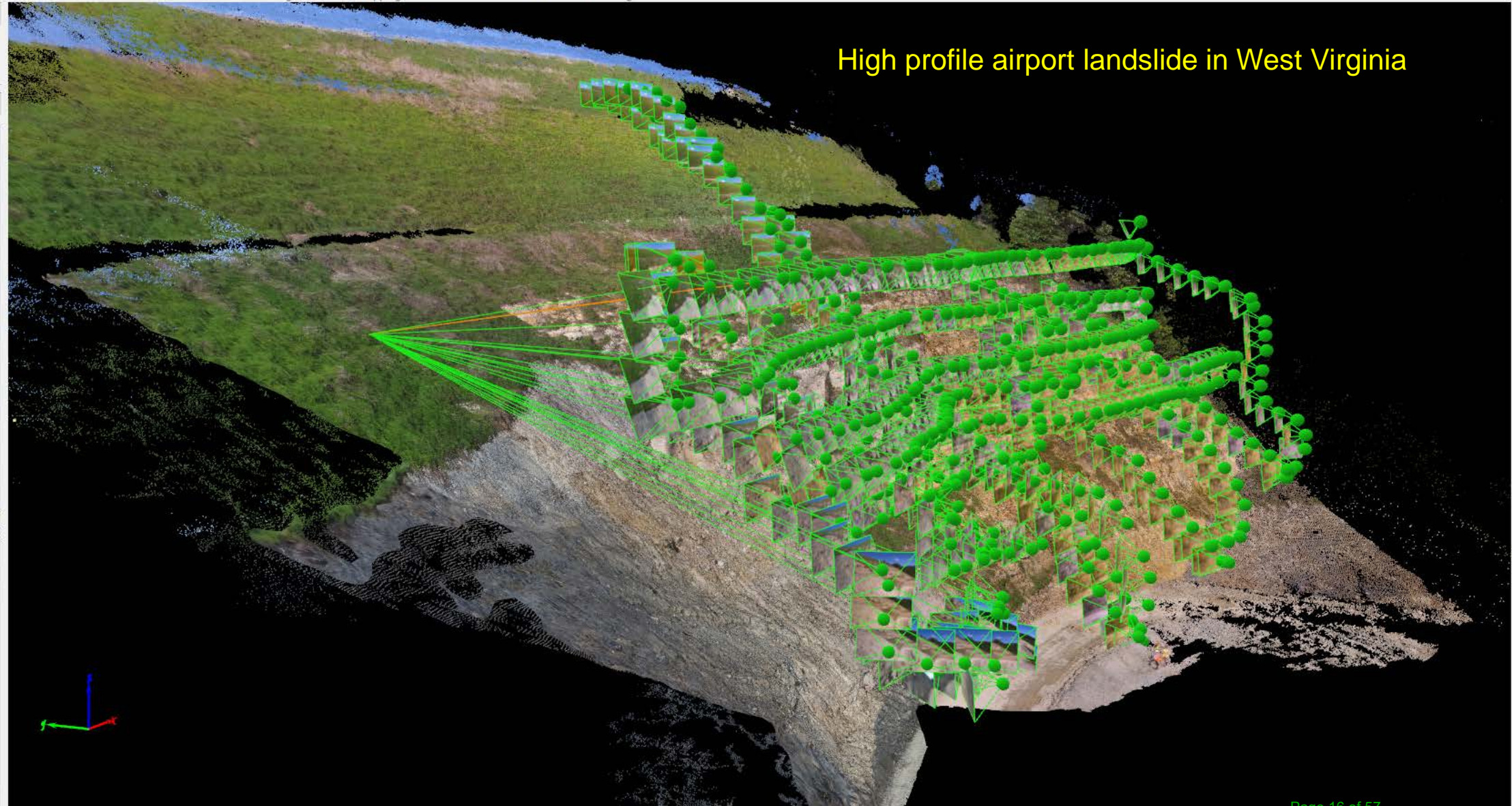
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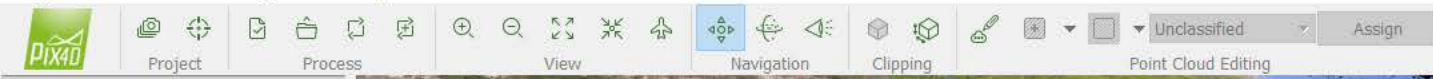
▼ Layers

- ▼  Cameras
  - > Display Properties
  - >  Calibrated Cameras
  - Uncalibrated Cameras
  - Disabled Cameras
- >  Rays
- ▼  Tie Points
  - >  GCPs / MTPs
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- >  Point Clouds
- ▼  Point Groups
  - Unclassified
  - Deleted
- >  Triangle Meshes
- ▼  Objects
  - >  Polylines
  - >  Surfaces
  - ▼  Animation Trajectories
    - > Display Properties
    - >  Animation Trajectory 1
    - >  Animation Trajectory 2
  - >  Orthoplanes
  - >  Scale Constraints
  - >  Orientation Constraints

High profile airport landslide in West Virginia







**Create**

- Project
- Process
- View

**Layers**

- Cameras
  - > Display Properties
  - >  Calibrated Cameras
  - >  Uncalibrated Cameras
  - >  Disabled Cameras
- >  Rays
- >  Tie Points
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- Point Groups
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- Triangle Meshes
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- >  Animation Trajectories
  - > Display Properties
  - >  Animation Trajectory
  - >  Animation Trajectory 2
- >  Orthoplanes
- >  Scale Constraints
- >  Orientation Constraints



Not a picture... but Hollywood style CGI of airport landslide from RU drone data...

# 1<sup>st</sup> Ever UAS Geologic Stability Analysis for VDOT

Rachael Delaney  
Engineering Geology graduate student



Rt 629 Deerfield, VA

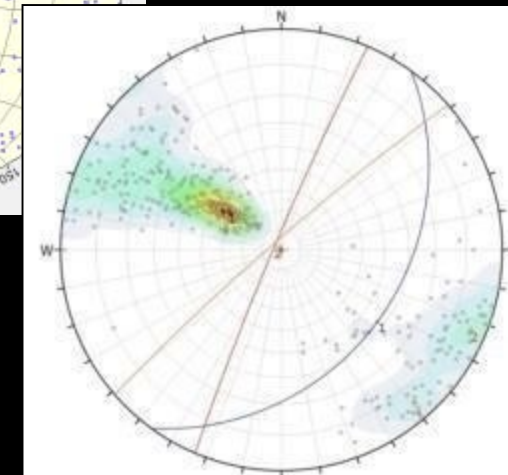
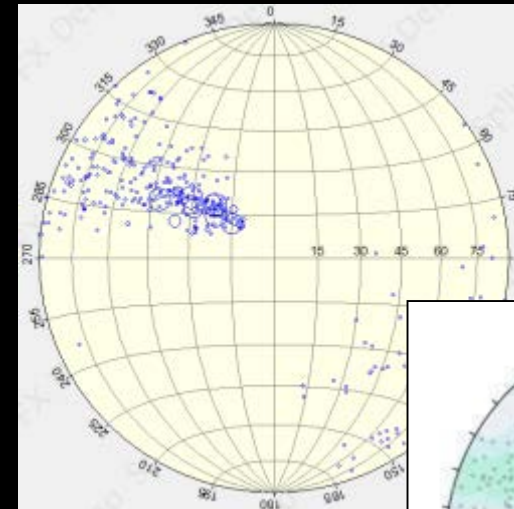
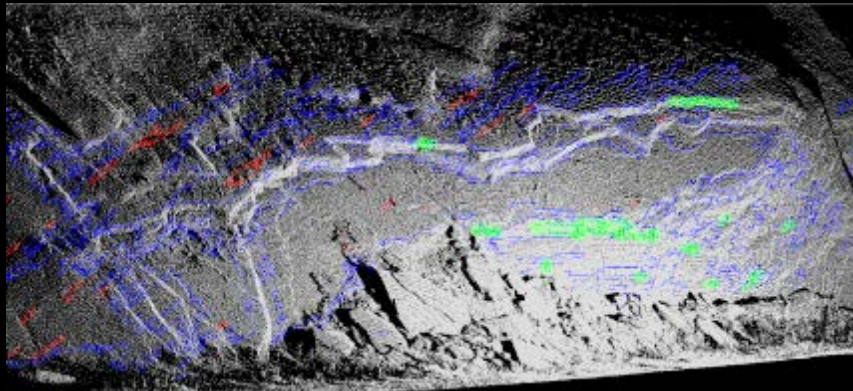
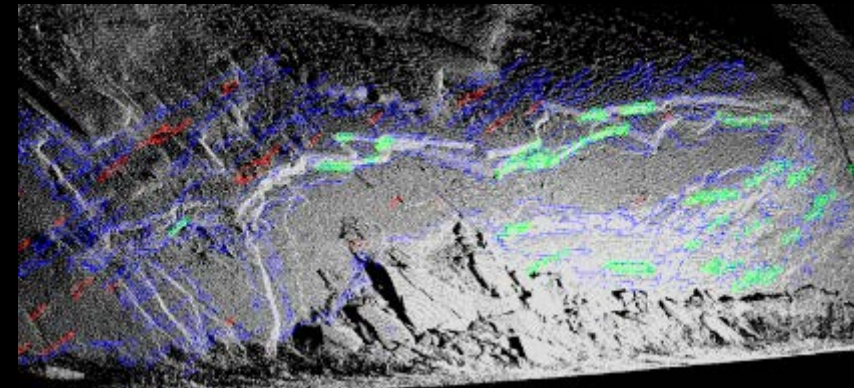
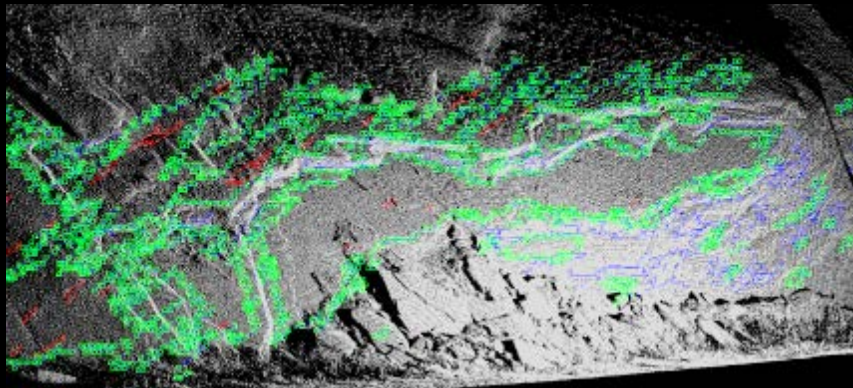


# Rt 629 Deerfield, VA

Manual UAS flights with  
traffic stopped



# Extraction of discontinuity orientation data using Split-FX software...



Various steps in processing point cloud data to obtain structure data for stereonets using Split-FX

# 1<sup>st</sup> Mitigation Monitoring for Contractor & VDOT



Rock fall protective  
mesh installed

I-77 milepost 5.4 SB  
Fancy Gap Mountain  
July 2018

Natural  
Bridge

Rockbridge  
County, VA



David Johnson  
1860  
Oil on Canvas

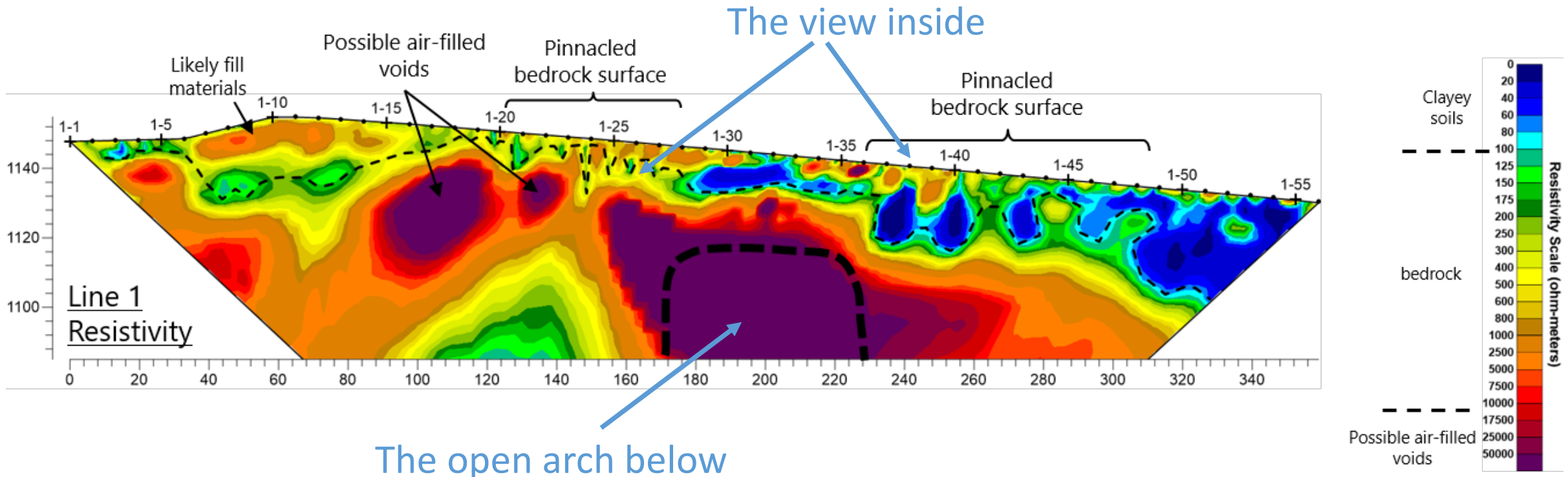
# Engineering Geologic Evaluation of Rock Slope Stability at Natural Bridge, Virginia



1999 fatal rockfall slab

# INTERNAL GEOPHYSICAL MAPPING

## Electrical Resistivity Imaging



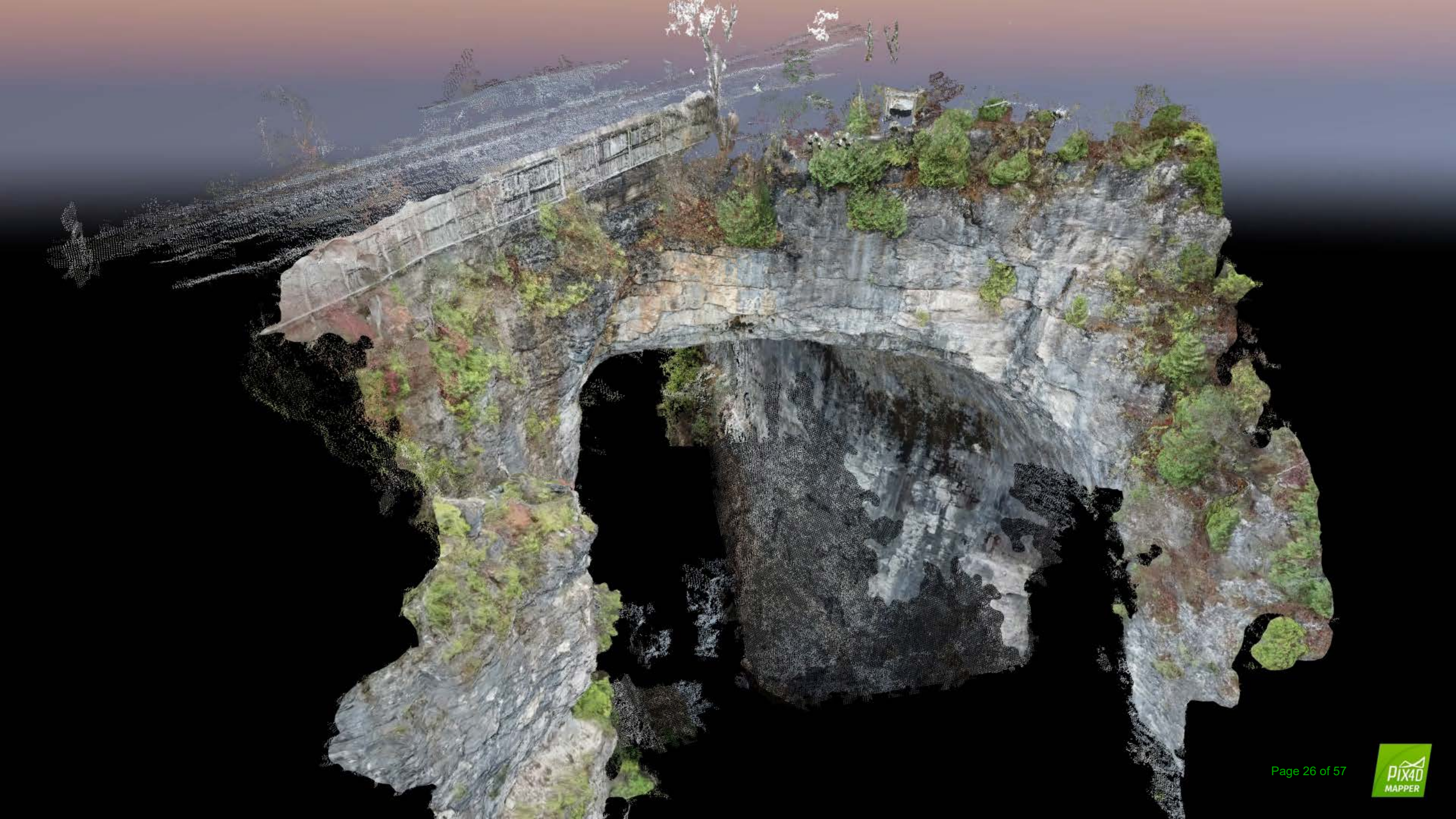


# EXTERNAL MAPPING

## Unmanned Aerial Systems Mapping (UAS)

Concrete buttresses & sensitive rock mass

[See Live Action Video](#)





Old man  
structure

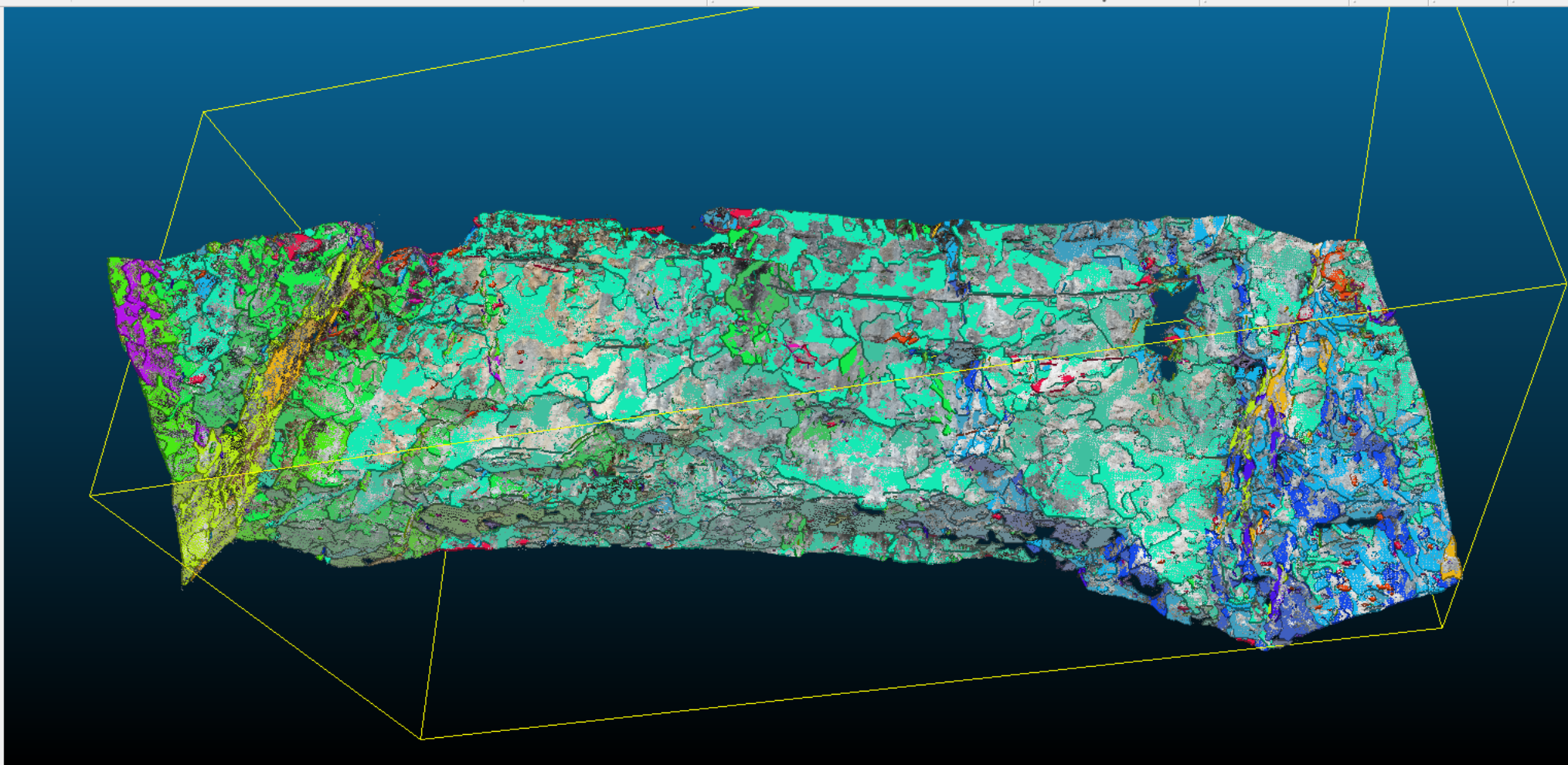


DB Tree

- + [x] 2017-11-11 N...
- + [x] 2017-11-11 N...
- + [x] 2017-11-11 N...
- + [x] 2017-11-11 N...

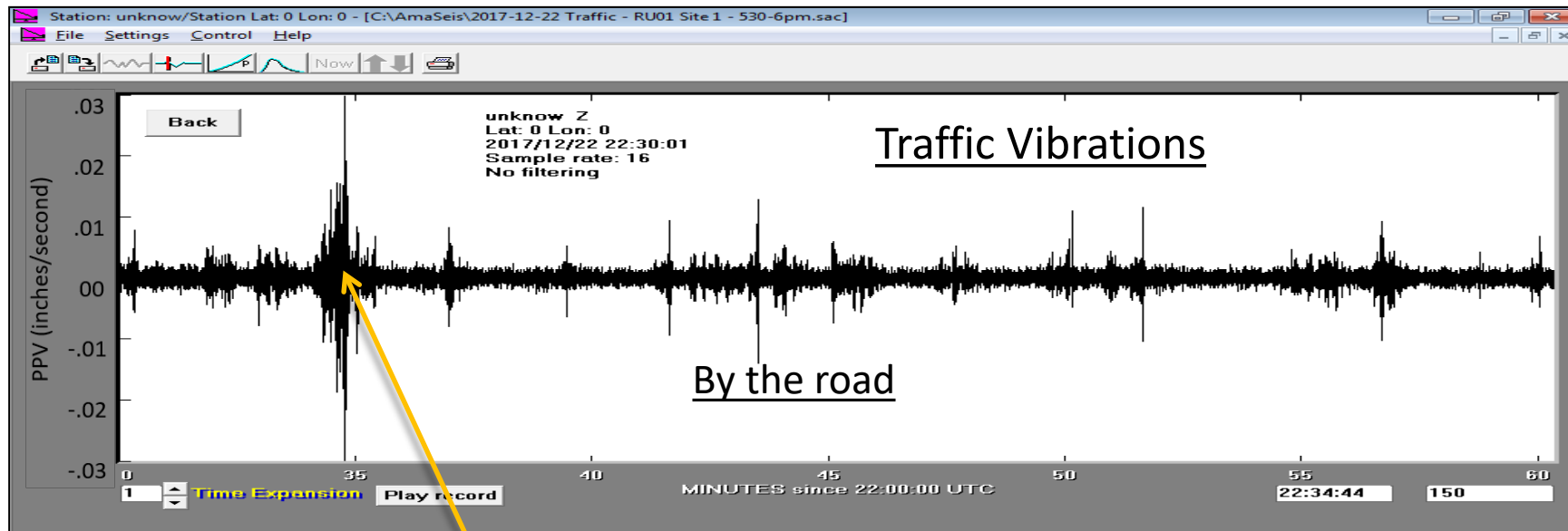
Properties

| Property     | State/Value                            |
|--------------|--|
| CC Object    |  |
| Name         | 2017-11-11                             |
| Show name... | <input type="checkbox"/>               |
| Box dims...  | X: 87.1945<br>Y: 46.1006<br>Z: 33.0162 |
| Box center   | X: 304.848<br>Y: 871.203<br>Z: 995.879 |
| Info         | Object ID: <input type="text"/>        |

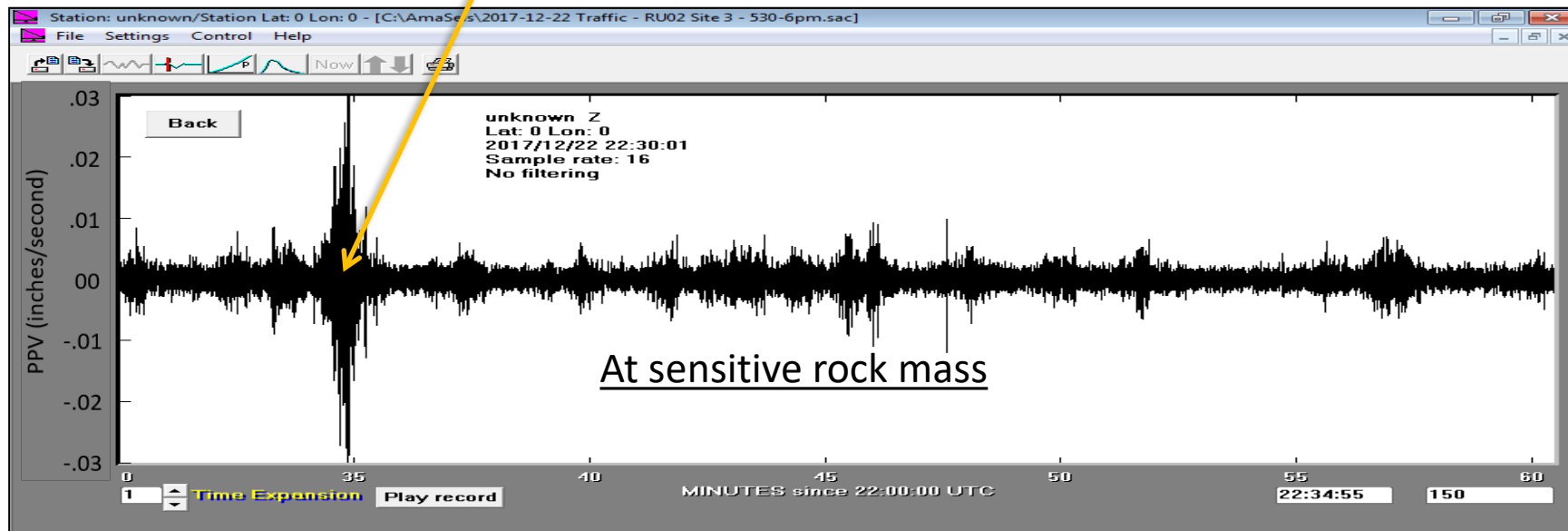


Console

```
[22:34:51] [ccPointCloud::fusion] Global shift/scale information for cloud 'Origin points' will be lost!  
[22:34:51] [ccPointCloud::fusion] Global shift/scale information for cloud 'Origin points' will be lost!
```



Heavy Vehicle Spike: PPV 0.02 to 0.1 in/s





**Time to Global Failure based on strength reduction rates**

|                                |      |        |               |           |     |
|--------------------------------|------|--------|---------------|-----------|-----|
| <b>Strength reduction/yr =</b> | 0.72 | psf/yr | <b>Time =</b> | 5,000.00  | yrs |
| <b>Strength reduction/yr =</b> | 0.50 | psf/yr | <b>Time =</b> | 7,200.00  | yrs |
| <b>Strength reduction/yr =</b> | 0.25 | psf/yr | <b>Time =</b> | 14,400.00 | yrs |



## Recent Activities of the Radford University Geohazards and Unmanned Systems Research Center

### Invited talks and other presentations

- Federal Highway Administration (FHWA), invited instructor, national webinar broadcast entitled *Geotechnical & Engineering Geology Use of UAS along Highways*, from Radford University, 11/07/2017
- 2<sup>nd</sup> Annual UAS Public Safety Conference, attended by 4 RU-GRC faculty, Crozet, VA, 03/05-07/2018
- 15<sup>th</sup> Multidisciplinary Conference on Sinkholes, invited keynote on Mountain Lake water loss and landslide history, Shepardstown, WV, 04/04/2018
- VDOT-Natural Bridge, Press Conference releasing results of engineering geologic investigation, Lexington, VA, 04/12/2018
- Department of Conservation & Recreation, invited regarding Natural Bridge safety and stability, Natural Bridge, VA, 05/22/2018
- Association for Unmanned Vehicle Systems International Chapter Meeting (AUVSI), invited talk regarding RU's Geohazards Research Center, Blacksburg, VA, 06/27/2018
- Artis College of Science and Technology, Summer Bridge Program, hands-on drone training for high school girls, Radford, VA, 07/15-20/2018
- American Society of Landscape Architects, invited talk regarding the impact of geohazards on developed landscapes, presented at Natural Bridge, VA, 08/25/2018
- Virginia Transportation Construction Alliance-VDOT Consultants Forum, invited presentation and demo, UAS for highway geohazard investigations and mitigation, Richmond, VA, 10/02/2018
- AUVSI, 2<sup>nd</sup> Annual Unmanned Systems Symposium, presented regarding the use of UAS for geohazards investigations and stability of Natural Bridge, Blacksburg, VA, 10/10/2018
- Rural Planning Caucus of Virginia, 40<sup>th</sup> Annual Conference, invited presentation: water loss; landslide history; and, UAS mapping demonstration over Mountain Lake, at Mountain Lake Lodge, Giles County, VA, 10/17/2018
- 2018 Annual Meeting of the Geological Society of America, RU-GRC student and faculty members provided 3 oral presentations related to UAS geologic mapping and geohazards

# Current Projects of the Radford University Geohazards and Unmanned Systems Research Center

## Partial list of projects underway, proposed, or requested

- VDOT hazard analysis of Natural Bridge in Rockbridge County, successfully completed (\$73,000)
- Request from Department of Conservation and Recreation to develop new mitigation and safety plan for Natural Bridge
- Request from the U.S. Forest Service for stability analysis of the Cascades Waterfall area in Giles County
- New contract with VDOT to develop workflow and protocols for using UAS for highway rockfall hazard studies (\$83,000)
- Contracts with GeoStabilization International (GSI) to use UAS to map and monitor their work for VDOT (\$9,000)
- Contract with Draper-Aden for quarry stability analyses related to housing development (\$2,500)
- Contract proposal with HDR Engineering Consultants for UAS flights and stability analyses at Harpers Ferry, in collaboration with the West Virginia Department of Highways (\$12,000)
- Contract proposal with AEP and GSI for 3D modeling of Hurricane Michael damage at Claytor Dam on the New River
- Request from RU Facilities Management for detailed aerial mapping of campus for planning and documentation
- Request from RU Office of Emergency Management for aerial flood damage mapping
- Request for proposal from Quanta Subsurface for aerial mapping of Cushaw Dam on the James River for rock slope engineering design

## Challenges

- The Geohazards Research Center is operating now thanks to geology faculty willingness to take on heavier loads by adding more sections to their general geology class loads plus adjunct faculty that can be hired for some instructor backfill using contract funds.
- Three out of the five geology faculty are 65 or older. The Center is not sustainable without adding a new faculty member, or a full-time director for the Center, by fall 2019.
- RU Sponsored Programs and Budget Management offices are not accustomed to dealing with grants and contracts within academic programs that can generate excess funds. It continues to create major headaches.



## ADDITIONAL PROSPECTS AND OPPORTUNITIES

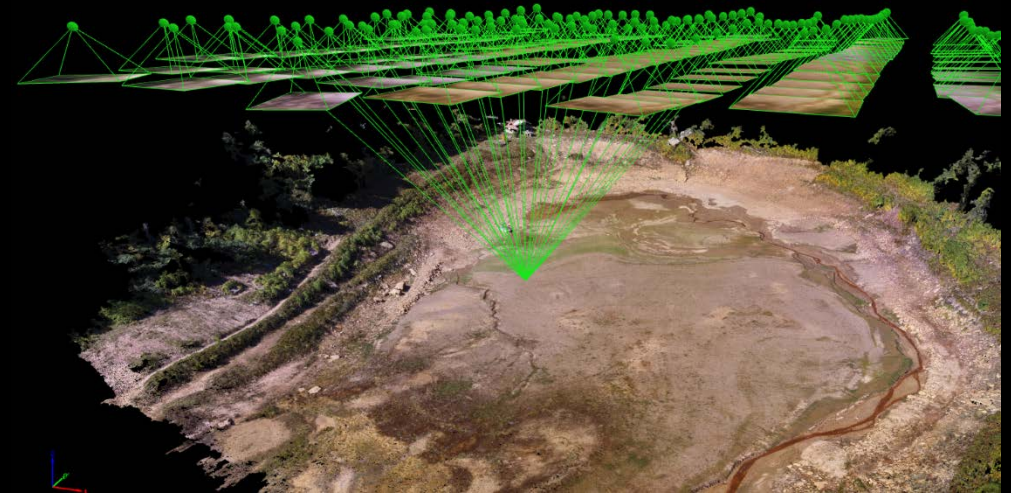
### The SCHEV call for concept papers related to Research Center Capacity Building - due 12/03/18

The Virginia Research Investment Fund (VRIF) was created by the Virginia General Assembly in 2016 to foster economic development and job creation through innovative and collaborative research, development and commercialization efforts and the recruitment and retention of eminent researchers. The Fund encourages cooperation and collaboration among public institutions of higher education and with the private sector. Grants from the Fund are intended to position the Commonwealth as a national leader in science-based and technology-based research, development and commercialization.”

“Concept Papers for Research Center Capacity Building: Concept papers will be accepted for applied research centers focused on commercialization of the product(s) or services resulting from the research (i.e., Translational Research to Commercialization (TR2C) Centers). Limitations exist regarding the areas of research focus. Two or more institutions are required to collaborate.” [Up to \$1.5M available, requires matching funds]

### Partial list of potential eager collaborators

- Virginia Tech NSF program in *Disaster Resilience and Risk Management*
- James Madison University Geological Engineering Center
- Kent State University and Purdue University programs in Engineering Geology
- VDOT and WVDoH
- Federal Highway Administration
- The Association of GeoHazards Professionals
- The Association of Environmental and Engineering Geologists
- Corporate collaborators such as GSI, Draper-Aden, ECS, and HDR



THANK YOU



**Faculty Senate President's Report to the Academic Affairs**

**Committee of the Board of Visitors**

**December 2018**

**I. Recent Events and Motions from the Faculty Senate**

A. Passage/Adoption of the General Education Values Team Recommendations

B. Formation of the Ad Hoc Team for Civic Engagement

C. Pending Approval of the General Education Guiding Principles

D. Website for Continued Updates on General Education Reform:

<https://www.radford.edu/content/academic-programs/home/general-education.html>

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

Referred by: Faculty Senate Executive Council

### **MOTION:**

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

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

The team charges are to:

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

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

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

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

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

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

#### RATIONALE:

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

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

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

Referred by: Faculty Senate Executive Council

### MOTION:

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

The team charges are:

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

Team members will include:

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

### RATIONALE:

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

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

Referred by: Faculty Senate Executive Council

### **MOTION:**

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

### **RATIONALE:**

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

## 18-19.03 Addendum

To: Dr. Jake Fox, President, Faculty Senate

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

Date: Monday, September 10, 2018

Re: Recommendation for Academic Values Underlying General Education

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

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

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

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

Tagline: “Forge your own path.”

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

Tagline: “Transform information into insight.”

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

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



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

Referred by: Faculty Senate Executive Council

### MOTION:

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

1. The general education program is student centered. Therefore, the general education program:
  - a. is easy to understand, explain, and navigate;
  - b. allows student choice;
  - c. encourages timely graduation;
  - d. accommodates the needs of students (freshman, transfer, non-traditional, first-generation, veterans, international, etc.).
  
2. The general education program promotes strong foundations for student learning and success on campus and beyond. Therefore, the general education program:
  - a. provides opportunities to develop abilities and gain knowledge useful within and across disciplines;
  - b. exposes students to diversity of perspective and depth of knowledge through coursework outside their discipline;
  - c. encourages engagement with and guidance by full-time faculty;
  - d. ensures reliable and valid assessment of learning goals and outcomes.
  
3. The general education program reflects the identity and responsibilities of Radford University. Therefore, the general education program:
  - a. embodies the Academic Values, Vision, Mission, and Core Values of Radford University;
  - b. aligns with regional, state, University, college, and department accreditation requirements;
  - c. invites all Radford University colleges to contribute to General Education;
  - d. adapts to internal and external factors (transfer issues, legislative changes, accreditation-University, department, SACSCOC, and SCHEV, etc.).

### RATIONALE:

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

# October 2018 Minutes

**RADFORD UNIVERSITY**

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Board of Visitors

# RADFORD UNIVERSITY

Board of Visitors

## ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE MEETING

1:30 P.M.

OCTOBER 2, 2018

MARY ANN JENNINGS HOVIS MEMORIAL BOARD ROOM  
MARTIN HALL, THIRD FLOOR, RADFORD, VA

### **DRAFT** **MINUTES**

#### **COMMITTEE MEMBERS PRESENT**

Dr. Rachel D. Fowlkes, Vice Chair  
Ms. Krisha Chachra  
Ms. Georgia Anne Snyder-Falkinham  
Dr. Jake Fox, Faculty Representative (Non-voting Advisory Member)

#### **COMMITTEE MEMBERS ABSENT**

Dr. Susan Whealler Johnston, Chair  
Mr. Randy J. Marcus

#### **BOARD MEMBERS PRESENT**

Mr. Mark S. Lawrence, Rector  
Mr. Robert A. Archer, Vice Rector  
Dr. Thomas Brewster  
Dr. Jay A. Brown  
Mr. Jim Kibler  
Dr. Debra K. McMahan  
Ms. Karyn K. Moran  
Ms. Nancy A. Rice  
Ms. Lisa Throckmorton  
Ms. Myriah Brooks, Student Representative (Non-voting Advisory Member)

#### **OTHERS PRESENT**

Dr. Brian O. Hemphill, President  
Ms. Karen Castele, Secretary to the Board of Visitors and Special Assistant to the President  
Dr. Kenna Colley, Interim Provost and Vice President for Academic Affairs  
Mr. Danny M. Kemp, Vice President for Information Technology and Chief Information Officer  
Ms. Wendy Lowery, Vice President for University Advancement  
Ms. Kitty McCarthy, Vice President for Enrollment Management  
Mr. Chad Reed, Vice President for Finance and Administration and Chief Financial Officer  
Ms. Ashley Schumaker, Chief of Staff and Vice President for University Relations  
Dr. Susan Trageser, Vice President for Student Affairs

Mr. Allen Wilson, Senior Assistant Attorney General, Commonwealth of Virginia  
Other Radford University faculty and staff

### **CALL TO ORDER**

Dr. Rachel Fowlkes, Vice Chair, formally called the meeting to order at 1:40 p.m. in the Mary Ann Jennings Hovis Memorial Board Room in Martin Hall.

### **APPROVAL OF AGENDA**

Dr. Fowlkes asked for a motion to approve the October 2, 2018 agenda, as published. Ms. Georgia Anne Snyder-Falkinham so moved, Ms. Krisha Chachra seconded and the motion carried unanimously.

### **APPROVAL OF MINUTES**

Dr. Fowlkes asked for a motion to approve the minutes of the May 3, 2018 meeting of the Academic Affairs Committee, as published. Ms. Snyder-Falkinham so moved, Ms. Chachra seconded and the motion passed unanimously.

### **ACTION ITEMS**

Dr. Kenna Colley, Interim Provost and Vice President for Academic Affairs, presented two action items for consideration by the Committee.

### **Recommendation to Ratify Previously Approved Degree Proposal from B.S. in Computer and Cyber Science to B.S. in Cybersecurity**

Dr. Colley stated that the Board of Visitors had previously approved the B.S. in Computer and Cyber Science and, in order to better align with current market needs, presented a resolution to change the name to B.S. in Cybersecurity. Dr. Fowlkes asked for a motion to recommend the approval of the resolution to change the name from B.S. in Computer and Cyber Science to B.S. in Cybersecurity. Ms. Chachra so moved, Ms. Snyder-Falkinham seconded, and the motion carried unanimously. The resolution is hereto attached as *Attachment A* and is made a part hereof.

### **Recommendation of Resolution for Approval of Changes to the Teaching and Research Faculty Handbook, Section 1.4.2 Evaluation of Department Chairs and School Directors**

Dr. Colley proposed to the Committee a change to the Teaching and Research Faculty Handbook to eliminate the quadrennial evaluation of chairs and directors and adding two questions to the annual evaluation to maintain the faculty's voice concerning the continued leadership at the department level. Dr. Fowlkes asked for a motion to recommend the approval of the resolution to change the Teaching and Research Faculty Handbook, Section 1.4.2. Ms. Chachra so moved, Ms. Snyder-Falkinham seconded, and the motion passed unanimously. The resolution and justification are attached hereto as *Attachment B* and is made a part hereof.

### **REPORT FROM THE PROVOST**

Dr. Colley provided general updates to the Committee including: the creation of the Venture Lab, which will serve both faculty and students and the establishment of its Advisory Board; the Dalton Eminent Scholars Awards call for nominations went out in August and there will be five awards and one Rising Star award; the Harvey Knowledge Center opened

in the McConnell Library and a new Director has recently been hired; 41 new faculty joined Radford University in August, and the three-day New Faculty Orientation was extremely successful; a new seven-week course pilot is underway this semester, which allows students to participate in a compressed schedule for one class or rejoin a second seven-week class after withdrawing from a fall semester class; Radford University Transfer Agreements are on-going, and there will be more updates throughout the year; and the new Living-Learning Communities have been successful.

Dr. Colley introduced the new Dean in the College of Business and Economics, Dr. Joyendu "Joy" Bhadury, and the Interim Dean of the College of Humanities and Behavioral Sciences, Dr. Matthew Smith. Current searches underway are the Assistant Provost of Global Education and Engagement, the Dean of the College of Graduate Studies and Research and the Executive Director of Faculty Development.

### **FACULTY SENATE REPORT**

Dr. Fox reported on recent events and motions from the Faculty Senate, including the Academic Affairs Governance Document. He thanked the Board of Visitors for the recent implementation of the rank of Senior Instructor.

Dr. Fox updated the Committee on the General Education initiative and provided a document with preliminary recommendations of the Radford Academic Values Exploration Team. He reported that the motion for the creation of the Radford University General Education Principle and Model Team passed the vote in Faculty Senate. A copy of Dr. Fox's report is attached hereto as *Attachment C* and is made a part hereof.

### **ADJOURNMENT**

With no further business to come before the Committee, Dr. Fowlkes asked for a motion to adjourn the meeting. Ms. Snyder-Falkinham made the motion, Ms. Chachra seconded, and the motion carried unanimously. The meeting adjourned at 2:13 p.m.

Respectfully submitted,

Ms. Vickie Stewart Taylor  
Executive Assistant to the Provost  
Secretary to the Committee  
,

**Resolution to Ratify Name Change of Previously Approved Degree Proposal  
From B.S. in Computer and Cyber Science  
to B.S. in Cyber Security**

**October 2, 2018**

**WHEREAS**, the Radford University Board of Visitors, on November 11, 2016, approved the proposal for a B.S. in Computer and Cyber Science in the Department of Information Technology (ITEC) in the Artis College of Science and Technology; and

**WHEREAS**, since 2016, the field of Cyber Science and Cybersecurity is ever-changing; and

**WHEREAS**, in order to maintain relevance, the Department of Information Technology (ITEC) in the Artis College of Science and Technology proposes to change the name of the degree to B.S. in Cyber Security; and,

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Visitors approves the name change to the Bachelor of Science in Cybersecurity, CIP 11.1003; and

**BE IT FURTHER RESOLVED**, that the President and/or his designee(s) are hereby authorized to continue to seek approval of approved Bachelor of Science in Cybersecurity from the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.

**Resolution to Amend the  
Teaching and Research Faculty Handbook**

**October 2, 2018**

**WHEREAS**, All proposed changes to the *Teaching and Research Faculty Handbook* must be managed in accord with §5.0 of that handbook, and

**WHEREAS**, the authority to amend or revise the Faculty Handbook lies with the Board of Visitors. However, proposals for revising the Handbook may be initiated by faculty, administrators, the President, or members of the Board of Visitors. Revisions fall into two categories: (1) those required to ensure that the University is in compliance with state policies and mandates, and (2) those within the purview of the decision-making processes within the University, and

**WHEREAS**, revisions required to ensure that the University is in compliance with state policies and mandates, and that do not require a decision by University personnel, will be effected through an administrative update, with faculty being informed of the change and the reasons for it, and

**WHEREAS**, revisions within the purview of the decision-making processes in the University Internal Governance system will be considered by appropriate committees as defined by the Internal Governance system. Proposals for changes will be made in the form of text intended to replace a portion of the Teaching and Research Faculty Handbook, noting new language and striking out the old language, and

**WHEREAS**, it will be the Faculty Senate's responsibility to ensure that the general faculty is provided time and opportunity to review the proposed change so faculty can communicate with their senators prior to any action by the Faculty Senate.

**WHEREAS**, the Faculty Senate's recommendations on proposed revisions to the Teaching and Research Faculty Handbook will be forwarded to and approved by the President. The Provost will forward the Faculty Senate's recommendations to the Academic Excellence and Research Committee who will in turn make recommendations to the member of the full Board of Visitors.

**NOW, THEREFORE, BE IT RESOLVED**, that the Academic Excellence and Research Committee of the Board of Visitors of Radford University hereby approve in accordance with §5.0 of the *Teaching and Research Faculty Handbook*, **Section 1.4.2: Evaluation of Department Chairs and School Directors** of the *Teaching and Research Faculty Handbook* is hereby amended to eliminate 1.4.2 regarding the quadrennial evaluation of Chairs and Directors in the Handbook. Said sections are to now read as follows (additions are in **red**):

**1.4.2 Evaluation of Department Chairs and School Directors**

A. Annual Evaluation

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

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

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

1. Evaluation as Faculty: The criteria for evaluation as a faculty member shall be the same as those for all faculty members except that the minimal weights allowable for teaching and university service shall be commensurate with their reassigned time. The Department/School Personnel Committee shall administer and collect the same data for the Department Chair or School Director as for all department faculty.

2. Evaluation as Chair or Director: The criteria for evaluation as Chair or Director shall reflect the duties and responsibilities of the chair or director as listed in section 4.2.3.1 of this Handbook. **Additionally, two questions must be added at the end of the survey: 1) Overall evaluation of the Department Chair or School Director and 2) Do you support the continued service of this person in the role of School Director or Chair?** The Department/School Personnel Committee shall circulate to all currently employed faculty of the department who reported to the Chair or Director during all or part of the evaluation period a Department Chair/School Director evaluation form based upon these evaluation criteria and shall include an appropriate place for an overall evaluation of the Chair or Director. Faculty beginning their employment during the semester in which the evaluation is conducted would not evaluate the Chair or Director since they were not employed by the University during the evaluation period. The forms will be completed and returned to the Department/School Personnel Committee.

3. Data and comments from the faculty evaluations shall be summarized by the Department/School Personnel Committee. The Department/School Personnel Committee shall then evaluate the Department Chair or School Director as a faculty member and separately as a chair, in tentative evaluations to be sent to the Department Chair or School Director.

**4. If the average rating of the question about the overall evaluation of the Department Chair or School Director falls below 3.00 on a 5.00 scale, the department personnel committee will recommend a plan of improvement by the Chair/Director and Dean.**

**5. The results of the annual evaluation will be presented to the chairs in a numerical fashion with the exception of the last item regarding support for continued service. For this question, the results will be presented as "the majority of faculty in the department (or school) support/do not support the continued service of \_\_\_\_\_ in the role of Chair/Director."**

6. Each Chair or Director will be given the opportunity to respond to both of the Personnel Committee's tentative evaluations of the Chair or Director-- as a faculty member and as a Chair or Director-- before the finalized evaluations are forwarded to the Dean. The appeal procedures shall be the same as those described for faculty.

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

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

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



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

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

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

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

#### **B. Quadrennial Evaluation**

~~Every four years, in spring of the third year of the Department Chair's or School Director's four-year term, in lieu of the annual evaluation as chair or director described in section A, an in-depth formal evaluation as chair or director shall be conducted by the Dean in consultation with the faculty of the department or school. (The policies and procedures affecting the annual evaluation of the Chair or Director as faculty member will not change.)~~

~~—1. Prior to the quadrennial evaluation of the Chair or Director, each Chair or Director shall prepare and distribute to all faculty within the department or school a quadrennial report summarizing his or her accomplishments related to responsibilities as Chair or Director, and with reference to the attainment of goals established for the previous four-year period.~~

~~—2. The criteria for evaluation as Chair or Director shall reflect the duties and responsibilities of the chair or director as listed in section 4.2.3.1 of this Handbook. The Department/School Personnel Committee shall circulate to all faculty of the department a Department Chair/School Director evaluation form based upon these evaluation criteria and shall include an appropriate place for an overall evaluation of the Chair or Director during his/her current four-year term. The forms will be completed and returned to the Department/School Personnel Committee.~~

~~—3. Data and comments from the faculty evaluations shall be summarized by the Department/School Personnel Committee. The Department/School Personnel Committee shall then evaluate the Department Chair/School Director as a faculty member (during the current year) and separately as a chair (over the past four years), in tentative evaluations to be sent to the Department Chair or School Director. In completing the quadrennial evaluation, the Department/School Personnel Committee should take into account the Chair or School Director's annual evaluations for the previous three years. The letter or memorandum prepared by the Department/School Personnel Committee for this evaluation should be addressed to the Dean and copied to the Chair/Director.~~

~~—4. Each Chair or Director will be given the opportunity to respond to both of the Personnel Committee's tentative evaluations of the Chair or Director—as a faculty member and as a Chair or Director—before the finalized evaluations are forwarded to the Dean. The appeal procedures shall be the same as those described for faculty.~~

~~—5. The Department/School Personnel Committee's summary and overall evaluations of the Department Chair or Director as a faculty member and as a chair or director shall be forwarded to the College Dean. All data used by the Personnel Committee shall be made available to the College Dean.~~

~~—6. A minority report signed by all concurring faculty may be written if either or both of the Personnel Committee's evaluations are unacceptable to a minority of the committee members. A minority report is seen as an exception rather than standard procedure and shall include a justification for its creation. The minority report shall be submitted to the Dean as a separate document, and shall be included with the Personnel Committee's evaluations. A copy shall be sent to the Chair or Director.~~

~~—7. If the Dean disagrees with the Department/School Personnel Committee's evaluation of the Chair or Director as a faculty member in his review thereof, she or he shall give the Department Chair or School Director and Personnel Committee Chair a written statement of the reason(s) for the disagreement. The Department Personnel Committee may seek clarification from the Dean on any points of perceived disagreement.~~

~~—8. The Dean shall meet with the Chair or Director to discuss his/her accomplishments and goals as Chair or Director. At this time, the Dean and Chair or Director can initiate a preliminary discussion of the goals the Chair or Director anticipates setting for him/herself as Chair or Director and for the department or school for the next four years.~~

~~—9. The Dean shall communicate his or her evaluation of the Department Chair or School Director as a chair or director to the Department Chair or School Director in writing. Included in this evaluation shall be a recommendation to the Provost regarding reappointment of the Chair or Director for another four year term. The Department Chair or School Director shall have the opportunity to respond in writing to his or her evaluation as chair or director prior to the Dean's communication of a final evaluation to the Personnel Committee and to the Provost.~~

~~—10. The College Dean shall forward her or his evaluation of the Department Chair or School Director as a chair or director, including the Dean's recommendation for reappointment of the chair or director for another term, together with the evaluation of that role by the Department/School Personnel Committee, to the Provost, with copies sent to the Department Chair and to the Department Personnel Committee. In a case of a departure by the Dean from the evaluation by the Personnel Committee, the Committee may seek clarification from the Dean on the reason(s) for the departure.~~

~~—11. The College Dean's evaluation of the Department Chair or School Director as a chair, and all pertinent data including any written responses from the Chair or Director and/or the Personnel Committee, shall be reviewed by the Provost, who shall provide written justification for any disagreement with the Dean's evaluation. In the event of disagreement by the Department Chair or School Director with the Dean's evaluation of him or her as chair or director or with the Dean's recommendation regarding reappointment for another term, the Provost shall render a decision in the matter.~~

~~—12. If the Chair or Director wishes to appeal either his or her annual evaluation as faculty member or his or her quadrennial evaluation as chair or director, or the review(s) thereof by the Dean or the Provost, respectively, the process followed shall be consistent with that for faculty appeals. The final evaluations of the Department Chair or School Director both as a faculty member and as a chair or director, following any possible appeals, become part of the Department Chair's or School Director's personnel file, and shall serve as the basis for merit pay increases, for any possible reappointment, tenure, or promotion, and for decisions on retention as Department Chair or School Director.~~

~~—13. Chairs/Directors who are reappointed for subsequent four year terms must submit for the review and approval of the Dean written copies of the of the goals they have established for themselves as chairs/deans and of their departments/schools during their next term. These goals must be submitted to the Dean by May 15 of the year of the quadrennial review. The degree to which these goals are fulfilled shall be assessed as part of the Chair's/Director's next quadrennial evaluation.~~

## Motion from Faculty Senate with Justification

### 17-18.29-Motion Regarding the Elimination of the Quadrennial Review of Department Chairpersons

Referred by: Governance Committee

MOTION: Faculty Senate recommends the following with regard to the quadrennial review of department chairpersons:

Eliminate 1.4.2.B regarding the quadrennial evaluation of Chairs and Directors in the

Handbook. Add language to 1.4.2.A.2

The criteria for evaluation as Chair or Director shall reflect the duties and responsibilities of the chair or director as listed in section 4.2.3. 1 of this Handbook. **Additionally, two questions must be added at the end of the survey: 1) Overall evaluation of the Department Chair or School Director and 2) Do you support the continued service of this person in the role of School Director or Chair?**

Alter 1.4.2.A. to  
insert: (After #3)

New#4:

"If the average rating of the question about the overall evaluation of the Department Chair or School Director falls below 3.00 on a 5.00 scale, the department personnel committee will recommend a plan of improvement be developed by Chair/Director and Dean."

New#5:

The results of the annual evaluation will be presented to the Chair in a numerical fashion with the exception of the last item regarding support for continued service. For this question, the results will be presented as "the majority of faculty in the department (or school) support/do not support the continued service of          in the role of Chair/Director."

#### RATIONALE:

In practice, the Quadrennial Review of Chairs has not been consistently implemented. When it has been implemented, the "third year, in-depth formal evaluation as Chair or Director" has typically consisted of just the annual reports from the previous three years, making it a redundant process.

Many, but not all of the chair evaluations already have a question that asks about the overall evaluation of Chair or Director. This motion would make this question standard on all evaluations.

The proposed, new questions maintain the faculty's voice concerning the continued leadership at the departmental level while eliminating the need for the ineffective quadrennial review.

**Faculty Senate President's Report to the  
Academic Excellence and Research Committee  
of the Board of Visitors  
October 2, 2018**

**I. Recent Events and Motions from the Faculty Senate**

- A. Academic Affairs Governance Document
  
- B. Recent Implementation of the Rank of Senior Instructor

**II. Updates on General Education**

- A. Preliminary Recommendations of The Radford Academic Values Exploration Team (see document)
  
- B. New Motion in the Senate for Next Phase (see document)
  
- C. Website for Updates and Events in the General Education Effort:  
<https://www.radford.edu/content/academic-programs/home/general-education.html>

# General Education

## Welcome to the Radford University Academic Values Exploration Team

General education serves as the foundation upon which all Radford University students build educational success. In Fall 2017, Faculty Senate established the General Education Task Force to gain compliance with newly ratified SCHEV guidelines and competencies. The Task Force aligned our current general education curriculum, the Core Curriculum, outcomes with those specified by SCHEV but also recommended consideration of a more in-depth and broader review of general education at Radford University.

To that end and after consultation with the Core Curriculum Advisory Committee and Interim Director of Core Curriculum, Faculty Senate Executive Council submitted a [two-page motion](#) to establish the Radford University Academic Values Exploration Team. The team consists of 2 full time Teaching and Research faculty representatives nominated and elected from each college (CHBS, ACSAT, COBE, CVPA, CHED, and Waldron) and two members elected from Jefferson College. These individuals will serve as voting members on the team. Although these voting members are elected at the college level, their mission is to represent views from across the Radford University faculty community.

## Meet our Academic Exploration Team

### T&R Faculty Members:

- Dr. Sandy French (CHBS)
- Dr. Paige Horst (CHBS)
- Dr. Jon Tso (Artis)
- Dr. Cassady Urista (Artis)
- Dr. Can Dogan (COBE)
- Dr. Daniel Farhat (COBE)
- Dr. Roann Barris (CVPA)
- Ms. Laura Kimball (CVPA)
- Dr. Tricia Easterling (CEHD)
- Dr. Anna Devito (CEHD)
- Dr. Kerry Vandergrift (Waldron)
- Dr. Katie Katz (Waldron)

- Dr. Paula Prince (Jefferson)
- Dr. Courtney Watson (Jefferson)

### Appointed Members:

- Dr. Nicole Hendrix, Team Facilitator (Provost's Office, Core Curriculum)
- Ms. Jennifer Whicker (McConnell Library)
- Ms. Melanie Fox (Institutional Effectiveness and Quality Improvement)
- Mr. David Stuart (Student Affairs)
- Dr. Angela Joyner (Center for Career and Talent Development)
- Ms. Rachel Hall (Advising)
- Ms. Julianna Stanley (President of SGA)
- Mr. Chris Nietzold (alumni)

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

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

The next stage of the team's work focused on reviewing potential academic values from many sources. In addition to examining academic institutions, these individuals sought information from many other arenas and now seek input from the campus and broader Radford community.

To that end, the Radford University Academic Values Exploration Team recommends the following academic values for general education:

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

**Tagline: "To boldly go where you haven't gone before."**

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

**Tagline: "Transform information into insight."**

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

**Tagline: "More than the sum of our parts."**

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

Referred by: Faculty Senate Executive Council

### **MOTION:**

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

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

The team charges are to:

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

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

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

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

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

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

#### RATIONALE:

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

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



# End of Board of Visitors Materials

