RADFORD UNIVERSITY

FACULTY SENATE

2016-2017

CONTINUITY REPORTS

COMMITTEE MINUTES

SENATE MINUTES

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CONTINUATION REPORTS

FACULTY ISSUES

FACULTY ISSUES CONTINUATION REPORT, SPRING 2017

Members: Tal Zarankin, Jack Brockaway, Suzanne Ament, Ulla, Ian Barland, Amy Rubens, Laura LaRue [replaced by Wendy Downey], Roann Barris, Sharon Gilbert, Eric DuPlessis

1. Review proposed intellectual property policy in light of latest legislation and rulings.

> ***Status: Almost finished; motion to accept revisions will be brought to Senate. If this does not happen, it should be continued with the next FIC.***

2. Clarify whether and how non-tenure track faculty may be eligible for awards under the aegis of the Faculty Awards Committee. Determine the feasibility of establishing awards for adjuncts

> *We did not work on this*

3. Liaise with governance to clarify time frame for grievance procedure.

4. Address lack of coordination between calendar for spending research grants and the timeframes during which research can be engaged in or completed by faculty.

> *Status: This was put on hold when the President announced the formation of strategic planninc task forces and requested issues from faculty. It seemed that there was a more appropriate venue than the FIC.*

5. Consider possible faculty response to call from SCHEV for "environmental scan of open educational initiatives" (contact person: Charley Cosmato, CITL).

> *Status: we set this as a Priority, pending clarification from Charley Cosmato. We had one meeting with CC but he promised to provide us with more information (in particular, examples of surveys in use). It did not appear to be possible to arrange this follow-up with him.*

6. Consider faculty role in decisions about "learning tools interoperability" (contact person, Charley Cosmato, CITL).

> *Status: As in the previous objective, our contacts with Cosmato were not sufficient to proceed.*

7. Review progress on issue of student evaluations, including status of motions.

Status: eventually it was learned that the motions had been approved by all necessary parties and put into effect this spring. Related to this, the IG on Student Evaluations of Faculty requested a meeting with the FIC to review their proposed new evaluation form to be used in online classes. The goal is a form that addresses the differences between online and face-to-face teaching in a fashion that allows for comparisons of evaluation results. We made suggestions to them and they have indicated that they will incorporate our suggestions. Another joint meeting should take place in the fall for an additional review of this form.

8. Review the results of the Advising Survey distributed during Spring 2016 and completed by faculty and determine faculty response, if any.

Status: the committee did examine the survey results, met with the college advisors, and wrote a summary to share with the Faculty Senate. No further action appears necessary.

10. Liaise with Curriculum Committee to consider development of a policy establishing balance between online and on-campus courses.

The curriculum committee submitted a motion that was approved by the Faculty Senate.

11. One objective added by the committee concerned the development of a survey to ascertain the degree of faculty satisfaction or dissatisfaction with the Activities Insight digital FAR.

An initial survey was drafted but not finalized. We recommend review and completion of the survey and administration of the survey shortly after faculty have prepared their FARS.

COLLECTED MINUTES: FALL 2016-SPRING 2017

Faculty Issues Subcommittee of the Faculty Senate

August 18, 2016

I. The meeting was called to order after the Faculty Senate meeting and remarks by Dr. Hemphill.
II. It was determined that subcommittee members present formed a quorum.
III. Richard Bay was elected as chair.
IV. Ian Barland was elected secretary.
V. Amy Rubens acted as secretary in Ian's absence.
VI. The subcommittee's charges were reviewed and prioritized based on need and stage of completion. (See below). Considering faculty's possible response to SCHEV's call for an "environmental scan of open educational initiatives" (charge 6) and evaluating faculty's role in decisions about "learning tool inoperability" (charge 7) were given priority.
VII. For the next meeting, members were asked to think of additional charges to be added to the slate.
VIII. The accessibility of future meeting locations was discussed.
IX. The meeting was adjourned at 1 PM.

Faculty Issues

1. Review proposed intellectual property policy in light of latest legislation and rulings.

Status: Almost finished.

2. Clarify whether and how non-tenure track faculty may be eligible for awards under the aegis of the Faculty Awards Committee.

3. Determine the feasibility of establishing awards for adjuncts.

4. Liaise with governance to clarify time frame for grievance procedure.

5. Address lack of coordination between calendar for spending research grants and the timeframes during which research can be engaged in or completed by faculty.

Status: More information is needed. Deadlines may vary among colleges, and this information may be announced to faculty during each college's convocations.

6. Consider possible faculty response to call from SCHEV for “environmental scan of open educational initiatives” (contact person: Charley Cosmato, CITL).

Status: Priority, pending clarification from Charley Cosmato.

7. Consider faculty role in decisions about “learning tools interoperability" (contact person, Charley Cosmato, CITL).

Status: Priority, pending discussion with Charley Cosmato.

8. Review progress on issue of student evaluations, including status of motions.

9. Review the results of the Advising Survey distributed during Spring 2016 and completed by faculty and determine faculty response, if any.

Status: Pending more information. Sharon will call Steve Lurch for the results.

10. Liaise with Curriculum Committee to consider development of a policy establishing balance between online and on-campus courses.

Faculty Issues Committee

Minutes, 2016-Sep-08

Present: Tal Zarankin, Jack Brockaway, Suzanne Ament, Ulla, Eric DuPlessis, Ian Barland, Amy Rubens, Roann Barris, Sharon Gilbert

1. Reviewed the minutes from the Oct-18 retreat. One edit: adjourned at 12:00, not 13:00.

2. Roann Barris elected as chair, by acclamation. Bay had stepped down from the Senate.

3. We'll request to change our meeting room to the Bonnie, for future FIC meetings.

4. Yearly charges (based on the list from the retreat)

a. New action item: review the handbook's timeline for “automatic review of tenured faculty whose ratings fall below 3.0”.

b. Postpone action item #9 (equivalence of on-line and in-class sections): We will wait until spring to see if the online-IG committee is making progress.

c. Items #2, #3, re faculty awards and adjuncts: lively discussion ensues, foreshadowing action on this topic.

d. Remove item #5, re lack of calendar-coordination between research-awards and budgets. This should be addressed by the new ad hoc strategic-issues committee at the university level.

e. Roann agreed to contact Charley Cosmato regarding issues #6 and 7.

f. Jack agreed to liaise with the governance committee regarding issue 4.

Faculty Issues Committee

Minutes, 2016-Sep-22

Present: Tal Zarankin, Jack Brockaway, Suzanne Ament, Ulla, Ian Barland, Amy Rubens, Laura LaRue, Roann Barris, Sharon Gilbert

Guest: Charlie Cosmato, from CITL

1. Reviewed the minutes from the Sep-08 meeting.

2. We review our committee's charge #6:

Consider possible faculty response to call from SCHEV for "environmental scan of open educational initiatives".

Charlie explains: SCHEV has convened a "workgroup" re how schools use open educational resources (free/open material like textbooks). Their survey is the "environmental scan". They are motivated by ways to reduce costs.

3. We review our committee's charge #7:

Consider faculty role in decisions about "learning tools interoperability".

Charlie explains: publishers are selling entire "course in a box" packages (electronic textbook and lecture-slides and exams and quizzes and videos).

Publishers approach individual faculty who, if they want to use it, go to CITL to ask them to help connect D2L with the course-in-a-box. (At least 20 faculty have formally asked, but there are more who simply use links direct to the publisher. But we don't actually track use in any formal way.)

See below for individual comments and observations made by Charlie Cosmato.

4. We decide to bring this issue of publishers and their Terms of Service for add-on content to full senate.

5. We will wait to see the survey about the "environmental survey of open educational initiatives."

6. Jack Brockaway will liaise with the Governance Committee, to clarify the timeline for grievance procedures.

Some issues that Charlie Cosmato raised:

* The terms-of-service that you agree to include:

-- third parties are hosting student grades/scores but they aren't enforcing RU's privacy standards.

-- these sites typically don't let you keep ownership of what work you submit (or, add) to their site

Note that traditional textbooks don't have these issues. Charlie Cosmato phrases it as: "After cultivating a relationship through selling books, the publishers are now using that relationship to indenture students to their Terms of Service."

(Charlie: "It's one thing when a few faculty request such a course be linked with D2L; it's another when 30 or 50 faculty are requesting it; and it's another entirely when the publisher calls me up and tells me I should enable it by default for all.")

* Curricular concerns:

- These courses are probably not customized around the

  RU's course-catalog. But it's tempting instructors to use the existing-course.

- record-keeping: when course concludes, what happens?

Btw, RU generated 270k credit-hours in 2014-5; 10% of that is through classes listed as on-line delivery.

Btw, McGraw Hill made $261M last year.

Faculty Issues Committee

Minutes, 2016-Oct-06

Present: Tal Zarankin, Suzanne Ament, Ulla, Ian Barland, Roann Barris, Sharon Gilbert, Eric DuPlessis.

1. Reviewed the minutes from the Sep-22 meeting, correcting mulltiple typoes.
2. Discussed assorted campus discussions that are happening, about publishers' Terms of Service vs RU, for software. While we still believe this should be brought up at the full Senate, we think that additional people should also be included, such as Lisa McDaniel.
3. QEP "SCI" is expiring, and a new round of proposals is in the far, far, future. What part(s) of SCI's programs be continued, and what should our future QEP be? Is this an issue that this committee should develop a position on? How does it affect curriculum and how does it affect faculty?
4. Some issues which we had postponed may be worthy of attention sooner as there will be initiatives on campus related to changing the fabric of the university.
5. We look at our list of charges.
6. Ian will relay the concerns about the proposed IP document to the IP committee.
7. Charges 2,3 (awards policies) is still Priority #4.
8. Our priority #3 is about post-tenure review. Eric will ask deans of Provost Joe Scartelli about what their college-policy is, and assemble the results.
9. Homework: Read "Advising Survey" to discuss next time (sent to us by Roann from Sep.08, subject "Advising Survey").

Faculty Issues Committee

Minutes, 2016-Oct-20

Present: Tal Zarankin, Ian Barland, Roann Barris, Sharon Gilbert, Eric DuPlessis.

Action item for next meeting: read your assigned pages from the previously-emailed Survey About Advising: Tal pp. [12-21) , Sharon [21-30), Eric [30,39), Ian [39,48), Roann [48,end], looking for potential issues of concern or interest. Send a short summary to Roann.

1. Waited 15min to make quorum. Ian was one of the very-late people, and is hereby shamed.

2. Reviewed the minutes from the Oct-06 meeting.

3. Ian reports: The Committee on Intellectual Property cannot yet be convened, since (reportedly) FSEC has not filled all positions. Kim was cc'd on that message. Then, Ian will ask the designated-committee-meeting-convener (Provost or Mr. Alvarez) to convene that committee.

4. Eric reports: The concern of a post-tenure review, after reading the handbook closely, makes the point moot: the handbook already allows for extending the review for up to two years. Item resolved!

5. We start looking at the Survey About Advising, and decide that rather than each of us read the 55-page document, we'll each read a portion and summarize.

Faculty Issues Committee

Minutes, 2016-Nov-03

Present: Suzanne Ament, Ulla, Tal Zarankin, Ian Barland, Roann Barris, Sharon Gilbert, Laura LaRue, Amy Rubens.

1. We accept the Oct-20 minutes (revised to correct its date).
2. This subcommittee will not meet on Nov.17.
3. Ian reports: The Committee on Intellectual Property has been staffed, but we are still waiting for the first meeting to be convened (having requested one). Ian's action item: phone the provost's secretary, to spur a scheduling.
4. We discuss the 50-page summary of advising survey. We will recommend (a) advising-training be offered at Our Turn, organized by each college advising center; (b) chairs might be encouraged to acknowledge advising efforts, in annual reviews.
5. The final summary write-up will be emailed to everyone as soon as the final changes are made. Amy has agreed to provide some input from the missing middle section.

Faculty Issues Committee
Minutes, 2016-Dec-08

Present: Suzanne Ament, Ulla, Tal Zarankin, Ian Barland, Roann Barris, Sharon Gilbert; Eric DuPlessis.

Absent: Jack Brockway, Laura LaRue, Amy Rubens.

1. We accept the Nov-03 minutes.

2. Ian reports: The Committee on Intellectual Property has met and has been informed of our committee's feedback. They have made some editing changes, and are now waiting for feedback from the state's Attorney General's office.

3. Having made progress on several items, we start to look for other tasks to consider.

4. We realize that our previous, mere “suggestion” to senate re: advising training is insufficient to effect change.

Action Item: Roann will contact the committee on advising, and invite them to have representative(s) at our next meeting, to discuss the feasibility of having Our Turn training sessions per college.

5. We start to discuss the effort of writing FARs and Activity Insights. Perhaps we should survey faculty, deans, and chairs on the effort and the usefulness of Activity Insights.

Motion: we will draft a survey.

Action item: we will each contact Tal (tzarankin@radford.edu) with suggested items for the survey

6. Adjourn!

Advising Survey

Note that due to the many truncated items in the text, respondents' answers to questions were not always clearly understood by readers. We also observed that data were reported in multiple formats and not always consistently: thus, a bar graph might suggest percentages of responses that differed from the percentages reported in tables. We looked for the most meaningful conclusions in our summary.

A significant majority of faculty (about 81%) favor advising over other service opportunities despite the fact that only 61% of faculty report having received some advising training at RU. Faculty enjoy advising mainly because they view it as an opportunity to connect with students and to keep up with university and college policies. However, about 65% of respondents believe they have too many advisees to get to know them well enough. Also, most faculty (roughly 77%) feel students do not appreciate their efforts. Faculty are split as to whether advising takes away too much time from other commitments which impact their evaluation more heavily. Slightly more than half of the respondents are concerned with liability in misadvising.

With only 139 respondents, 83% reported having received 5 hours or less of advising training. More than 50% reported having received no advising training during the year. All the means of receiving advising training were equally reported, except for getting advising at a professional conference – this is not surprising. Numbers are about even when agreeing or disagreeing with the statement – "All things considered, I have received the training I need to serve as a caring and competent academic advisor.". Respondents indicated they used the UG catalog, Degree Works and information provided by the department to advise. It's interesting that several reported using their own system to keep up with their advisees' progress. The vast majority reported a preference for using individual sessions to advise over group sessions, with one to two times being the average number of appointments for each advisee. Group advising sessions were very rare – only 4 people responded to these questions.

Although respondents differentiated between advising and mentoring, they appear to do both in their advising sessions with students. Almost half the respondents indicated that their time with advisees is divided about equally between advising and mentoring. When asked about incentives for advising, 63% of the respondents said there weren't any; 30% indicated that recognition in annual evaluations was an incentive. In another question, 80% indicated that they did not believe that the extrinsic rewards were adequate. Respondents (89%) also indicated that the primary criteria used to evaluate their advising was the number of advisees they had.

60% of respondents thought that faculty should be expected to advise. These may be the same as the faculty respondents who said they would like their advising efforts to be recognized in annual evaluations – presumably with more focus than they may be now. In contrast, 73% believed that faculty should mentor students. No definition of the difference was provided. 77% indicated that they would continue to advise students even if was no longer required. 95% would continue to mentor students. Faculty interest in advising was considered by far the most important factor in determining who should advise.

Adjustments to work load and other responsibilities would have different impacts on willingness to accept more responsibilities in the area of advising versus mentoring. Some respondents (40%) would like a course release for advising. It does not appear from this data that such changes would significantly change the percent of faculty who would be willing to advise (62%); it would moderately increase the number willing to mentor students. (80%) Based on these numbers, it seems that a reduction of other responsibilities will not change faculty involvement in advising or mentoring. Likewise, changing the requirement would not have an impact. Thus, individual beliefs about expectations do not predict the behavior of the majority of respondents. The commitment to advising and mentoring is supported by the findings presented earlier in this summary.

Preliminary Conclusions:

Faculty are committed to advising and do not expect or request lighter work loads in order to act on this commitment;

although not much training is provided, they do not feel inadequately prepared

In light of other comments made early in the survey, it appears that faculty might value their role as advisors more highly if it received more weight in annual evaluations. Dissatisfaction seems to be related to concern that they might not be advising correctly in some cases and that there is no reliable form of feedback from students about the value of their advising.

We recommend (a) advising-training be offered at Our Turn, organized by each college advising center, with a goal of creating a “basic foundations in advising” program for all faculty and facilitating the location of information that is specific to each program’s curriculum pathways; (b) chairs might be encouraged to acknowledge advising efforts, in annual reviews.

Faculty Issues Committee

Minutes, 2017-Jan-26

Present: Suzanne Ament, Ulla, Tal Zarankin, Ian Barland, Roann Barris, Sharon Gilbert, Laura LaRue, Eric DuPlessis

Absent: Jack Brockway, Amy Rubens.

Also invited/present: nine advising-center staff (the primary advisor for each college or someone in their place)

1. Discussion with advising-center staff: They also have been concerned about how to deliver training. Our Turn is a particularly busy time-of-year for them, though. They sometimes arrange/request attending department meetings. They are considering arranging meetings in some of the the fancy-schmancy new building(s) across campus. They indicated that they are working on a handbook at this time. One suggestion made was to have an advising mentor for new faculty.

   While there is a survey that students fill out about their advising, it has very-low return-rate for students who get faculty-advising. (Return rates in the advising-centers are there, in part due to advisors asking the students to sit down immediately and fill out feedback.) There is some discussion about how to get better response-rate for those. Perhaps have the advising-center distribute those survey-slips to faculty "in person" at faculty meetings (along w/ explanation & exhortation).

   Chairs currently have no information to evaluate somebody's Advising, beyond seeing in the FAR how many students somebody is advising.

2. We review the Activity Insight questions which Tal compiled (thanks Tal!).
3. We decided we have already accepted the Dec-08 minutes via email.
4. Adjourn

Faculty Issues Committee

Minutes, 2017-Feb-09

Present: Suzanne Ament, Ulla, Tal Zarankin, Ian Barland, Roann Barris, Sharon Gilbert, Amy Rubens.

Absent: Jack Brockway, Laura LaRue, Eric DuPlessis.

1. Approve the minutes from 2017-Jan-26.
2. What to do with the feedback from the advising center advisors, from last year? Should we develop ways for students to rate advisors? Some suggestions, partly from the campus zeitgeist:
   - Perhaps inviting/recommending each department to meet with the Starfish team?
   - Perhaps suggest that departments/colleges designate somebody to help track students who've been flagged?
   - We could encourage departments to ask about advising during senior-exit interviews?
   - Departments might have some advising recognition/award, perhaps just within the department?

   We can prepare a written summary of the meeting and recommendations to submmit to the Senate. Roann will have it ready for the next FIC meeting to review.
3. Also, some impromptu discussion on Chair Evaluations – the handbook doesn't specify how the Dept. Personnel Committee should base their report from the input. Some possible discrepancies: Some people seem to think that the work involved as chair might not count as Service ("since that work is part of the role of chair").
4. Update on Intellectual Property Policy: The IP committee has submitted the policy-proposal to the Attorney General's office for comment. Nothing has been heard back yet. Ian feels that in another few weeks, even if no feedback received, we should move the policy forward to full senate (while giving a heads-up to the IP Committee).
5. We work on, and discuss, the Activity Insight survey questions.
6. Adjourn at 16:49.

FIC follow-up on Advising Survey

The faculty issues committee invited advisors who work in the advising centers to a meeting on Jan. 26. The indicated that they were working on a advising handbook but it was a complex task as it would have to be specific to each college as well as the university. Much of our discussion concerned recognition of faculty advisors and assessment of advising. The full-time advisors in the advising centers have a good response rate for the forms that students are asked to complete; faculty advisors, in contrast, do not have a high response rate. One suggestion for increasing response rate was to invite the college advisor to a faculty meeting to distribute the survey-slips in person, explain their value, and encourage faculty to use them. Not only would a better return rate give faculty feedback on their advising but it would also give department chairs information

that could be used in evaluating the role of faculty in advising. Right now, the only information generally available from the FARs is the number of students assigned to each faculty member. Since it was clear from the advising survey responses that faculty would like greater recognition for this part of their job, methods have to be developed to provide chairs with this information. Right now, the FAR only asks how many advisees does a faculty member have. There is no question or comment box which would include feedback on advising, if this information is available. We also discussed the possibility of having department awards for advising – right now, there is a university award for a faculty advisor but colleges and departments might take the initiative in establishing their own awards.

Our primary recommendations at this time are:

- change the FAR to include feedback on advising
- give more weight to advising in evaluating teaching in the annual evaluations
- develop or improve methods for rating faculty advising
- encourage chairs to consider alternative and new methods of recognizing the work of faculty advisors

Faculty Issues, March 16 2017, Minutes

Guests: Matt Oyos, Melanie Fox, Barry Miller

FI members: Sharon, Amy, Tal, Suzanne, Roann

Absent: Ian, Jack, Laura, Eric

Discussion ensued about the online evaluation form. Revisions to the form for face-to-face classes were also reviewed. Several suggestions were made or asked about regarding the new section on technology in the evaluation for online classes. SEF will take these questions back to their committee for discussion. They will send us a revised version.

SEF would also like a motion in the Senate to eliminate paper evaluations entirely. Full support of SGA. Most evals are done electronically now.

Draft:

Faculty Issues recommends the official, campus-wide adoption of paperless evaluations for the Student evaluation of Faculty. Paper evaluations will no longer be used if this motion is passed.

Rationale: Paperless evaluations are widely used across campus at this time. Research has shown that they do not lead to significantly different completion rates. They can be done through an emailed distribution process or in the classroom. The SGA unanimously supports this change.

They can be processed quickly and easily, reducing the delay in returning results to faculty, and when they are not completed, there is no paper wasted.

Motion regarding the format of the student evaluations of faculty

Referred by the Faculty Issues Committee, on behalf of the Student Evaluation of Faculty IG

Motion:

Handbook language:

1. Student evaluations for full-semester courses, regardless of method delivery, shall be conducted between the thirteenth and fourteenth weeks of the semester; for half-semester courses they are conducted during the sixth week of the course.

The handbook does not specify the method of obtaining student evaluations of faculty. As a result, this motion is not for a handbook change but a recommendation.

Proposed recommendation:

All evaluations will be paperless whether administered in class or through email delivery. Paper evaluations will no longer be used.

Rationale: Paperless evaluations are widely used across campus at this time. Sone of the colleges have already made a 100% commitment. Research has shown that they do not lead to significantly different completion rates. They can be done through an emailed distribution process or in the classroom. The SGA unanimously supports this change. They can be processed quickly and easily, reducing the delay in returning results to faculty, and when they are not completed, there is no paper wasted. The SEF IG has made revisions to the online evaluation form to make it more reflective, where possible, of the unique qualities of teaching online. Going paperless is a major cost-saving strategy. It is also compatible with the younger generation's preferred mode of communication.

No serious minutes from March 30 meeting as we did not have a quorum and made no decisions.

Faculty Issues Committee

Minutes, 2017-Apr-13

Present: Roann Barris, Suzanne Ament, Ulla, Ian Barland, Tal Zarankin, Eric DuPlessis, Sharon Gilbert, Laura LaRue (in the guise of Wendy Downy).

Absent: Jack Brockway, Amy Rubens.

1. Update our committee on progress on the Intellectual Property Committee's proposed policy: Based on feedback from Attorney General's office, they are considering making a few changes, which we also reviewed.

   We decided to bring the following motion to Senate, ***if*** **the IP Committee** indeed makes the changes they are considering:

   Motion: The Faculty Senate supports the Intellectual Property Policy proposed by the IP Committee.

   Rationale: It is well-established legal policy that unlike most employer/employee situations, faculty own their own work, not the university. The proposed IP Policy protects rights of faculty and students, and reiterates that traditional protections also extend to on-line material. This document also clarifies procedures for resolving IP issues.

   Note that if the Board of Visitors approves this policy, the policy currently in the Faculty Handbook will (need to) be rescinded.

2. Student evaluations: We have discussion about whether, now that evaluations are on-line, to allow instructors to read the instructions and then leave the room (w/o needing another faculty to read instructions). There is strenuous objection to this from some committee members: to maintain the impartiality of the review process, the instructor should not be involved in any way. No action taken.

3. Unfinished business, for next year's committee: the Student Evaluation Committee's new student-evaluation form that is supposed to be congruent for on-line and off-line classes.

4. Unfinished Business: Charlie Cosmato's request about reviewing something-or-other.

5. Unfinished business: Activity Insight survey. Leave this issue and the google-doc we've drafted for next year's committee.

6. Adjourn at 16:30.

Advising Survey previously submitted to the Senate:

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60% of respondents thought that faculty should be expected to advise. These may be the same as the faculty respondents who said they would like their advising efforts to be recognized in annual

evaluations – presumably with more focus than they may be now. In contrast, 73% believed that faculty should mentor students. No definition of the difference was provided. 77% indicated that they would continue to advise students even if was no longer required. 95% would continue to mentor students. Faculty interest in advising was considered by far the most important factor in determining who should advise.

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We recommend (a) advising-training be offered at Our Turn, organized by each college advising center, with a goal of creating a “basic foundations in advising” program for all faculty and facilitating the location of information that is specific to each program’s curriculum pathways; (b) chairs might be encouraged to acknowledge advising efforts, in annual reviews.

FACULTY SENATE MINUTES

SEPTEMBER 1, 2016

MINUTES
2016-2017 Faculty Senate Meeting
September 1, 2016
Heth 043

Members present: Eric Ackermann (for Jennifer Resor-Whicker), Suzanne Ament, Ian Barland, Robyn Berg, Vickie Bierman, Brad Bizzell, Kate Brennan (for Vicki Bierman), Jack Brockway, Jay Caughron, Tanya Corbin, Drew Dodson, Tom Duncan, Scott Dunn, Daniel Farhat (for Steve Childers), Jake Fox, Pam Frasier, Tim Fuhrer, Kim Gainer, Sharon Gilbert, Jim Gumaer, Nicole Hendrix, Katie Hilden, Prahlad Kasturi, Youngmi Kim, Jennifer Mabry, Stockton Maxwell, Johnny Moore, Roby Page, Hyejin Park, Mark Pelletier (for Gary Schirr), Mashooq Salehin, Susan Schoppelrey, Neil Sigmon, Julie Temple, Cheri Triplett, Carter Turner, Skip Watts, Anja Whittington, Tal Zarankin

Members absent: Richard Bay, Joy Caughron, Eric Du Plessis, Brent Harper, Rhett Herman, Abhay Kaushik, Laura LaRue, Douglas Mitchell, Steve Ray, Amy Rubens

Guests: Dr. Jeanne Mekolichick, Assistant Provost of Academic Programs; Dr. Joe Scartelli, Interim Provost and Vice President for Academic Affairs

I. The meeting was called to order at 3:31 p.m.
II. Dr. Turner, president of the Faculty Senate, gave his report.

a. More time is available to select participants for the strategic planning process than had been available for the budget summit.
b. Faculty are encouraged to contribute to the retention effort by making use of Starfish and by pointing students in the direction of resources and support.
c. Dr. Lee Stewart, emeritus, has invited the Faculty Senate to participate in filling backpacks for the Highlander Helpers. Senators will be encouraged to bring canned/boxed foods to a future senate meeting.

III. Dr. Scartelli, interim Provost, gave his report.

a. Dr. Scartelli seconded Dr. Turner's remarks on faculty participation in retention efforts and called on Dr. Jeanne Mekolichick, Assistant Provost of Academic Programs, to make some remarks.

- Dr. Mekolichick thanked those who have volunteered to be Highlander Guides and asked that people share ideas about other possible retention

office. She also reported that the retention office has been moved and expanded to support retention efforts.

b. Dr. Scartelli reported that data shows that UNIV 100 has supported retention and that college orientation sessions have been "outstanding."

- Drs. Ament and Triplett raised concerns about messages received by students who had not paid tuition/fees by deadlines. Dr. Scartelli asked that names be passed on for action and stated that no one would be dismissed without being properly informed and without the issue being properly vetted. Dr. Mekolichick suggested that if students come to faculty with any kind of distress/concern, they may use the alert feature of Starfish. She reported that work is being done to create a flowchart for the Starfish website.

IV. Committee reports

a. Campus Environment: Dr. Fox reported that he will serve as chair and Dr. Whittington will serve as secretary.
b. Curriculum: Dr. Fuhrer reported that he will serve as chair and Ms. Resor-Whicker will serve as secretary.
c. Faculty Issues: Dr. Ament reported that she and Dr. Bay will serve as co-chairs and Dr. Barland will serve as secretary.
d. Governance: Dr. Hilden reported that she will serve as chair and Dr. Bizzell will serve as secretary.
e. Resource Allocation: Dr. Kasturi reported that committee will elect a chair and secretary at its forthcoming meeting. He also reported that Dr. Foy gave a report on the committee's activities at the Faculty Senate retreat. Last year the Senate passed five Governance Committee motions on the following subjects: (1) hiring of administrative assistants for academic departments, (2) assessment plans and programs for all administrative units of Radford University, (3) long-term faculty compensation plan, (4) promotional pay raises for faculty, and (5) increase in travel reimbursement for faculty.

V. Old Business

a. Voting was held for parliamentarian.

- Dr. Childers was nominated.
- It was moved and seconded that nominations cease. The motion was approved, and Dr. Childers was elected to the post.

VI. New Business

a. None

VII. Announcements

a. Dr. Maxwell encouraged participation in the Service and Sustainability Week.
b. Dr. Ament reminded senators of the Club Fair.
c. Dr. Kasturi stated that action is still needed on the faculty workload policy.

VIII. The meeting adjourned at 3:55 p.m.

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SEPTEMBER 29, 2016

MINUTES
2016-2017 Faculty Senate Meeting
September 29, 2016
Heth 014

Members present: Eric Ackermann (for Jennifer Resor-Whicker), Roann Barris, Robyn Berg, Vickie Bierman, Brad Bizzell, Jay Caughron, Steve Childers, Drew Dodson, Tom Duncan, Scott Dunn, Eric Du Plessis, Jake Fox, Pam Frasier, Tim Fuhrer, Kim Gainer, Jim Gumaer, Brent Harper, Rhett Herman, Katie Hilden, Prahlad Kasturi, Abhay Kaushik, Youngmi Kim, Laura LaRue, Stockton Maxwell, Douglas Mitchell, Johnny Moore, Roby Page, Amy Rubens, Mashooq Salehin, Gary Schirr, Susan Schoppelrey, Neil Sigmon, Kiertisak Toh (for Rodrigo Hernandez), Cheri Triplett, Carter Turner, Anja Whittington, Tal Zarankin

Members absent: Suzanne Ament, Ian Barland, Jack Brockway, Joy Caughron, Tanya Corbin, Sharon Gilbert, Nicole Hendrix, Jennifer Mabry, Hyejin Park, Julie Temple, Steve Ray, Skip Watts

Guests: Dr. Irvin Clark, Interim Vice President of Student Affairs; Dr. Joe Scartelli, Interim Provost and Vice President for Academic Affairs

I. The meeting was called to order at 3:33 p.m.
II. The minutes for September 1, 2016, were approved.
III. Dr. Turner, president of the Faculty Senate, gave his report.

a. Drs. Turner and Schoppelrey are preparing a report on the results of the COACHE Survey.
b. An effort is being made to close the loop on motions from previous years, and going forward a procedure will be put in place to ensure follow-up on motions.

- Every month the Faculty Senate president will physically deliver motions to the Provost and to President Hemphill.
- Motions will be divided into two categories: ones that require changes to the T & R Faculty Handbook and therefore require BOV approval and ones that request action on the part of the administration only.
- Dr. Turner has requested the Provost to provide written responses to the motions, including explanations in cases where the motions will not be implemented or sent forward to the BOV.
- Responses will be posted on the Faculty Senate web site.
- The Provost also may speak to motions in the Senate.

c. The process for searching for a provost is underway.

- Dr. Orion Rogers will chair the search committee.
- The committee will have nineteen members.
- The presidents of the three senates and the Student Government Association will be members.
- One representative from each college will be a member.
- Forums will be held with the finalists.
- Dr. Hemphill will meet with the Faculty Senate to talk about and answer questions about how the members of the search committee were chosen, as well as to discuss the process for closing the loop on motions.

IV. Dr. Scartelli, interim Provost, gave his report.

a. The Provost characterized the BOV meeting as a "good" one and reported that an "intense discussion" on academic excellence took place in the Academic Affairs Committee.
b. The deans have been asked to begin working with schools and departments both to identify priorities for one-time needs and to put together strategic plans for a six-year period.
c. Invitations were being emailed to the inauguration of President Hemphill, and faculty were asked to show flexibility in the case of chorale and concert students who are required to participate in events.

V. Dr. Irvin Clark, interim Vice President for Student Affairs, made some remarks about the Council on Student Engagement and Success.

a. He thanked Ms. Kitty McCarthy, Vice President for Enrollment Management, and Dr. Jeanne Mekolichick, Assistant Provost of Academic Programs for serving as co-chairs.
b. The Council has been divided into twelve subgroups, with each co-chair taking on oversight of four subgroups.
c. Good feedback is already coming in from participants.

VI. Committee reports

a. Campus Environment: Dr. Fox reported that the committee is addressing assistance animals, family leave, parking, and retirement issues, including the possibility of a retirement transition plan. He stated that Dr. Moore had worked on the issue of phased retirement last year. He also reported that parking and green space would take up the space where the department buildings had stood.
b. Curriculum: Dr. Fuhrer reported that the committee is developing transfer policies for "general education" courses.
c. Faculty Issues: Dr. Barris reported that Mr. Cosmato, Director for the Center for Innovative Teaching and Learning, met with the committee for a

discussion of an environmental scan of learning packages and of the interoperability of learning packages.

d. Governance: Dr. Hilden reported that the committee had a Motion to Create Rank of Senior Instructor under New Business. She also reported that she and Dr. Gainer are on the IG Working Group and that the goals of the Working Group align well with the Governance Committee's goal of reviewing committees. She also reported that the IG Working Group was preparing a survey that would go out to past chairs of IG committees.
e. Resource Allocation: Dr. Kasturi reported that committee had reviewed its charges and determined that they had been addressed last year. These are the (1) hiring of administrative assistants for academic departments, (2) assessment plans and programs for all administrative units of Radford University, (3) long-term faculty compensation plan, (4) promotional pay raises for faculty, and (5) increase in travel reimbursement for faculty. The committee will follow up to determine what has been happening with motions passed last year. The hiring of administrative assistants will again be addressed as a priority.

VII. Old Business

a. None

VIII. New Business

a. Motion to Create Rank of Senior Instructor, referred by the Governance Committee.

IX. Announcements

a. Dr. Carter announced that a food collection was taking place today and pointed out the boxes. He also stated that the collection would be ongoing; senators still wishing to donate may contact him and he will pick up the donations or arrange for their pick-up.

X. The meeting was adjourned at 4:06 p.m.

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OCTOBER 13, 2016

MINUTES
2016-2017 Faculty Senate Meeting
October 13, 2016
Heth 043

Members present: Eric Ackermann (for Jennifer Resor-Whicker), Ian Barland, Roann Barris, Robyn Berg, Vickie Bierman, Brad Bizzell, Jack Brockway, Jay Caughron, Joy Caughron, Steve Childers, Tanya Corbin, Drew Dodson, Tom Duncan, Scott Dunn, Pam Frasier, Tim Fuhrer, Kim Gainer, Jim Gumaer, Brent Harper, Nicole Hendrix, Rhett Herman, Katie Hilden, Prahlad Kasturi, Youngmi Kim, Laura LaRue, Jennifer Mabry, Stockton Maxwell, Douglas Mitchell, Johnny Moore, Roby Page, Amy Rubens, Mashooq Salehin, Gary Schirr, Susan Schoppelrey, Neil Sigmon, Julie Temple, Cheri Triplett, Carter Turner, Tal Zarankin

Members absent: Suzanne Ament, Eric Du Plessis, Jake Fox, Sharon Gilbert, Rodrigo Hernandez, Abhay Kaushik, Hyejin Park, Steve Ray, Skip Watts, Anja Whittington

Guests: Dr. Matthew Oyos, chair of the Student Evaluation of Faculty Committee, and Ms. Mel Fox, Assessment Support Specialist

I. The meeting was called to order at 3:31 p.m.
II. The minutes for September 29, 2016, were approved with corrections to the spellings of two names.
III. Dr. Turner, president of the Faculty Senate, gave his report.

a. Dr. Turner thanked senators for attending the meeting with President Hemphill on September 30.
b. He conveyed the President′s thanks for faculty participation in the inauguration processional and recessional that morning.
c. He reported discussions with Provost Scartelli and in the AALT about whether and how a list of faculty scholarship might be collected and disseminated.

IV. Dr. Oyos and Ms. Fox gave a presentation on online student evaluations in face-to-face courses. (See Attachment: ″Paperless Student Evaluation of Faculty Pilot.″) Dr. Oyos and Ms. Fox then answered questions on cost, technical issues, and faculty ability to opt out. After the presentation, the issue was assigned to the Faculty Issues Committee.

V. Committee reports

a. Campus Environment: No report.
b. Curriculum: Dr. Fuhrer reported that the committee was evaluating a proposed Certificate in Geospatial Intelligence. He also reported that the committee met with Dr. Ebenezer Kolajo, Assistant Vice Provost for Academic Assessment, regarding the CLA+. Dr. Kolajo recommends that a year be taken to evaluate the results.
c. Faculty Issues: Dr. Barris reported the committee is working on an intellectual properties protocol.
d. Governance: Dr. Hilden reported that the committee had a Motion to Create Rank of Senior Instructor under Old Business.

e. Resource Allocation: Dr. Kasturi reported that committee continues to address the issue of hiring additional administrative assistants for academic departments. Information is being requested from payroll and budget offices.

VI. Old Business

a. The Motion to Create Rank of Senior Instructor, referred by the Governance Committee, was taken off the table for discussion.

- Dr. Carter reviewed the history of the motion, reporting that earlier versions approved by the Faculty Senate that included a pay raise and an extended contract were sent back by the previous provost.
- It was moved that the motion be amended by replacing the sentence "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 the sentence "Holds an advanced, non-terminal degree consistent with the accreditation criteria of the discipline and the Southern Association of Colleges and Schools." The motion to amend was approved.
- The secretary was directed to enter into the minutes the Faculty Senate's intent that passage of the motion not preclude the senate from seeking pay raises and extended contracts for Senior Instructors at some future time.
- The motion passed as amended.

VII. New Business

a. None

VIII. Announcements

a. Dr. Carter announced that Mr. Mike Dunn, Director of New Student Programs and Services, would report on UNIV 100 at the next Faculty Senate.
b. Ms. Robyn Berg announced that a dramatization of *The Diary of Anne Frank* was being presented by Radford University Theatre.

IX. The meeting was adjourned at 4:49 p.m.

See next page for Attachment "Paperless Student Evaluation of Faculty Pilot."

Overview

- Context of paperless SEF project
- Rationale for transition to paperless course evaluations
- Paperless in-class evaluation process
- Paperless course evaluation pilot program
- Pilot program analysis and findings
- Pilot program faculty survey and findings
- Conclusions

2

Transition Context

- **Spring 2014**:
  - SEF Committee
  - Peer institution research
  - Current technology capability
  - Faculty Survey
  - Proposal implementation plan

- **Summer – Fall 2014**:
  - Vendor contact
  - Scantron consultations
  - Pilot program establishment

3

Rationale for Transition

Time	**780 hours/year**
Expense	**$44,000/year** ($1.50/page)
Waste	**$13,000 - $14,000/year**

4

Paperless Course Evaluation Survey

- Survey of faculty: Spring 2014
- **217** responses
- Greatest concerns:
  - Reduced response rates
  - Quality control/uncontrolled environment

5

Paperless Course Evaluation Overview

- Still conducted in class
- Instructors select day & time
- Instructors / proctors control access
- One-time-use access codes / passwords
- Students bring devices to class & complete
- Instant data gathering
- Secure server
- Immediate report generation
- Out-of-class survey option

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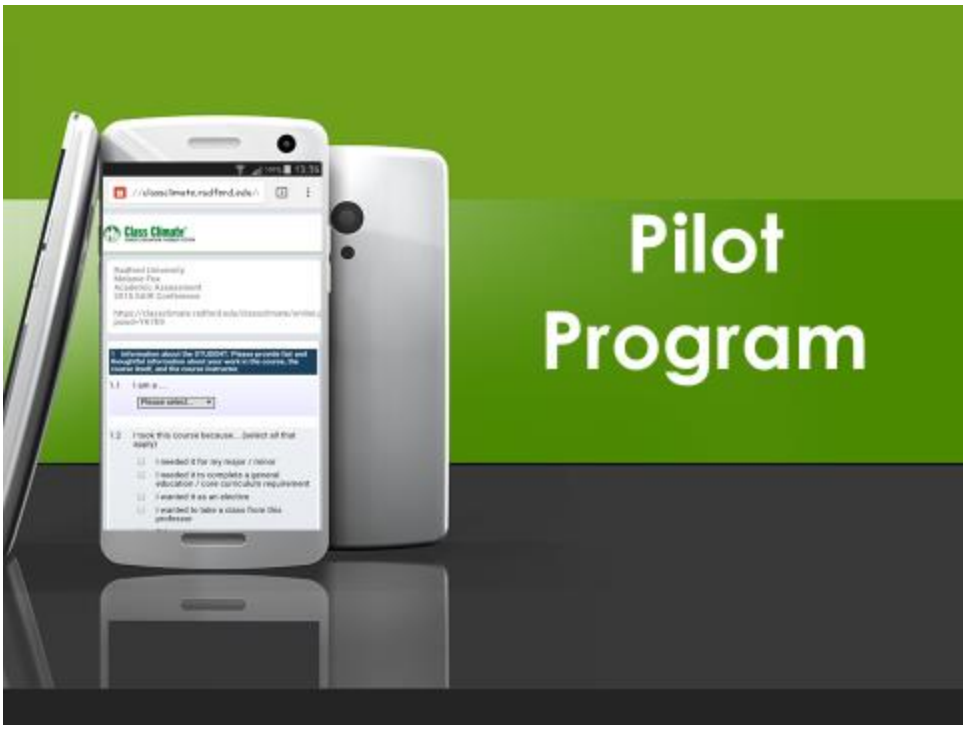

Pilot Program

- Fall 2014 / Spring 2015:
  - Test administration in Fall 2014 with small number of courses
  - Full pilot: Spring 2015 – Spring 2016

Pilot Program

	Spring 2015	Fall 2015	Spring 2016
Total courses evaluated	1731	1689	1583
Courses using paper evaluations	90% (1558)	71.5% (1207)	52.9% (838)
Courses using paperless in-class evaluations	3.8% (65)	18.7% (316)	34.4% (545)
Courses using online out-of-class evaluations	6.2% (108)	9.8% (166)	12.6% (200)
Total paper evaluations	90.9% (22792)	75.8% (21618)	57.5% (13373)
Total paperless in-class evaluations	4.8% (1206)	16.7% (4780)	36.3% (8457)
Total online out-of-class evaluations	4.3% (1089)	7.4% (2115)	6.2% (1439)
Total completed evaluations	25087	28513	23269

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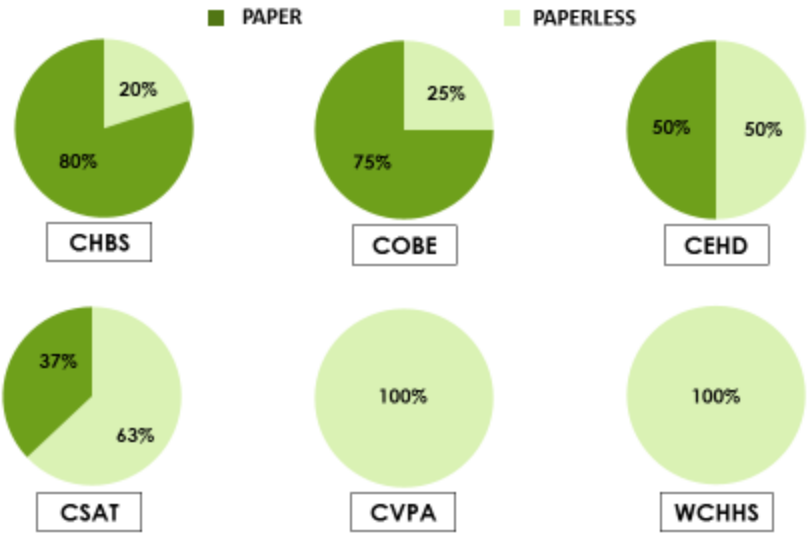
Departmental Transition



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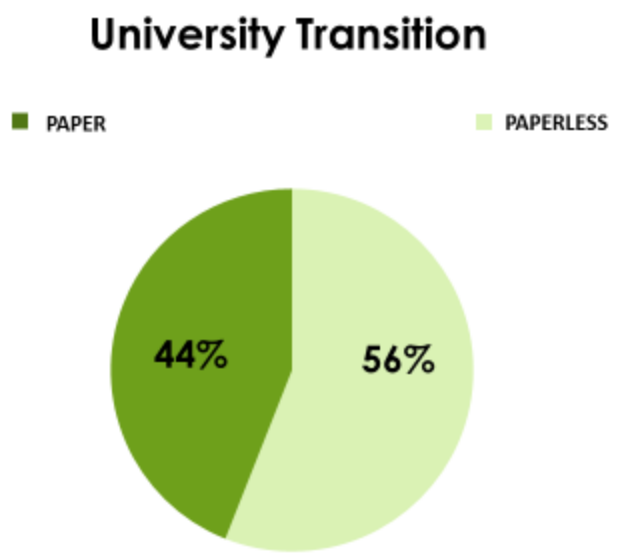
University Transition
PAPER
PAPERLESS
44%
56%


11
Analysis
Methodology

Methodology

Instrument:

- Paper in-class evaluations vs. paperless in-class
- Same course/instructor in different semesters
- Matched pair samples

Time period:

- Paper: Fall 2011 – Fall 2015
- Paperless: Fall 2014 – Fall 2015

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Methodology

Analyses:

1. Response rates
2. Instructor/course evaluation scores
3. Number of narrative comments
4. Content of narrative comments

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Methodology

Sample Sizes	
Total number of instructors	140
Total number of courses	201
Total number of paper in-class evaluations	15937
Total number of paperless in-class evaluations	5170

Pilot Response Rate Comparison Results

Paperless in-class evaluations yielded higher response rates than paper-based evaluations:

	Spring 2015 & Fall 2015 (paper)	Pilot Spring 2015 & Fall 2015 (paperless/QR codes)
Evaluations Generated	63797	8184
Evaluations Completed	44410	5986
Response Rates	69.6%	73.1%

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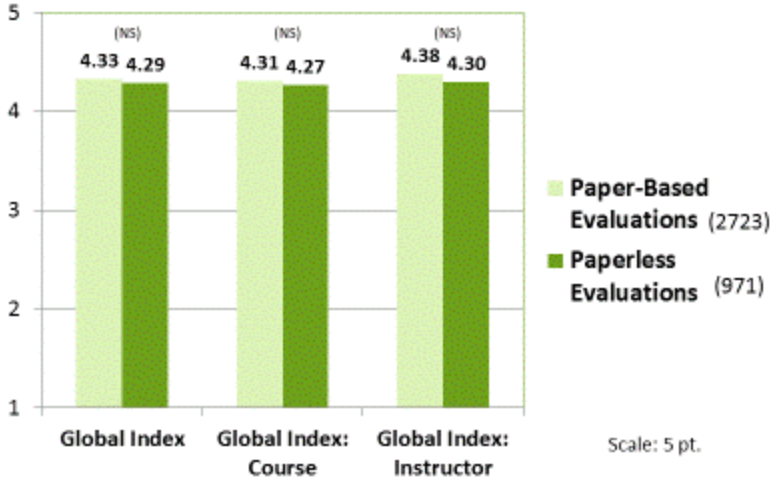
Spring 2015 Pilot Evaluation Scores Comparison



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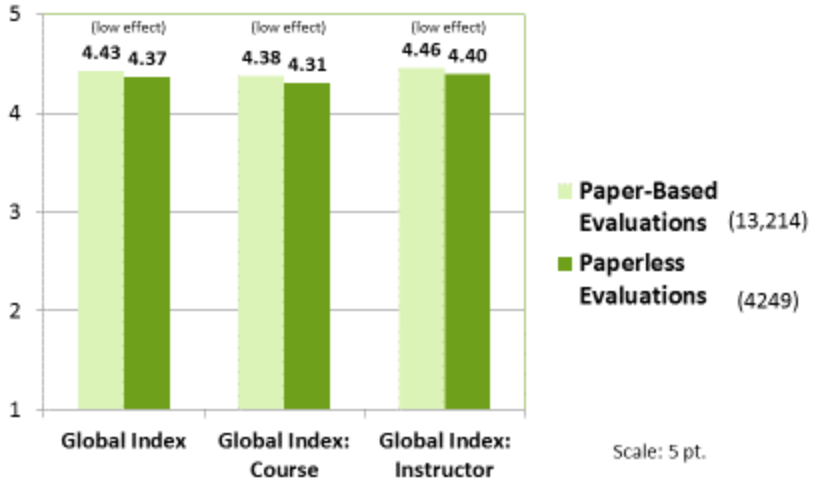
Fall 2015 Pilot Evaluation Scores Comparison



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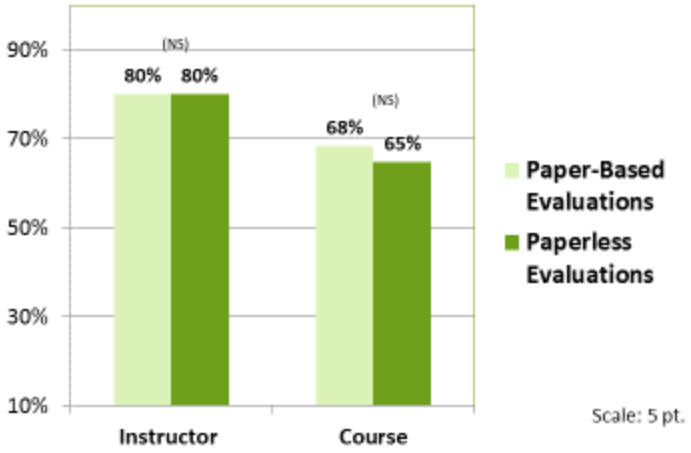
2014-2015 Evaluations: Number of Comments Comparison



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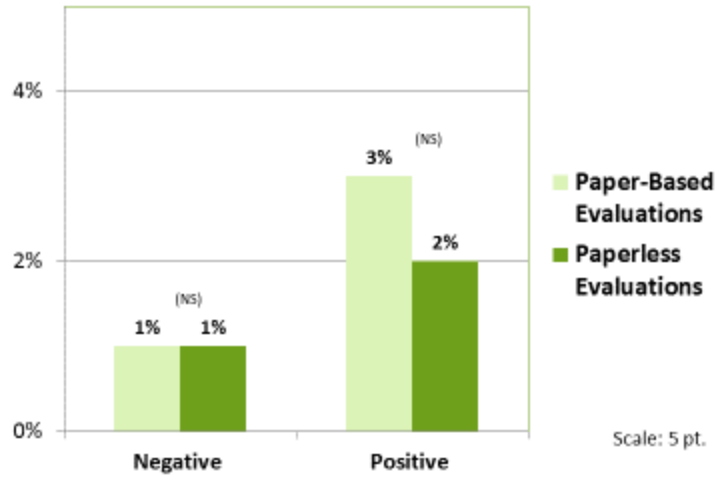
Personal Comments about Instructor



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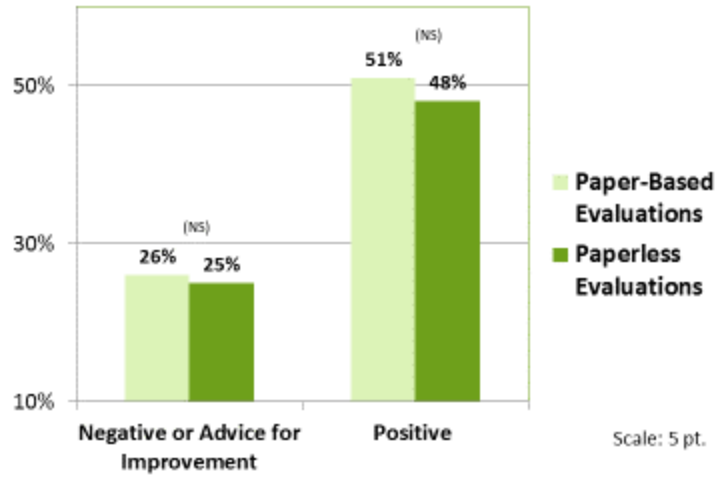
Non-Personal Comments about Course/Instruction



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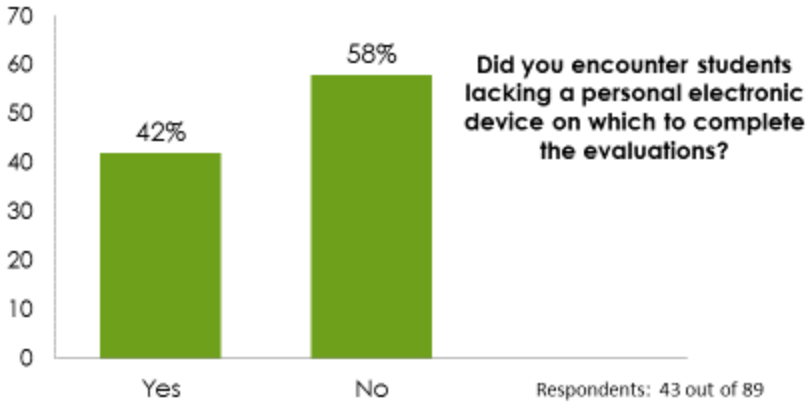
Device Accessibility



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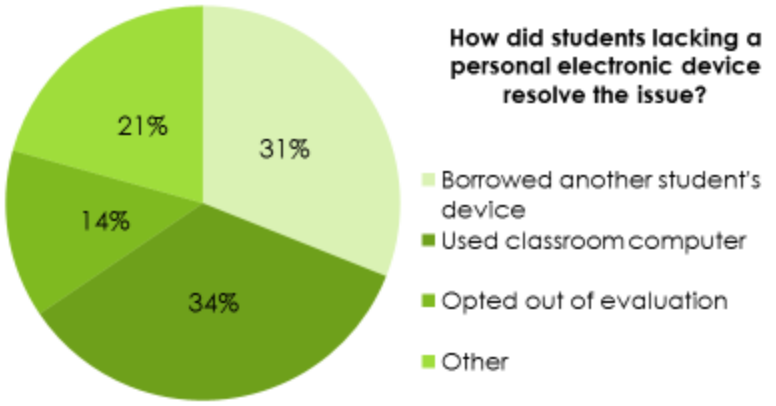
Device Accessibility Resolution



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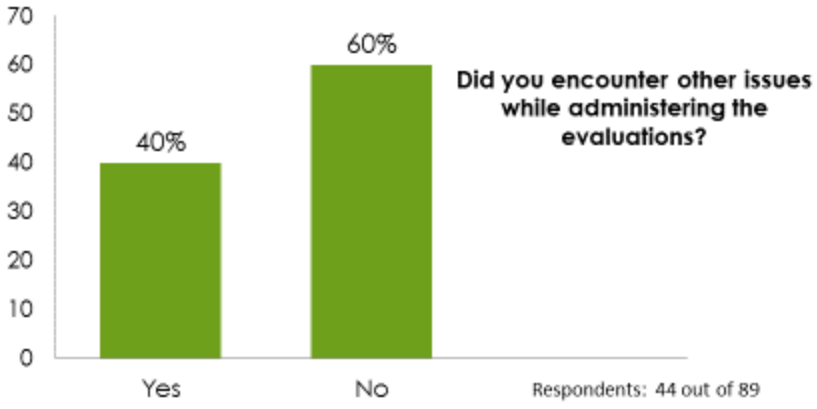
Other Administration Issues



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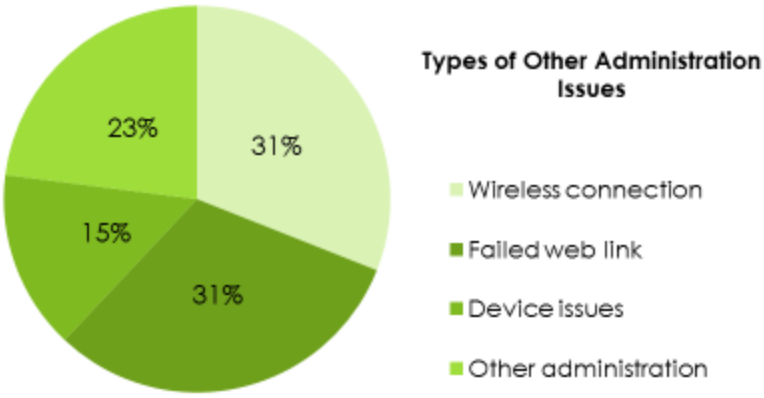
Other Administration Issues



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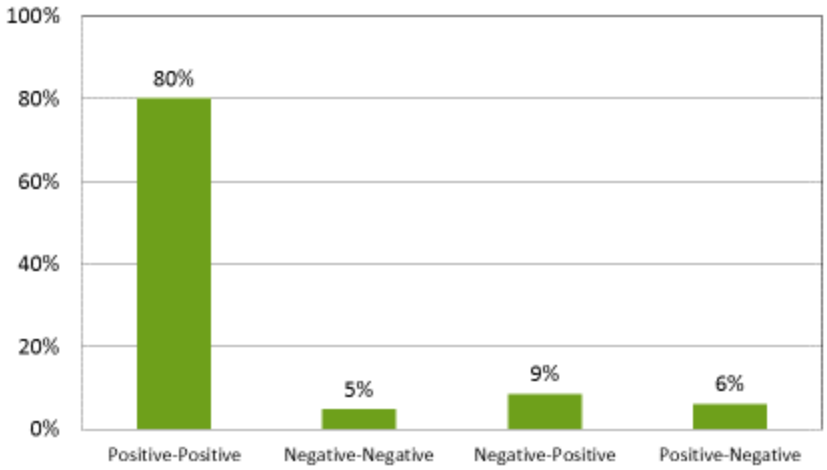
Instructor Attitudes Before and After Pilot



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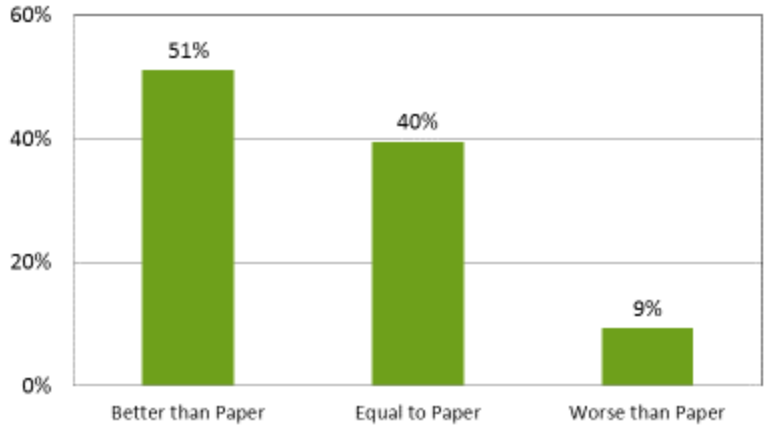
Instructor Perceptions of Paperless Evaluations Compared to Paper Evaluations



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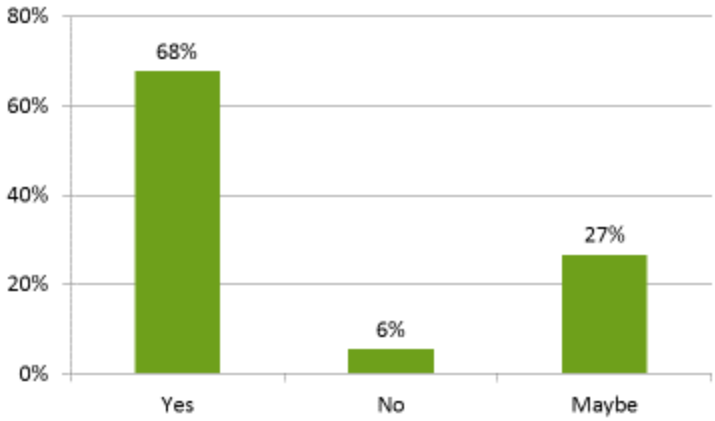
Would Recommend Paperless In-Class SEF University-Wide



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Conclusions

Benefits

- Significant cost and time savings
- Environmentally friendly
- Ease of use/increased efficiency
- Addresses key faculty concerns
- Yields comparable results
- Faster reporting time
- Familiarity: Replicates existing process
- Increased student anonymity
- Administration, faculty, & students support

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Questions & Discussion

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OCTOBER 27, 2016

MINUTES
2016-2017 Faculty Senate Meeting
October 27, 2016
Heth 043

Members present: Eric Ackermann (for Jennifer Resor-Whicker), Suzanne Ament, Ian Barland, Roann Barris, Robyn Berg, Brad Bizzell, Jack Brockway, Virginia Burggraf (for Vickie Bierman and Laura LaRue), Joy Caughron, Steve Childers, Tanya Corbin, Drew Dodson, Tom Duncan, Eric Du Plessis, Pam Frasier, Tim Fuhrer, Kim Gainer, Sharon Gilbert, Jim Gumaer, Nicole Hendrix, Rhett Herman, Katie Hilden, Prahlad Kasturi, Abhay Kaushik, Youngmi Kim, Jennifer Mabry, Stockton Maxwell, Douglas Mitchell, Johnny Moore, Roby Page, Hyejin Park, Amy Rubens, Mashooq Salehin, Gary Schirr, Susan Schoppelrey, Neil Sigmon, Julie Temple, Cheri Triplett, Carter Turner, Skip Watts, Anja Whittington

Members absent: Jay Caughron, Scott Dunn, Jake Fox, Brent Harper, Steve Ray, Tal Zarankin

Guests: President Hemphill; Dr. Joe Scartelli, Interim Provost and Vice President for Academic Affairs; Mr. Mike Dunn, Director, Office of New Student Programs and Services

I. The meeting was called to order at 3:31 p.m.
II. Approval of the minutes was deferred until the next meeting.
III. Provost Scartelli waived his time.
IV. Dr. Turner, president of the Faculty Senate, gave his report.

a. The provost search is underway. An open faculty forum was held on October 20th to provide feedback to the Provost and Vice President for Academic Affairs Search Committee.
b. The chairs for the nine subgroups within the Strategic Planning Task Force have been selected, with Drs. Turner and Scartelli co-chairing the subgroup on Academic Excellence and Research.

V. President Hemphill gave his report.

a. Dean Rogers has submitted a draft report on eliminating research obstacles. Final report will be completed by the beginning of January. The report will then be released, and work will begin on its implementation.
b. A process is being set in place to move forward motions. Three motions regarding student evaluations of faculty from the last academic year will be on the BOV agenda. A motion regarding the assessment of administrative units has been referred to the President's Chief of Staff, Ms. Ashley Schumaker, and to Mr. Richard Alvarez, Vice President for Finance and Administration. A motion calling for the hiring of administrative assistants has been referred to Mr. Alvarez. Motions regarding establishment of a long-term compensation policy, pay raises upon promotion, and increase in support for travel were

referred to Mr. Alvarez and Provost Scartelli. Responses are due by December 16th, and the Senate will be briefed in January or February.

c. The job description for the provost will be finalized soon. More announcements on the search will be made in January.
d. The co-chairs for the Strategic Planning Task Force would meet on November 3rd, and the full launch would take place on November 11th.
e. The President has met with the Council of Chairs, who shared at document with him. Follow up will take place on issues and concerns.
f. Meetings with individual departments are schedules to begin soon.

VI. Mr. Dunn gave a presentation on retention and UNIV 100 and UNIV 150. (See attachment: "UNIV 100, UNIV 150, & Retention—Update.") The presentation was followed by a question on whether UNIV 100 has ever been required. Provost Scartelli stated that currently requiring UNIV 100 would put degree requirements at 121, exceeding SCHEV guidelines.

VII. Committee reports

a. Campus Environment: No report.
b. Curriculum: Dr. Fuhrer reported that the committee has communicated to the Resource Allocation Committee regarding the proposed Certificate in Geospatial Intelligence and has met with Ms. McCarthy on the topic of transferring from community colleges.
c. Faculty Issues: Dr. Barris reported that there is sufficient information in the T & R Faculty Handbook on post-tenure review and that the committee will not pursue that charge further.
d. Governance: Dr. Hilden reported that the committee was introducing a Motion *re* Instructor Qualifications in order to bring the T & R Faculty Handbook in compliance with faculty credentials as described by SACSCOC.
e. Resource Allocation: Dr. Kasturi reported that the committee continues to work on the issue of hiring additional administrative assistants.

VIII. Old Business

a. None.

IX. New Business

a. 16-17.02—Motion to Amend Language Regarding Adjunct Faculty, referred by the Faculty Senate Executive Council
b. 16-17.03—Motion *re* Instructor Qualifications, referred by Governance Committee

X. Announcements

a. None.

XI. The meeting adjourned at 4:12 p.m.

See next page for attachment: "UNIV 100, UNIV 150, & Retention—Update."

Faculty Senate

UNIV 100, UNIV 150, & Retention – Update

Thursday, October 27, 2016

NEW STUDENT PROGRAMS RADFORD UNIVERSITY

Thanks for Your Support

- Fall New Student Convocation
- Quest Faculty Advisors
- UNIV 100 Faculty Instructors

NEW STUDENT PROGRAMS RADFORD UNIVERSITY

New Student Convocation

NEW STUDENT PROGRAMS RADFORD UNIVERSITY

New Student Convocation

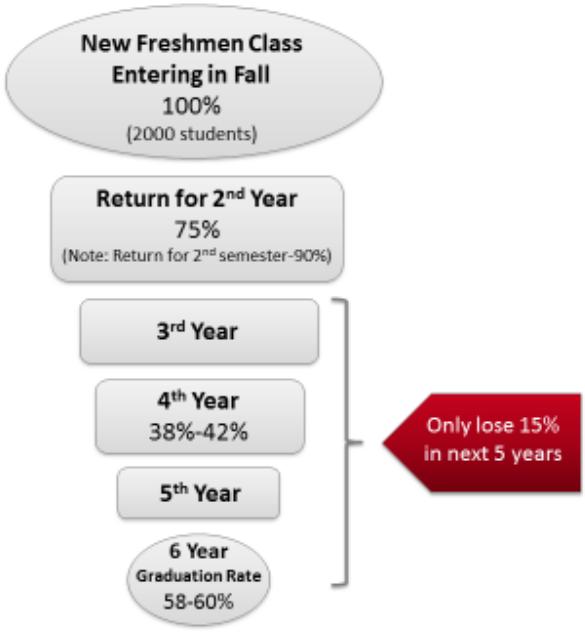
NEW STUDENT PROGRAMS RADFORD UNIVERSITY

Strategic Enrollment Management

- Admissions and Retention
- What's the role of UNIV 100 and UNIV 150?

Retention: Who is most at-risk?

New Freshmen



UNIV 100

UNIV 100 - Introduction to Higher Education

Credits: (1-2)

Prerequisites: First year students and/or first semester transfer students by permission.
Explores the meaning and value of a comprehensive liberal arts education, teach problem solving and decision-making processes, and promote academic success through selected readings, presentations, discussions, and experiential learning opportunities. Students will learn and practice a variety of specific techniques for learning and self-management.

UNIV 100 - Collaborations

- Club Fair
- D2L orientation/textbook
- Library visit
- Academic advising
- College Student Inventory (CSI)
- Interview a professor
- Passport to Success
- Starfish
- Residential Life

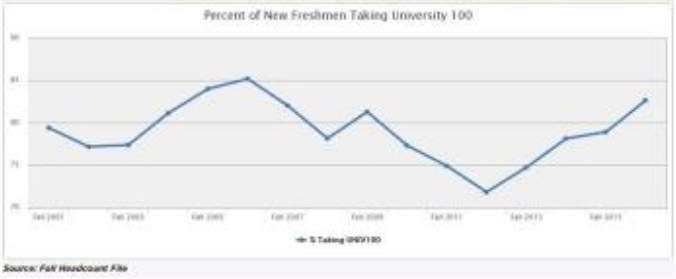
UNIV 100 - 5 Year History of NF

Number of Sections				Staffing	
Year (Fall)	Total	Population-Specific	General	Faculty Instructors	Peer Instructors
2016	**64**	**30**	**34**	**61**	**64**
2015	70	32	38	63	70
2014	70	23	47	59	70
2013	72	18	54	66	72
2012	75	17	58	60	75

UNIV 100 - Enrollment

AE01. New Freshmen Enrolled in University 100

Term	New Freshmen	Enrolled in UNIV100	% Taking UNIV100
Fall 2001	1,877	1,430	79%
Fall 2002	1,817	1,402	77%
Fall 2003	1,822	1,394	77%
Fall 2004	1,827	1,482	81%
Fall 2005	1,850	1,589	84%
Fall 2006	1,733	1,476	85%
Fall 2007	1,841	1,510	82%
Fall 2008	1,875	1,465	78%
Fall 2009	1,447	1,176	81%
Fall 2010	1,857	1,430	77%
Fall 2011	2,059	1,524	75%
Fall 2012	2,053	1,474	72%
Fall 2013	1,986	1,494	75%
Fall 2014	2,035	1,574	78%
Fall 2015	1,962	1,548	79%
Fall 2016	1,751	1,447	83%

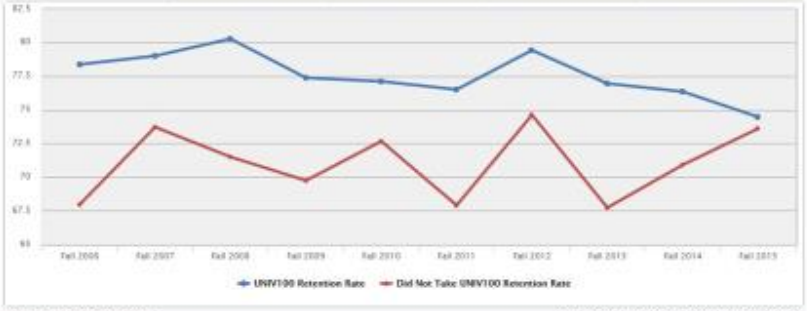


Source: Fall Headcount File

UNIV 100 - Data

AE02. New Freshmen Retention by University 100 Enrollment

Term	Cohort	Took UNIV100	UNIV100 Retention Rate	Did Not Take UNIV100 Retention Rate
Fall 2006	1,731	1,475	78%	68%
Fall 2007	1,841	1,510	79%	74%
Fall 2008	1,872	1,465	80%	71%
Fall 2009	1,447	1,176	77%	70%
Fall 2010	1,837	1,420	77%	75%
Fall 2011	2,035	1,524	77%	68%
Fall 2012	2,052	1,473	79%	75%
Fall 2013	1,986	1,484	77%	68%
Fall 2014	2,013	1,573	76%	71%
Fall 2015	1,960	1,547	74%	74%



Source: Fall Headcount File

Note: Data only represents new freshmen

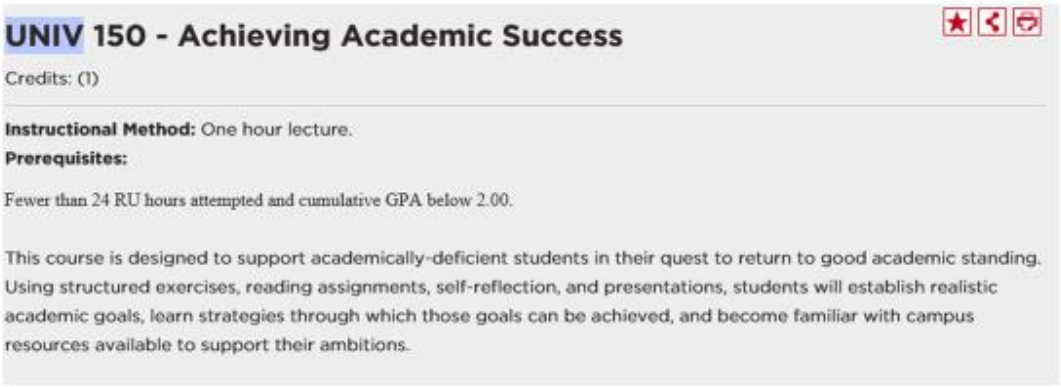
Radford University Probation/Suspension Policy (In Effect Since Fall 2013)

The academic suspension threshold for continuing students is determined by the number of hours attempted, according to the following scale:

Hours Attempted	Cumulative GPA Required to Avoid Suspension
13-23	1.00
24-35	1.50
36-47	1.80
48 or more	2.00

Students with cumulative GPAs below 2.00 but above the suspension thresholds are placed on academic probation.

UNIV 150



UNIV 150 - Achieving Academic Success

Credits: (1)

Instructional Method: One hour lecture.
Prerequisites:

Fewer than 24 RU hours attempted and cumulative GPA below 2.00.

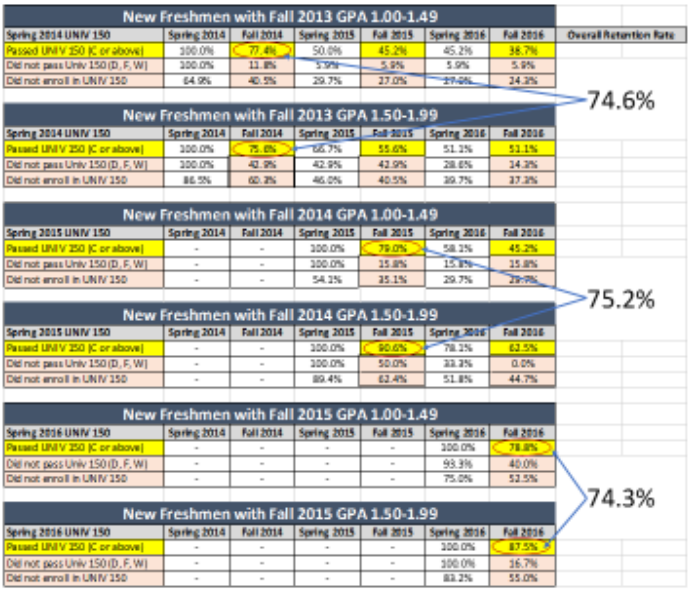
This course is designed to support academically-deficient students in their quest to return to good academic standing. Using structured exercises, reading assignments, self-reflection, and presentations, students will establish realistic academic goals, learn strategies through which those goals can be achieved, and become familiar with campus resources available to support their ambitions.

UNIV 150

- New students on academic probation in 1st semester (1.0 – 1.99)
- Designed to support students in their quest to return to good academic standing.
- Teaching strategies are used such as structured exercises, reading assignments, self-reflection and class discussions.
- Establish realistic academic goals, learn strategies through which those goals can be achieved and become familiar with campus resources available.

Ultimate Goal – Retain our high risk students

UNIV 150 - 3 Years of Data



New Freshmen with Fall 2013 GPA 1.00-1.49

Spring 2014 UNIV 150	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Overall Retention Rate
Passed UNIV 150 (C or above)	100.0%	77.4%	50.0%	45.2%	45.2%	38.7%	
Did not pass Univ 150 (D, F, W)	100.0%	11.8%	5.9%	5.9%	5.9%	5.9%	
Did not enroll in UNIV 150	64.9%	40.5%	29.7%	27.0%	27.0%	24.3%	

New Freshmen with Fall 2013 GPA 1.50-1.99

Spring 2014 UNIV 150	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Passed UNIV 150 (C or above)	100.0%	75.6%	66.7%	55.6%	51.1%	51.1%
Did not pass Univ 150 (D, F, W)	100.0%	42.9%	42.9%	42.9%	28.6%	14.3%
Did not enroll in UNIV 150	86.5%	60.3%	46.0%	40.5%	39.7%	37.3%

74.6%

New Freshmen with Fall 2014 GPA 1.00-1.49

Spring 2015 UNIV 150	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Passed UNIV 150 (C or above)	-	-	100.0%	79.0%	58.1%	45.2%
Did not pass Univ 150 (D, F, W)	-	-	100.0%	15.8%	15.8%	15.8%
Did not enroll in UNIV 150	-	-	54.1%	35.1%	29.7%	29.7%

New Freshmen with Fall 2014 GPA 1.50-1.99

Spring 2015 UNIV 150	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Passed UNIV 150 (C or above)	-	-	100.0%	90.6%	78.1%	62.5%
Did not pass Univ 150 (D, F, W)	-	-	100.0%	50.0%	33.3%	0.0%
Did not enroll in UNIV 150	-	-	89.4%	62.4%	51.8%	44.7%

75.2%

New Freshmen with Fall 2015 GPA 1.00-1.49

Spring 2016 UNIV 150	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Passed UNIV 150 (C or above)	-	-	-	-	100.0%	78.8%
Did not pass Univ 150 (D, F, W)	-	-	-	-	93.3%	40.0%
Did not enroll in UNIV 150	-	-	-	-	75.0%	52.5%

New Freshmen with Fall 2015 GPA 1.50-1.99

Spring 2016 UNIV 150	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Passed UNIV 150 (C or above)	-	-	-	-	100.0%	87.5%
Did not pass Univ 150 (D, F, W)	-	-	-	-	100.0%	16.7%
Did not enroll in UNIV 150	-	-	-	-	83.2%	55.0%

74.3%

UNIV 150 Data for 1.0-1.49

New Freshmen with Fall 2013 GPA 1.00-1.49

Spring 2014 UNIV 150	Fall 2014	Fall 2015	Fall 2016
Passed UNIV 150 (C or above)	77.4%	45.2%	38.7%
Did not pass Univ 150 (D, F, W)	11.8%	5.9%	5.9%
Did not enroll in UNIV 150	40.5%	27.0%	24.3%

7th semester here

Compared to our graduation rate of 58-59%

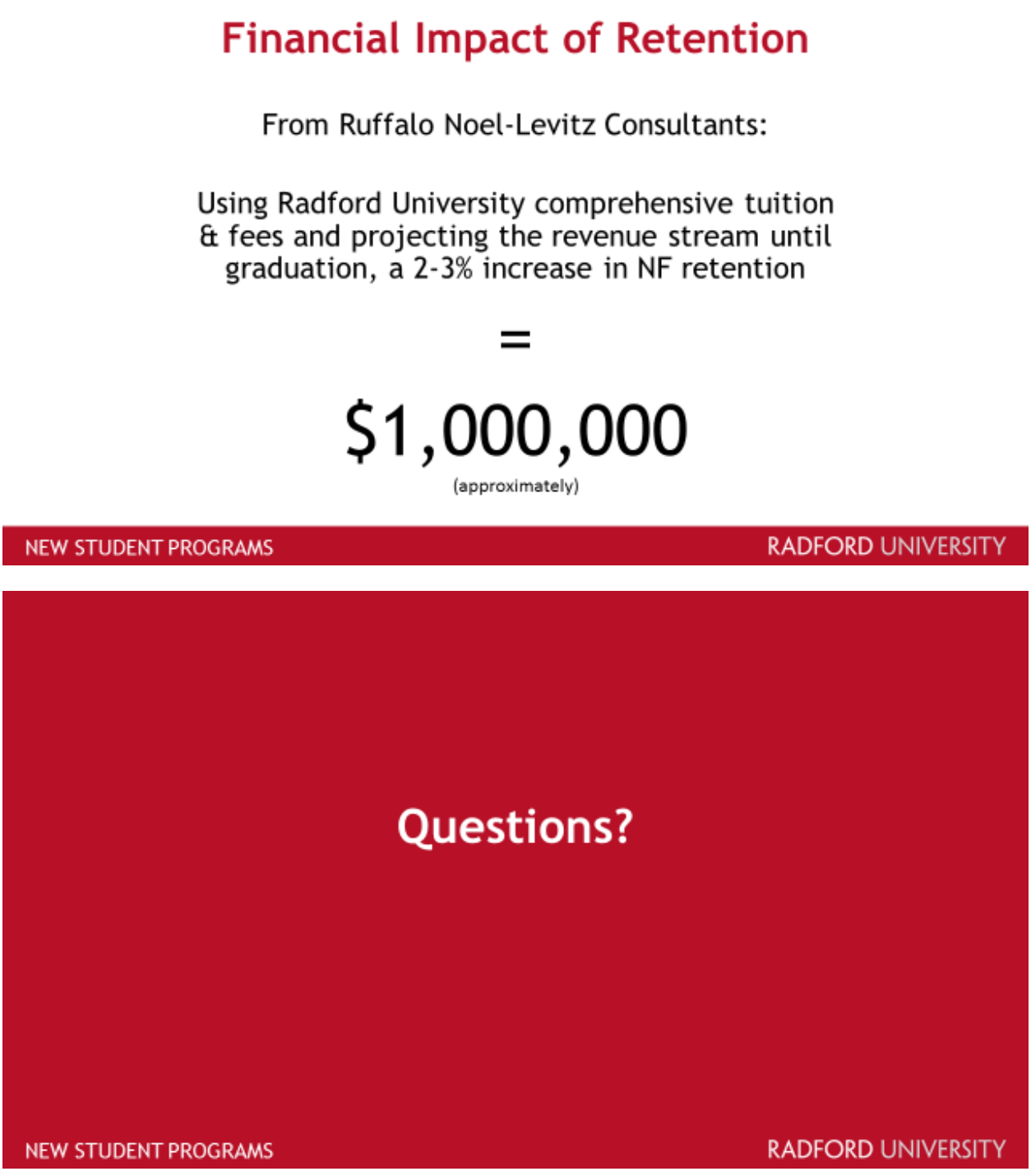
New Freshmen with Fall 2014 GPA 1.00-1.49

Spring 2015 UNIV 150	Fall 2014	Fall 2015	Fall 2016
Passed UNIV 150 (C or above)	-	79.0%	45.2%
Did not pass Univ 150 (D, F, W)	-	15.8%	15.8%
Did not enroll in UNIV 150	-	35.1%	29.7%

and our retention rate of 74-75%

New Freshmen with Fall 2015 GPA 1.00-1.49

Spring 2016 UNIV 150	Fall 2014	Fall 2015	Fall 2016
Passed UNIV 150 (C or above)	-	-	78.8%
Did not pass Univ 150 (D, F, W)	-	-	40.0%
Did not enroll in UNIV 150	-	-	52.5%



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NOVEMBER 10, 2016

MINUTES
2016-2017 Faculty Senate Meeting
November 10, 2016
Heth 043

Members present: Eric Ackermann (for Jennifer Resor-Whicker), Suzanne Ament, Ian Barland, Roann Barris, Robyn Berg, Brad Bizzell, Virginia Burggraf (for Vickie Bierman and Youngmi Kim), Jay Caughron, Joy Caughron, Steve Childers, Tanya Corbin, Drew Dodson, Tom Duncan, Scott Dunn, Eric Du Plessis, Jake Fox, Pam Frasier, Tim Fuhrer, Kim Gainer, Brent Harper, Nicole Hendrix, Rhett Herman, Katie Hilden, Prahlad Kasturi, Jennifer Mabry, Stockton Maxwell, Douglas Mitchell, Johnny Moore, Roby Page, Mark Pelletier (for Gary Schirr), Mashooq Salehin, Susan Schoppelrey, Neil Sigmon, Julie Temple, Cheri Triplett, Carter Turner, Anja Whittington, Tal Zarankin

Members absent: Jack Brockway, Sharon Gilbert, Jim Gumaer, Abhay Kaushik, Laura LaRue, Hyejin Park, Steve Ray, Amy Rubens, Skip Watts

Guests: President Hemphill; Dr. Joe Scartelli, Interim Provost and Vice President for Academic Affairs; Mr. Mike Dunn, Director, Office of New Student Programs and Services

I. The meeting was called to order at 3:32 p.m.

II. The agenda was amended to allow for the introduction under New Business of 16-17.4. Motion re Creation of an Undergraduate Certificate in Geospatial Intelligence (GEOINT), referred by the Curriculum Committee.

III. The minutes for October 13, 2016, and October 27, 2016, were approved.

IV. Dr. Turner, president of the Faculty Senate, gave his report.

a. The Faculty Senate will have space in the basement of Whitt Hall for senate and committee meetings.
b. Mandatory attendance at some level may be an issue to address in the context of retention. Scheduling a forum on the issue may be desirable, in light of questions such as to whom a policy should apply, whether a policy would have ramifications for academic freedom, whether a policy would have pedagogical implications, and what the logistics would be in terms of technology, if adopted.
c. Four Faculty Senate motions from 2015-2016 were approved by the Board of Visitors: Bachelor of Science in Computer and Cyber Science and changes to sections 1.4.1.4.2, 1.4.1.3, and 1.4.1.4.1 of the T & R Faculty Handbook [See Attachments C and D in BOV minutes for November 11, 2016. These changes correspond to the following in the record of Faculty Senate Motions for 2015-2016: 15-16.07, 15-16.17, 15-16.18, and 15-16.35.]

V. Committee reports

a. Campus Environment: No report.
b. Curriculum: Dr. Fuhrer reported that the committee was introducing a Motion *re* Creation of an Undergraduate Certificate in Geospatial Intelligence (GEOINT).
c. Faculty Issues: Dr. Barris reported that the committee had prepared a report on faculty responses to a survey on advising. See attachment: "Advising Survey."
d. Governance: Dr. Hilden reported that under Old Business the committee has a Motion *re* Instructor Qualifications.
e. Resource Allocation: Dr. Kasturi reported that the committee continues to work on the issue of hiring additional administrative assistants.

VI. Old Business

a. 16-17.02—Motion to Amend Language Regarding Adjunct Faculty, referred by the Faculty Senate Executive Council, was taken from the table. It was moved and seconded that "without specific class assignments" be changed to "during which they are eligible for but not guaranteed teaching assignments" and that a repetition of "Adjunct Faculty" at the beginning of the language recommended for 1.1.5 be deleted. The motion to amend was approved, a vote was called on the main motion, and the motion passed as amended.
b. 16-17.03—Motion *re* Instructor Qualifications, referred by the Governance Committee, was taken from the table. After discussion, the motion was tabled.

VII. New Business

a. 16-17.04— Motion *re* Creation of an Undergraduate Certificate in Geospatial Intelligence (GEOINT) was introduced and tabled.

VIII. Announcements

a. Faculty were reminded that instructors may have reporting requirements under the Clery Act.

IX. The meeting adjourned at 4:18 p.m.

See next page for Attachment "Advising Survey."

Advising Survey

Note that due to the many truncated items in the text, respondents' answers to questions were not always clearly understood by readers. We also observed that data were reported in multiple formats and not always consistently: thus, a bar graph might suggest percentages of responses that differed from the percentages reported in tables. We looked for the most meaningful conclusions in our summary.

A significant majority of faculty (about 81%) favor advising over other service opportunities despite the fact that only 61% of faculty report having received some advising training at RU. Faculty enjoy advising mainly because they view it as an opportunity to connect with students and to keep up with university and college policies. However, about 65% of respondents believe they have too many advisees to get to know them well enough. Also, most faculty (roughly 77%) feel students do not appreciate their efforts. Faculty are split as to whether advising takes away too much time from other commitments which impact their evaluation more heavily. Slightly more than half of the respondents are concerned with liability in misadvising.

With only 139 respondents, 83% reported having received 5 hours or less of advising training. More than 50% reported having received no advising training during the year. All the means of receiving advising training were equally reported, except for getting advising at a professional conference – this is not surprising. Numbers are about even when agreeing or disagreeing with the statement – "All things considered, I have received the training I need to serve as a caring and competent academic advisor.". Respondents indicated they used the UG catalog, Degree Works and information provided by the department to advise. It's interesting that several reported using their own system to keep up with their advisees' progress. The vast majority reported a preference for using individual sessions to advise over group sessions, with one to two times being the average number of appointments for each advisee. Group advising sessions were very rare – only 4 people responded to these questions.

Although respondents differentiated between advising and mentoring, they appear to do both in their advising sessions with students. Almost half the respondents indicated that their time with advisees is divided about equally between advising and mentoring. When asked about incentives for advising, 63% of the respondents said there weren't any; 30% indicated that recognition in annual evaluations was an incentive. In another question, 80% indicated that they did not believe that the extrinsic rewards were adequate. Respondents (89%) also indicated that the primary criteria used to evaluate their advising was the number of advisees they had.

60% of respondents thought that faculty should be expected to advise. These may be the same as the faculty respondents who said they would like their advising efforts to be recognized in annual evaluations – presumably with more focus than they may be now. In contrast, 73% believed that faculty should mentor students. No definition of the difference was provided. 77% indicated that they would continue to advise students even if was no longer required. 95%

would continue to mentor students. Faculty interest in advising was considered by far the most important factor in determining who should advise.

Adjustments to work load and other responsibilities would have different impacts on willingness to accept more responsibilities in the area of advising versus mentoring. Some respondents (40%) would like a course release for advising. It does not appear from this data that such changes would significantly change the percent of faculty who would be willing to advise (62%); it would moderately increase the number willing to mentor students. (80%) Based on these numbers, it seems that a reduction of other responsibilities will not change faculty involvement in advising or mentoring. Likewise, changing the requirement would not have an impact. Thus, individual beliefs about expectations do not predict the behavior of the majority of respondents. The commitment to advising and mentoring is supported by the findings presented earlier in this summary.

Preliminary Conclusions:
Faculty are committed to advising and do not expect or request lighter work loads in order to act on this commitment;
although not much training is provided, they do not feel inadequately prepared
In light of other comments made early in the survey, it appears that faculty might value their role as advisors more highly if it received more weight in annual evaluations. Dissatisfaction seems to be related to concern that they might not be advising correctly in some cases and that there is no reliable form of feedback from students about the value of their advising.

We recommend (a) advising-training be offered at Our Turn, organized by each college advising center, with a goal of creating a “basic foundations in advising” program for all faculty and facilitating the location of information that is specific to each program’s curriculum pathways; (b) chairs might be encouraged to acknowledge advising efforts, in annual reviews.

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DECEMBER 1, 2016

MINUTES
2016-2017 Faculty Senate Meeting
December 1, 2016
Heth 043

Members present: Eric Ackermann (for Jennifer Resor-Whicker), Suzanne Ament, Ian Barland, Roann Barris, Jay Caughron, Joy Caughron, Tanya Corbin, Drew Dodson, Tom Duncan, Scott Dunn, Eric Du Plessis, Jake Fox, Pam Frasier, Tim Fuhrer, Kim Gainer, Sharon Gilbert, Brent Harper, Nicole Hendrix, Rhett Herman, Katie Hilden, Prahlad Kasturi, Abhay Kaushik, Laura LaRue, Jennifer Mabry, Stockton Maxwell, Douglas Mitchell, Johnny Moore, Roby Page, Hyejin Park, Mashooq Salehin, Gary Schirr, Susan Schoppelrey, Neil Sigmon, Cheri Triplett, Carter Turner, Skip Watts Anja Whittington, Tal Zarankin

Members absent: Robyn Berg, Vickie Bierman, Brad Bizzell, Jack Brockway, Steve Childers, Jim Gumaer, Youngmi Kim, Steve Ray, Amy Rubens, Julie Temple

I. The meeting was called to order at 3:33 p.m.
II. The minutes for November 10, 2016, were approved.
III. Dr. Turner, president of the Faculty Senate, gave his report.

a. Dr. Turner thanked faculty for their participation in the post-election forum.
b. Preserving faculty lines has been a priority in AALT discussions.
c. Dr. Hemphill's leadership team will be looking at Faculty Senate motions. The team met that morning, and Drs. Turner and Kasturi offered remarks about the motions.
d. Drs. Hemphill and Scartelli were not able to be present at today's Faculty Senate. Going forward, Dr. Scartelli will be on the agenda for each meeting; Dr. Hemphill will inform the FSEC of dates when he will be able to attend in the spring.

IV. Committee reports

a. Campus Environment: No report.
b. Curriculum: Dr. Fuhrer reported that the committee has a Motion *re* Creation of an Undergraduate Certificate in Geospatial Intelligence (GEOINT) under Old Business.
c. Faculty Issues: No report.
d. Governance: Dr. Hilden reported that discussions are underway about the Motion *re* Instructor Qualifications under Old Business and that for now the motion will be left on the table.
e. Resource Allocation: Dr. Kasturi reported that on the issue of administrative assistants the committee is awaiting results on the discussion in the president's leadership team. Dr. Kasturi presented a report in which the committee

responded to a charge from the FSEC to provide recommendations for how cuts should be handled. Dr. Gainer moved that the report be approved by the senate with the deletion of a recommendation that certain Core Curriculum requirements be suspended. The motion failed.

X. Old Business

a. 16-17.03—Motion *re* Instructor Qualifications, referred by the Governance Committee, was left on the table.
b. 16-17.04— Motion *re* Creation of an Undergraduate Certificate in Geospatial Intelligence (GEOINT) was taken from the table and approved.

XI. New Business

a. None

XII. Announcements

a. Dr. Gainer requested that committee minutes be combined into a Microsoft Word file for inclusion in the book of minutes.
b. Dr. Ament encouraged people to participate in the strategic planning process.

XIII. The meeting adjourned at 4:31 p.m.

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JANUARY 19, 2017

MINUTES
2016-2017 Faculty Senate Meeting
January 19, 2017
Heth 043

Members present: Ian Barland, Roann Barris, Robyn Berg, Vickie Bierman, Brad Bizzell, Jack Brockway, Jay Caughron, Joy Caughron, Mike Chatham (for Rodrigo Hernandez), Steve Childers, Paula Dawson-Downs, Drew Dodson, Scott Dunn, Eric Du Plessis, Jake Fox, Pam Frasier, Tim Fuhrer, Kim Gainer, Sharon Gilbert, Jim Gumaer, Brent Harper, Rhett Herman, Katie Hilden, Prahlad Kasturi, Abhay Kaushik, Youngmi Kim, Laura LaRue, Stockton Maxwell, Johnny Moore, Roby Page, Hyejin Park, Amy Rubens, Mashooq Salehin, Gary Schirr, Neil Sigmon, Julie Temple, Cheri Triplett, Carter Turner, Jennifer Resor-Whicker, Anja Whittington, Tal Zarankin

Members absent: Suzanne Ament, Tanya Corbin, Nicole Hendrix, Jennifer Mabry, Douglas Mitchell, Steve Ray, Susan Schoppelrey, Skip Watts

Guests: Dr. Joe Scartelli, Provost and Vice President for Academic Affairs

I. The meeting was called to order at 3:34 p.m.

II. The minutes for December 1, 2016, were approved with the removal of references to Guests.

III. Dr. Turner, president of the Faculty Senate, gave his report.

a. Dr. Hemphill has provided a list of dates when he will attend the Faculty Senate. The first date is February 2. The other dates are March 2 and April 27, and possibly April 6.
b. Mike Biscotte, Director of Facilities Planning and Construction, has been invitated to present at the February 2 meeting. He may be accompanied by Mr. Ed Oakes, Associate Vice President for Information Technology, and Danny Kemp, Vice President for Information Technology and Chief Information Officer.
c. Jaime Hillman, manager of the bookstore, has asked to speak about its programs. The date has been tentatively set as February 16.
d. Dr. Turner reviewed President Hemphill's response to five motions passed by the Faculty Senate in 2015-2016. Not approved by the President: motions on increasing travel reimbursements, hiring additional administrative assistants, developing assessment plans for administrative units, and enacting a compensation policy. Structures for administrative assessment are already in place. The request for more administrative assistants called for greater funding than is available in the budget; additional administrative assistants may be requested through the normal channels. Approved: larger pay increases for promotions. The increased steps will not be retroactive. *[See attached letter from Dr. Hemphill.]*

IV. Provost Scartelli gave his report.

a. Dr. Scartelli was asked about the status of the search for the next provost. He deferred to Dr. Turner, who reported that the search is moving along. In-person interviews will begin over the next few weeks. The hope is that the provost will be hired by late spring.
b. Dr. Scartelli reported that budget planning had accommodated a worst-case scenario, but that it was too early in the state budgeting process to determine the outcome. He stated that he would pass on what he hears, but that the focus of action is now in Richmond.

V. Committee reports

a. Campus Environment: No report.
b. Curriculum: No report.
c. Faculty Issues: Dr. Barris reported that the committee wishes to collect feedback on Activity Insight. The committee also plans to invite the college advisors to its next meeting in order to discuss the results of a survey conducted by Dr. Steve Lerch.
d. Governance: Dr. Hilden reported that a Motion *re* Instructor Qualifications under Old Business will remain on the table.
e. Resource Allocation: Dr. Kasturi reported that the committee had revised a ten-year-old statement on budget reduction principles and would be introducing the document under New Business as a Motion *re* Budget Reduction Principles.

XIV. Old Business

a. 16-17.03—Motion *re* Instructor Qualifications, referred by the Governance Committee, was left on the table.

XV. New Business

b. Motion *re* Budget Reduction Principles, referred by the Resource Allocation Committee.

XVI. Announcements

a. Dr. Gainer reminded senators that committee meetings alternate with senate meetings. Unless a committee meeting is explicitly canceled, senators should assume that they will meet every Thursday that the senate does not meet.

XVII. The meeting adjourned at 4:31 p.m.

See next page for attachment.

RADFORD
UNIVERSITY

Brian O. Hemphill, Ph.D.
President

TO: E. Carter Turner, Ph.D.
Faculty Senate President

FROM: Brian O. Hemphill, Ph.D.
President

DATE: January 20, 2017

RE: Updated Response to 15-16.40
Motion re: Promotional Pay Raises

I have reviewed the motion by the Faculty Senate Resource Allocation Committee, passed April 28, 2016, recommending to increase the current promotional pay amounts by an additional $1,000 for Instructors being promoted to Assistant Professor, by $2,000 for Assistant Professor being promoted to Associate Professor, and by $3,000 for Associate Professor being promoted to Full Professor. The chart below reflects a summary of the recommendation with dollar and percent changes included:

Rank From	Rank To	Current Rate	Proposed Rate	Change ($)	Change (%)
Instructor	Assistant Professor	$2,500	$3,500	$1,000	28.55%
Assistant Professor	Associate Professor	$3,500	$5,500	$2,000	36.36%
Associate Professor	Full Professor	$5,000	$8,000	$3,000	37.50%

Retaining current faculty and attracting new faculty are both critical elements of Radford University's success as an institution. While the University's objective is to strive to move toward the 60th percentile for faculty of the IPEDS peer group, considering available resources and how they must materialize is critical. The implementation of this recommendation would have required additional salary funding of $56,000 in Fiscal Year 2016 and $58,000 in Fiscal Year 2017. While in isolation, these amounts do not appear to be unattainable; however, they are significant in the current fiscal environment in which we operate.

Given the importance of this initiative, I will allocate new funding to support the revised rates proposed by the Faculty Senate for future promotions starting with the upcoming 2017-2018 academic year. Such revised rates will be effective July 1, 2017 and will not impact those receiving promotions during the remainder of the 2016-2017 academic year. Retroactive awards will not be provided for previous promotions. Additionally, the new rates may result in salary compression within the departments of those receiving the revised rates. No funding would be made available to address any salary issues, which would be an unintended consequence of funding this Faculty Senate request.

In general, all motions that have a funding impact should be evaluated by the Provost in consultation with the Deans and considered for inclusion in future budget calls. By submitting recommendations as a part of budget development for Academic Affairs, Faculty Senate initiatives can be considered and prioritized with other division priorities.

Please share this updated response with the full Faculty Senate. I hope this investment is well received and demonstrates the University's commitment to addressing faculty compensation issues. I welcome the opportunity to discuss this matter in greater detail if additional information is requested.

Martin Hall Third Floor | P.O. Box 6890, Radford, VA 24142
540-831-5401 | fax 540-831-6619 | bhemphill@radford.edu | www.radford.edu

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FEBRUARY 2, 2017

MINUTES
2016-2017 Faculty Senate Meeting
February 2, 2017
Heth 043

Members present: Suzanne Ament, Ian Barland, Roann Barris, Robyn Berg, Vickie Bierman, Brad Bizzell, Jay Caughron, Joy Caughron, Steve Childers, Tanya Corbin, Paula Dawson-Downs, Drew Dodson, Scott Dunn, Jake Fox, Pam Frasier, Tim Fuhrer, Kim Gainer, Sharon Gilbert, Brent Harper, Rhett Herman, Rodrigo Hernandez, Katie Hilden, Prahlad Kasturi, Abhay Kaushik, Youngmi Kim, Laura LaRue, Stockton Maxwell, Johnny Moore, Roby Page, Hyejin Park, Jennifer Resor-Whicker, Amy Rubens, Mashooq Salehin, Gary Schirr, Susan Schoppelrey, Neil Sigmon, Julie Temple, Cheri Triplett, Carter Turner, Anja Whittington, Tal Zarankin

Members absent: Jack Brockway, Eric Du Plessis, Jim Gumaer, Nicole Hendrix, Jennifer Mabry, Douglas Mitchell, Steve Ray, Skip Watts

Guests: Mr. Richard Alvarez, Vice President for Finance and Administration; Mr. Mike Biscotte, Director of Facilities Planning and Construction; Jorge Coartney, Executive Director, Facilities Management; President Brian Hemphill**;** Mr. Danny Kemp, Vice President for Information Technology and Chief Information Officer; Mr. Ed Oakes, Associate Vice President for Information Technology; Dr. Joe Scartelli, Provost and Vice President for Academic Affairs

I. The meeting was called to order at 3:30 p.m.
II. The minutes for January 19, 2017, were approved.
III. Dr. Turner, president of the Faculty Senate, gave his report.

a. He asked for information related to teaching or professional development that he could share with the BOV.
b. He will present the COACHE results to the full BOV, and a date will be set for the presentation of COACHE results to the university community as a whole.
c. Drs. Gainer, Hilton, and Santopietro will be presenting information on the progress of IG reform at the February 16 Faculty Senate meeting.
d. Dr. Irvin Clarke will give a presentation on retention at the March 2 Faculty Senate meeting.
e. A faculty forum on attendance will be held March 14, at 3:30, in the Bonnie Auditorium.
f. Jaime Hillman, manager of the bookstore, will speak to the Faculty Senate about bookstore programs on March 23.

VI. Dr. Hemphill, President of Radford University, gave his report.

a. The previous day, fifty Radford University students took part in Advocacy Day in Richmond. Also participating, Dr. Irvin Clark, interim Vice President

of Student Affairs, and Karen Casteele, Special Projects Manager, University Relations.

b. House Bill 1410 would require universities to move to student populations of no less than 70% in state (original version of bill would have required no less than 75%). Dr. Hemphill remarked that the bill might have an effect on diversifying the pool.
c. State budget decisions are in a holding pattern awaiting the crossover of bills between the two branches of the General Assembly.
d. The President has responded to five motions passed by the Faculty Senate in the previous year and is looking at an additional five. He will respond in as timely a manner as possible.
e. The President thanked the Faculty Senate for taking up the matter of the executive order on immigration.
f. The university is in the process of launching a national search for a Vice President for University Advancement. Representatives from the Faculty Senate and other constituency will play a role in the search.
g. Regarding the Provost search, the president announced that candidates will have luncheon meetings with chairs and with the FSEC and that there would be forums with Faculty Senators, as well as open forums for all faculty. Faculty whose schedules conflict with the faculty forums are welcome to attend forums for other constituencies.

VII. Suspension of the Rules

a. A motion was made to move the *Radford University Faculty Senate Resolution in Response to the Presidential Executive Order Banning and Restricting Entry into the United States by Citizens of Seven Muslim-Majority Countries*, referred by the Faculty Senate Executive Council, to Old Business to permit discussion and a vote. The motion to take up the resolution passed by the necessary two-thirds majority.
b. It was moved that the resolution be amended by the addition of the following: Whereas the Cato Institute has determined that citizens from the banned countries combined have committed zero terrorist acts resulting in U.S. deaths since 1975. The motion to amend failed.
c. It was moved that the word "lawful" be replaced by "peaceful." The motion to amend passed.
d. No further amendments being offered, the motion was called, with a request that voting take place by secret ballot. This request being non-debatable, ballots were distributed. The *Resolution* passed, with 33 yes votes, 6 no votes, and 1 abstention.

VIII. Mr. Biscotte, Director of Facilities Planning and Construction, gave a report accompanied by comments from other individuals involved in the building/renovation process. *(See attached slides.)*

a. Mr. Coartney commented on the process. His office is responsible for implementation of the "big picture."
b. In answer to a question, Mr. Biscotte stated that he is meeting with Mr. Matthew Brunner, Registrar, and Ms. Norma Riggins, Assistant Registrar, every two months to make certain the classroom and computer lab needs are met during the construction process. In answer to another question, he stated that it has not yet been decided where the swing space will be for the science labs that will be relocated during the renovation of Curie/Reed Halls.
c. Mr. Kemp reported that the university has more labs than it has ever had. He also stated that virtual labs may be an option in the future. In answer to a question, he stated that it is planned to still have public labs in Walker. The large open lab area in Walker may be converted to classrooms. In answer to a question, he stated that the question of whether faculty will be able to reserve labs in Walker is being discussed. He also reported that CITL and LARC may be relocated to the library and that discussion is under way about the impact on library collections and services.
d. It was asked whether all IT staff needed to be relocated to Walker. It was also asked why the radio station was being moved from a newly renovated space.
e. Mr. Oakes reported that computers in labs number 800 and that discussion was underway as to how to optimize their use. The opening of CHBS has resulted in a net gain of three labs. He stated that usage in Walker Hall is down as a result of the availability of computer labs elsewhere. Discussion is underway about the possibility of creating a second lab for art.
f. In response to a question about whether the university could serve an influx of students in the fall, Dr. Turner stated that the numbers will still be below our maximum enrollment and that the university has space for 10,000 students.
g. In response to a comment, Mr. Alvarez stated that the creation of an information center for visitors in Russell Hall was a good idea.

IX. Committee reports

For reasons of time, there were no reports.

XVII. Old Business

a. 16-17.03—Motion *re* Instructor Qualifications, referred by the Governance Committee, was left on the table.
b. 16-17.05—Motion *re* Budget Reduction Principles, referred by the Resource Allocation Committee, was left on the table.

XVIII. New Business

a. 16-17.06—Radford University Faculty Senate Resolution in Response to the Presidential Executive Order Banning and Restricting Entry into the United States by Citizens of Seven Muslim-Majority Countries, referred by the

XIX. Announcements

a. None

XVIII. The meeting adjourned at 5:00 p.m.

See next page for attachment.

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CAMPUS SPACE PLANNING
FACULTY SENATE PRESENTATION
FEBRUARY 2017

RADFORD
UNIVERSITY

FACILITIES MANAGEMENT

RADFORD UNIVERSITY

THE OPPORTUNITY

- NEW BUILDINGS ADDED/RENOVATED ON CAMPUS OVER THE LAST DECADE
  - Kyle Hall
  - Student Recreation and Wellness Center and Student Outdoor Recreation Complex
  - Baseball/Softball Hitting Practice Facility
  - Center for the Sciences
  - College of Humanities and Behavioral Sciences
  - Whitt Hall
  - Reed/Curie Halls
  - Residence Halls – Moffett, Washington, Pocahontas, Bolling, Draper, and Muse
- UPDATE STRATEGIC PLAN AND CAMPUS MASTER PLAN

ONCE-IN-A-GENERATION OPPORTUNITY TO TRANSFORM THE RU CAMPUS BUILT ENVIRONMENT

THE PROCESS

- IDENTIFY AVAILABLE SPACE
  - Inventory all on-campus and off-campus spaces
- IDENTIFY REQUIRED AND DESIRED RELOCATIONS
  - Meetings with stakeholders
  - Reviews with Administration
- PRIORITIZE IDENTIFIED RELOCATIONS
  - Meetings with stakeholders
  - Reviews with Administration
- IDENTIFY CONCEPT FOR POTENTIAL "GENERAL" LOCATIONS FOR PRIORITIZED RELOCATIONS
  - Meetings with stakeholders
  - Reviews with Administration
- PREPARE DETAILED RELOCATION PLANS AND TIMELINES - CONTINUING
  - Meetings with stakeholders
  - Reviews with Administration

THE CONCEPT

- RUSSELL – Welcome Center
  - Admissions, Advancement, Career Services + others
- COOK and WALDRON – CHHS & CEHD Consolidation
  - CHHS and Nursing Simulation Center, CEHD, Parks Rec Tourism + others
- WHITT – Provost Areas and Mathematics
  - Mathematics and Statistics
  - Vice Provost, SCI, OURS, Pre-major Advising, NSP + others
- REED/CURIE – CSAT Consolidation/Renovation
  - Deans Office, Cyber Lab, Physics, Geology, Biology, Chemistry, Geospatial
- PORTERFIELD – CVPA Consolidation
  - Enhanced Art studios, computer labs + others
- WALKER – Consolidate Division of IT
- MARTIN - University Relations, Vice Provosts, Administration
  - University Relations, Vice Provosts, Assessment, Institutional Research + others

THE TIMELINE (SUBJECT TO CHANGE)

- INITIAL MOVES = 2016
  - Walker, Heth, Trinkle, Apartments, CHBS, Cook, Waldron
- RUSSELL = 2017
  - Admissions, Advancement, Career Services + others
  - Tyler Hall lower level
- WHITT = 2017
  - Mathematics and Statistics
  - Vice Provost, SCI, OURS, Pre-major Advising, NSP + others
- REED/CURIE – CSAT Consolidation/Renovation = 2017-2019
  - Deans Office, Cyber Lab, Physics, Geology, Biology, Chemistry, Geospatial
- PORTERFIELD – CVPA Consolidation = 2017-2018
  - Enhanced Art studios, computer labs + others
- WALKER – Consolidate Division of IT = 2016-2019
- MARTIN - University Relations, Vice Provosts, Administration = 2017-2019
  - University Relations, Vice Provosts, Assessment, Institutional Research + others

FEBRUARY 16, 2017

MINUTES
2016-2017 Faculty Senate Meeting
February 16, 2017
Heth 043

Members present: Suzanne Ament, Ian Barland, Brad Bizzell, Jack Brockway, Jay Caughron, Joy Caughron, Mike Chatham (for Steve Childers), Tanya Corbin, Paula Dawson-Downs, Drew Dodson, Scott Dunn, Jake Fox, Pam Frasier, Tim Fuhrer, Kim Gainer, Jim Gumaer, Rhett Herman, Rodrigo Hernandez, Katie Hilden, Youngmi Kim, Stockton Maxwell, Douglas Mitchell, Johnny Moore, Roby Page, Hyejin Park, Jennifer Resor-Whicker, Gary Schirr, Susan Schoppelrey, Neil Sigmon, Julie Temple, Cheri Triplett, Carter Turner, Skip Watts, Anja Whittington, Tal Zarankin

Members absent: Roann Barris, Robyn Berg, Vickie Bierman, Eric Du Plessis, Sharon Gilbert, Brent Harper, Nicole Hendrix, Prahlad Kasturi, Abhay Kaushik, Laura LaRue, Jennifer Mabry, Steve Ray, Amy Rubens, Mashooq Salehin

Guests: Dr. George Santopietro, Assistant Provost for Academic Operations

I. The meeting was called to order at 3:31 p.m.
II. The minutes for February 16, 2017, were approved.
III. Dr. Turner, president of the Faculty Senate, gave his report.

a. He gave a presentation to the Academic Affairs Committee of the Board of Visitors earlier in the day.

- He informed the committee that faculty are early in the process of discussing changes to the Core Curriculum. Discussions are faculty-driven and not taking place in response to pressure, and no timetable exists for completion.
- He reported on what faculty are doing in several areas. He hopes to continue reporting on faculty activities, and he asked that faculty continue sharing with him to enable him to do so.

b. He reported on the provost search.

- The search is nearing its conclusion.
- He expressed his appreciation for all who attended forums with the candidates. He received feedback from attendees, which he shared with Dr. Hemphill.
- He reported that the feedback did not point to a consensus candidate among the faculty.

- In response to a question, he stated that the Search Committee did not have an official role at this point, its charge having ended with the selection of candidates for on-campus interviews.

IV. Committee Reports

a. Campus Environment: Dr. Fox reported that the committee has recovered access to the Faculty Morale Survey, which will be administered in a little over a month. Dr. Fox also reported that the committee is looking at the description of emeritus status in the T & R Faculty Handbook. Currently emeritus status offers few benefits, and the committee is considering how the status might be enhanced. Dr. Fox also reported that a parking motion that students are rewriting a motion regarding student parking.
b. Curriculum: Dr. Fuhrer reported that the committee was introducing two of its three motions listed under New Business. The third may be resubmitted at a later date.
c. Faculty Issues: On behalf of Dr. Barris, Dr. Ament reported that the committee is working on a report on advising, including on Digital Insights, and she asked faculty to key an eye out for a survey. Dr. Ament also reported that the committee is looking into the intellectual property policy.
d. Governance: See below under V.
a. Resource Allocation: Speaking on behalf of Dr. Kasturi, Dr. Watts reported that the committee is pleased that President Hemphill has provided a response to several motions and is now working on a reply to his response. Dr. Watts also reported that the committee has one motion under Old Business.

V. Internal Governance Report

a. In lieu of a Governance Committee report, Dr. Hilton, chair of the Governance Committee and member of the IG Working Group, gave a report on the progress of the two bodies' collaborative efforts. She was assisted by Dr. Santopietro, chair of the Working Group, and Dr. Gainer, member of the Working Group and Governance Committee. *(See attached slides.)*

VI. Old Business

a. 16-17.03—Motion re Instructor Qualifications, referred by Governance Committee, was taken from the table.

- Dr. Hilton, chair of the committee, moved that the language in the motion "Holds an advanced degree consistent with the accreditation criteria of the discipline and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)" be stricken and replaced with "Holds an advanced degree in the teaching discipline or master's degree

with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline) in which he or she will be employed. Exceptions may be made to the above qualifications if a justification consistent with the Southern Association of Colleges and Schools Commission on Colleges' guidelines is approved by the Provost."

- The motion to amend was seconded, the question was called, and the amendment to the motion was approved.
- In response to a question, Dr. Hilton stated that section of the T & R Faculty Handbook under discussion did not apply to GTFs.
- The question of the motion as a whole was called, the call was seconded, and the motion was approved as amended.

b. 16-17.05—Motion *re* Budget Reduction Principles, referred by Resource Allocation Committee, was taken from the table. The question was called, the call was seconded, and the motion was passed as written.

VII. New Business

a. 16-17.07—Motion to Change Core Curriculum Assessment Reporting Schedule, referred by Curriculum Committee
b. 16-17.08—Motion to Allow Departments to Combine Sections When Reporting Core Curriculum Assessment Results, referred by Curriculum Committee

VIII. Announcements

a. None

IX. The meeting adjourned at 4:21 p.m.

See next page for attachment "Review of Internal Governance."

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REVIEW OF INTERNAL GOVERNANCE

Radford University

Mission

- to provide recommendations and rationales for updating the current internal governance structure and reporting mechanisms.

Goals

- Review the current Internal Governance document, dated 2003-04, and recommend updates and revisions to the committee structure and committee membership
- Draft an approval process document to include in the IG document that defines the processes for review and approval of changes in curriculum
- Articulate approval pathways for policy changes
- Collaborate with the various constituencies in Academic Affairs and other divisions to finalize the IG document
- Update the current IG website

Fundamental principles

- Streamline and clearly delineate steps in decision-making processes,
- clearly identify participants in decision-making processes,
- clearly describe the scope of the role played by each participant in decision-making processes,
- provide a voice to all stakeholders who are affected by internal governance decisions,
- invite stakeholder feedback as early in the decision-making process as possible, and
- regularly review internal governance

Constituent Elements of Internal Governance

- Board of Visitors
- University President
- President's Cabinet
- Leadership Council (new)
- Provost
- Representative bodies
  - *Faculty Senate*
  - *AP Senate*
  - *Staff Senate*
  - *SGA*
- University committees and councils

Current IG structure

- 38 committee and councils organized according to which university officer each reports to:
  - *Office of the President*
  - *Vice President for Academic Affairs*
  - *Vice President for Student Affairs*
  - *Vice President for Finance & Administration*
  - *Vice President for University Advancement*
  - *Vice President for Planning & Research*
- 458 elected, appointed and permanent faculty, staff, student positions
  - Burden of selecting and informing
- Out of sync with current practice and university structures

Proposed revisions for current committee structure

- **Four categories of committees:**
  - *Curriculum*
    - Work related to creating, modifying, and discontinuing programs, courses and graduation requirements.
  - *Professional standards*
    - Work related to upholding and recognizing professional and academic standards
  - *Advisory*
    - Serve advisory or adjunct roles to administrative offices or units on campus
  - *Student Affairs*
    - Provide supportive services that allow students to fully benefit from the college experience

I. Curriculum and Program Pathways

Work related to creating, modifying, and discontinuing programs, courses and graduation requirements.

- [Online Education—to be added]
- Departmental Curriculum
- College Curriculum
- Undergraduate Curriculum and Catalog Review Committee
- Academic Policies and Procedures
- Academic Program Review
- Professional Education Committee
- CORE Curriculum Advisory
- Graduate Affairs Council

II. Professional Standards and Activities

Work related to upholding and recognizing professional and academic standards

- Faculty Appeals
- Faculty Grievance
- Scholarly Activities
- Student Evaluations of Faculty
- Committee on Intellectual Property
- Administrative/Professional Faculty Grievance
- Faculty Awards

Academic & Faculty Affairs: Internal Governance Committees

- Policy recommendations (Faculty Handbook & Catalogs, & IG document)
- Curriculum changes
- Faculty status and standards

Way forward

- Develop IG document for A&F affairs committees that includes curriculum pathways
- Liaise with students, AP faculty and staff from various divisions to review and update remaining committees' charges and memberships
- Recommend creation of a University Internal Governance Review Committee to replace current University Executive Council:
  - *Responsible for annual updates in memberships and charges as needed*
  - *Quadrennial review of Internal Governance*

IG document for A&F affairs committees

- Define membership
  - *Designated administrator or designee*
  - *Terms of service*
- Charges
- Set a timeline for constituting and convening
- Establish approval paths of proposals
- Require annual report to
  - *Designated administrator*
  - *Assistant Provost for Academic Operations*
  - *Posted on IG website: www.Radford.edu/IG*

IG Website

- IG document
- Committees:
  - *Membership*
  - *Officers*
  - *Terms*
  - *Annual reports*
- Index and/or graphic of decision tree for curriculum pathways
- Links to Handbooks
- Links to senate constitutions and websites

FEBRUARY 28, 2017

MINUTES
2016-2017 Faculty Senate Meeting
February 28, 2017
Heth 043

Members present: Suzanne Ament, Roann Barris, Brad Bizzell, Jack Brockway, Joy Caughron, Tim Channell (for Youngmi Kim), Iain Clelland (for Steve Childers), Tanya Corbin, Drew Dodson, Scott Dunn, Jake Fox, Tim Fuhrer, Kim Gainer, Sarah Gilbert (for Vickie Bierman), Sharon Gilbert, Melissa Grim (for Pam Frasier), Jim Gumaer, Brent Harper, Nicole Hendrix, Prahlad Kasturi, Abhay Kaushik, Stockton Maxwell, Johnny Moore, Roby Page, Andrew Ray (for Ian Barland), Jennifer Resor-Whicker, Susan Schoppelrey, Neil Sigmon, Jenessa Steele (for Jay Caughron), Julie Temple, Carter Turner, Brenda-Jean Tyler (for Katie Hilden), Anja Whittington

Members absent: Robyn Berg, Paula Dawson-Downs, Eric Du Plessis, Rhett Herman, Rodrigo Hernandez, Laura LaRue, Jennifer Mabry, Douglas Mitchell, Hyejin Park, Steve Ray, Amy Rubens, Mashooq Salehin, Gary Schirr, Cheri Triplett, Skip Watts, Tal Zarankin

Guests: Guests: Dr. Matt Dunleavy, Director of Assessment, CEHD; Dr. Brian Hemphill, President; Dr. Jeff Pittges Chair, Department of Information Technology; Dr. Joseph Scartelli, Provost and Vice President for Academic Affairs

I. The meeting was called to order at 3:31 p.m.

II. Dr. Turner, President of the Faculty Senate, introduced Dr. Hemphill.

III. Dr. Hemphill reported on the competency-based education (CBE) initiative that he discussed in his letter to the faculty dated February 24, 2017. *(See attachment.)*

a. Transparency in developing the initiative is important. Meetings have taken place with the Cabinet, the Leadership Team, and the FSEC.
b. It is important for Radford University to innovate rather than to be in the "business of maintaining." Taking "calculated risks" and engaging in "disruptive innovation" is part of the process.
c. Work on the initiative is taking place in the context of things that are happening nationally.
d. One issue is addressing new delivery models and determining how they align with our university and "its tradition of great teaching."
e. Currently, 95% of the undergraduates on the Radford University campus fall into the traditional age group for college undergraduates, but the university must make decisions in the context of the fact that we are facing a "new normal": a decline in the number of students of traditional age entering the recruiting pipeline.
f. It is important to look for opportunities to diversify.

g. Radford University has a chance to be a leader and even first in the Commonwealth in this area.
h. Dr. Hemphill introduced Dr. Dunleavy, who has been working in the area of online education and has been looking at the CBE model for the past month.

IV. Dr. Dunleavy presented a slide show. *(See attachment.)*

a. The presentation (1) provided an overview of the emerging field of CBE, (2) identified some specific Radford University programs that are positioned to take advantage of this approach, and (3) outlined an implementation plan.
b. CBE "decouples" learning from the traditional delivery timeline. It relies on asynchronous online learning.
c. CBE expands access to an untapped market: working adults.
d. CBE does not target our current market.
e. Programs that are positioned to be offered under this initiative include cyber security and geospatial intelligence.
f. The initiative provides Radford University with an opportunity to become leaders in learning science and to innovate in areas such as gamification, virtual reality, and story-based learning.
g. It would be difficult to foster and scale asynchronous online CBE within existing structures at Radford University.
h. Large-scale CBE programs cost a significant amount to launch, but there are strategies to keep costs low, such as by employing a "lean start-up model" and beginning the rollout with the "minimum viable product."
i. The initiative will not distract or subtract from the university's core mission.
j. The recruitment process will determine whether students are prepared for this mode of delivery.
k. Two programs in CSAT—certificates in Cyber Science and Cyber Security and Geospatial Intelligence—may be piloted in the fall of 2017, followed by the piloting of certain CEHD programs in the fall of 2018.
l. The cost for the launch will be $250,000.

V. Dr. Hemphill made some additional remarks.

a. He reiterated that Radford University is facing enrollment challenges.
b. He stated that faculty who wish to continue teaching in traditional face-to-face classes will continue to do so.
c. He stated that if there is a sense of urgency, it can be discussed in the context of his meetings with over twenty departments. Issues repeatedly raised include salary compression and equity, travel budgets, lack of administrative assistants, pay of administrative assistants, and limited budgets for searches. Radford University has a revenue issue and must find a way to grow its revenue.
d. In 5-10 years, the CBE initiative will provide funding for the face-to-face programs.
e. Radford University may be at a transformative moment.

VI. Dr. Scartelli offered some remarks.

a. The initiative is an opportunity for Radford University to keep a "social covenant." Millions of people have some college credit; thousands of people in our region have some credit toward a degree. The CBE initiate provides an opportunity for Radford to serve these individuals.
b. With regard to funding, the initiative "will not go forward by cutting someone else."

VII. Discussion, including questions from both senators and audience members

a. With regard to Dr. Scartelli's statement that the initiative "will not go forward by cutting someone else," Dr. Gainer pointed out that one of Dr. Dunleavy's slides forecasts that the program will not be self-supporting at the outset. Dr. Hemphill replied that the initiative had arisen out of the Strategic Planning process, and the implementation of ideas that come out of that process must be supported through new sources of funding. Dr. Hemphill anticipates some growth in enrollment. Additionally, the university is seeking private gifts to support the initiative and is looking into grants from foundations as well as from federal, regional, and state sources.
b. In response to a question from Dr. Hendrix, Dr. Dunleavy reiterated that there is "no expectation that people will do CBE unless they want to do CBE."
c. In response to a question from Dr. Maxwell, Dr. Dunleavy reiterated that the initiative is not targeted at traditional students and that some sort of "firewall" would have to be put in place to keep from siphoning off traditional students. Dr. Dunleavy further stated, with regard to assuring that individuals are suited to this mode of delivery, that students could be selected via a pre-CBE unit. Marketing via a "freemium" model could be an ethical way to recruit students, with students not paying tuition until they have complete an introductory unit and are ready to "level up."
d. In response to a question from Dr. Cubbison about whether students could gain credit for general education courses via the CBE initiative, Dr. Dunleavy stated that the university is not looking at BA or BS programs.
e. In response to a question from Dr. Van Patten about staffing, Dr. Dunleavy stated that the need to scale up and keep costs low was a consideration.
f. In response to a further question from Dr. Van Patten about the role faculty would have in the curriculum, Dr. Hemphill stated that the certificates have been approved by the faculty. The initiative is addressing issues of delivery rather than content.

VIII. The time for the meeting drawing to a close, it was moved and seconded that the meeting be extended for ten minutes. The motion passed.

IX. Discussion resumed

a. Dr. Kasturi stated that $250,000 was a small risk and that Radford University would be the first in the Commonwealth.
b. It was asked how the particular needs or issues of adult learners would be met. Dr. Dunleavy stated that consideration would have to be given to the "ecosystem," that is, to the "environment [that would be] wrapped around these students."
c. In response to a question about assessment, Dr. Pittges stated that national certification programs would come into play for certain certificates.
d. In response to a question from Dr. Corwin about whether student progress could be tracked, Dr. Dunleavy replied that data analytics allowed for tracking progress.
e. In response to a question from Dr. Kasturi about marketing, Dr. Dunleavy stated that the initial model would be B to B—business-to-business—but that a B to C—business-to-customer—model might be possible at some point.

X. Dr. Hemphill offered his final remarks.

a. It was important to hear the faculty's thoughts and questions.
b. Sometimes to make progress it is necessary for an organization to give itself "permission to fail" by engaging in activities whose success is not assured. However, he thinks that this could be a transformative moment and that the chance of failure is slight.
c. Faculty who wish to continue face-to-face teaching should continue to do so, but we should "cheer on" the 5-10% of faculty who do want to become involved in CBE.

XI. Dr. Turner offered closing remarks, with replies by Drs. Hemphill and Scartelli

a. Dr. Hemphill has brought many people into the conversation.
b. Radford University needs to do this, but important questions have been raised.
c. One concern is whether, after Radford University has made a quarter million dollar investment, we will feel that we have "to continue down the track" in terms of bachelor degrees. Dr. Hemphill replied that it will he twenty-four months out before we even begin to think about a bachelor's degree, so there will be plenty of time to have that conversation. Dr. Scartelli stated that Radford University "will not circumvent the IG structure."

XII. The meeting was adjourned at 5:00 p.m.

See below for attachments: President Hemphill's February 24th message to the faculty followed by slides from Dr. Dunleavy's February 28th presentation to the Faculty Senate.

Dear Faculty:

Earlier today, I had the opportunity to meet with the Leadership Council, comprised of the Vice Presidents and Deans, as well as the Faculty Senate Executive Council, to discuss the on-going work of Radford University's strategic planning process, a collaborative effort involving nearly 175 members of the campus community and beyond. As part of today's meetings, we discussed in detail one concept, competency-based education, which is emerging from the work of the Academic Excellence and Research Subgroup. This concept, which has been discussed by the Cabinet, Leadership Council and Faculty Senate Executive Council, also generated much discussion last September as part of the University's inaugural Budget Planning Summit.

As many of you know, competency-based education is a growing delivery model that accounts for students' prior learning and related experiences, while also providing a self-paced approach. In order for Radford University to be one of the first in the Commonwealth to explore this model and be competitive with emerging opportunities and innovative technologies, we must thoughtfully consider areas of possible growth, such as competency-based education. As a result, I am tasking a special projects team, specifically under the auspices of the soon-to-be formed Radford University Innovation Learning Lab, with examining the feasibility and practicality of delivering competency-based programs to the growing adult learner population. Additionally, the detailed work of this team will also greatly inform the formal recommendations stemming from the strategic planning process, specifically the Academic Excellence and Research

Subgroup.

As I have stated on numerous occasions, our University has a proud and strong history of providing a world-class education through the traditional delivery model. As an institution of higher learning, we will remain deeply committed to such traditional methods and those students who we serve well. Furthermore, this exploration of alternative delivery models builds upon our outstanding tradition and well-earned reputation as a student-centered teaching institution. As we look at alternative delivery models, such as competency-based education, we will stay true to our traditions. For faculty who want to remain fully committed to face-to-face delivery, this type of teaching and learning will remain the focus of our work. However, with a national market of 28 to 40 million working adults with some college credit, but not enough to attain a degree, there is a growing pipeline of potential students. Yet, many of these individuals simply cannot alleviate existing responsibilities associated with their careers and families in order to obtain an education by attending classes on campus. Therefore, we will carefully review and thoughtfully examine innovative strategies to also serve this non-traditional audience.

Therefore, for faculty who are interested in connecting with students through the utilization of new innovative platforms and alternative delivery models, we will explore such areas. Indeed, our future is dependent upon our ability to explore, and possibly pursue, these areas as they have the potential to address our budget constraints by utilizing revenue from such initiatives to reinvest in our academic core and our central mission. As such, the Innovation Learning Lab team will be working to investigate a competency-based framework specific to our University, our faculty's expertise and our students' needs, while maintaining a focus on quality instruction and experiential learning. It is important to note that this effort is in the beginning exploratory phase – a pilot project, which will be informed by the entire campus community, particularly the faculty, as we move forward together. Indeed, I look forward to working closely with the academic leadership team and the entire faculty as this process moves forward. Furthermore, I plan to discuss the concept of competency-based education in greater detail with the Faculty Senate at an upcoming meeting.

Please know how much I appreciate your partnership in serving all of our students and moving Radford University forward!

With Highlander Pride,

Brian O. Hemphill, Ph.D.
President
@BrianOHemphill

See next page for PowerPoint slides from Dr. Dunleavy's presentation.

Competency-Based Education

RADFORD UNIVERSITY

CBE Initiative February 28, 2017

Objectives

- Objective 1: Provide an overview of the emerging field of CBE.
- Objective 2: Identify programs well positioned for a CBE pilot.
- Objective 3: Outline an implementation plan with key recommendations.

Overview

- What is Competency-Based Education(CBE)?
- What are the CBE opportunities and challenges?
- Case Study: SNHU College for America (CfA)
- Pilot Implementation Plan

What is Competency-Based Education?

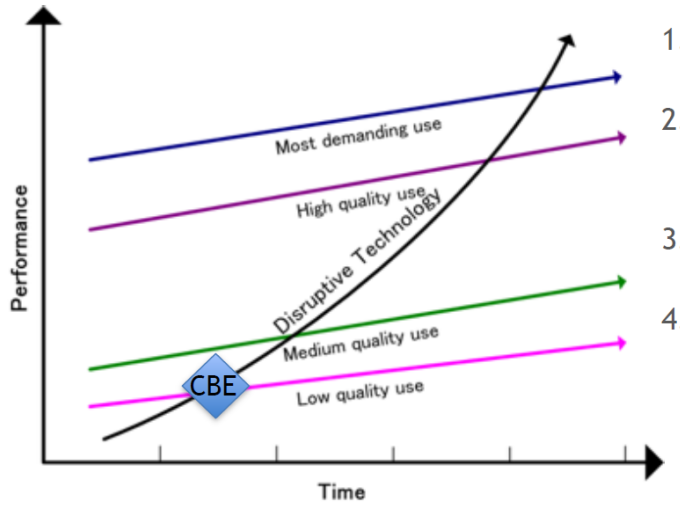
http://www.wgu.edu/why_WGU/competency_based_approach

What is Competency-Based Education?

- Direct assessment of learning rather than a proxy measurement of credit hours, seat time, or grade.
- Three interdependent outcomes accompany this shift away from time as a learning metric:
  1. Increase in education access due to greater flexibility for working adults
  2. Decrease in time to degree
  3. Decrease in cost for non-traditional adult learner
- Considered a "disruptive innovation" by leading experts (Christensen, 2013).

Christensen, Clayton. The innovator's dilemma: when new technologies cause great firms to fail. Harvard Business Review Press, 2013.

Why is CBE "disruptive"?

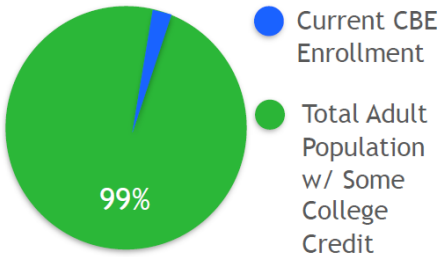


1. Delivers low cost, low quality (initially) product (e.g., MOOC).
2. Dramatically increases access for previously underserved population (working adults).
3. Exploits untapped market with target product (career skills CBE).
4. Over time, the quality improves while keeping costs low.

Weise, Michelle R., and Clayton M. Christensen. "Hire Education: Mastery, Modularization, and the Workforce Revolution." Clayton Christensen Institute for Disruptive Innovation (2014).

CBE Opportunities: Untapped markets

- Dramatic expansion of potential market and corresponding revenue
  - Potential "non-traditional" market is 28-40 million working adults.
  - Current CBE enrollment is approximately 300,000.
  - Market is largely (99%) untapped.
- Demand for skilled employees in certain areas (e.g., Cyber Security and Geospatial Intelligence) is very high and forecast to remain high. "I need skilled workers to fill these jobs. Plain and simple…" (Gov. McAuliffe).
- RU is very well positioned to capitalize on these market conditions.



*Most online students enroll in within 100 miles of their home.

http://rpkgroup.com/wp-content/uploads/2016/10/rpkgroup_cbe_business_model_report_20161018.pdf
https://www.learninghouse.com/files/documents/resources/Online%20College%20Students%202012.pdf

CBE Opportunities: Learning Sciences

- Learning sciences provide opportunities to gain competitive advantage.
- RU could become a national leader in highly innovative and emergent fields of study (e.g., CBE instructional design, learning analytics, story-based learning environments, gamification, and virtual reality).

Learning Analytics

Learning Sciences

Personalized Learning

Image Source: https://www.khanacademy.org/

CBE Challenges: Innovation and Inertia

- CBE is a disruptive innovation and challenging to scale.
- "Academic Inertia" works against innovation:

"Overwrought with constraints, most colleges and universities are structurally incapable of facilitating innovations that deviate from the way they currently deliver education…The result is a normalization of what we call *embedded inefficiencies*" (p. 15).

Weise, Michelle R., and Clayton M. Christensen. "Hire Education: Mastery, Modularization, and the Workforce Revolution." Clayton Christensen Institute for Disruptive Innovation (2014).

CBE Challenges: Regulatory Environment

The regulatory environment has several interdependent levels:

- Federal financial aid
- Federal and state laws of employment
- State government agencies (e.g., SCHEV)
- Regional accreditation (e.g., SACSCOC),
- Regional boards/departments (e.g., VA DOE)
- Industry Standards

Strategic decisions are needed to identify the specific programs and market opportunities that could scale using a CBE approach.

Image Source: http://www.sacscoc.org/

CBE Challenges: Cost

The costs include initial startup investments as well as ongoing costs such as faculty compensation.

Break-even and profitable stages of *large scale CBE* require significant up-front investment (e.g., development, marketing, recruiting, etc.) and the successful scaling of the programs (i.e., high volume of students).

Image Source: Shutterstock

CBE Challenges: Cost (Not necessarily…)

Significant startup costs saving could be realized by:

- Adopting the plans of successful programs (e.g., SNHU CfA)
- Using a lean startup approach (e.g., minimum viable product of 1-2 programs initially) rather than a large-scale launch approach.

Use data-driven (e.g., Design Based Research) approach to iterate towards scale.

The "invest little, learn a lot" model is cost-effective and informative.

Ries, Eric. The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses. Crown Business, 2011.

Case Study in Success: SNHU College for America

SNHU (Non-profit, Private) Overview:

Residential on-campus enrollment: **3,000**

Online enrollment: **60,000**

CfA enrollment: **5,000**

CfA Employer Partners: **120**

COLLEGE *for* AMERICA
AT SOUTHERN NEW HAMPSHIRE UNIVERSITY

CfA Student Cost: **$3,000** annual subscription fee

Image Source: http://collegeforamerica.org/

Case Study in Success: SNHU College for America

Hansen, Sarah E. W. (2017) *Developing a disruptive innovation in U.S. higher education: A case study of competency-based education at college for america*. Doctoral Dissertation, University of Pittsburgh.

- Planning
- Development
- Delivery

Case Study in Success: SNHU College for America

Development:

- Partnered with educational and industry partners to identify and co-develop competencies, recruit students, assess projects and manage learning.
- Established business model (Business-to-Business), business plan, and growth plan (5 years: 5,000 students). The B2B strategy reduces marketing costs and scales more effectively than a direct B2C (Business-to-Customer) marketing approach.
- Developed learning management system (LMS) using agile methodology.
- Developed a "Knowledge Map" of competencies with accompanying assessments. These initial market competencies were informed by national frameworks.
- Worked through the regulatory process early (U.S. Department of Education, accreditation).

Hansen, Sarah E. W. (2017) Developing a disruptive innovation in U.S. higher education: A case study of competency-based education at college for america. Doctoral Dissertation, University of Pittsburgh.

Case Study in Success: SNHU College for America

Delivery:

- Launched small pilot with 30-50 students and 15 partners in 2013.
- Hyper-focused on customer acquisition, service and retention.
- Scaled team to meet requirements as enrollment grew addressing required business functions as criteria for hire.
- Established internal processes of program evaluation and continuous improvement (e.g., performance metrics and tracking system)

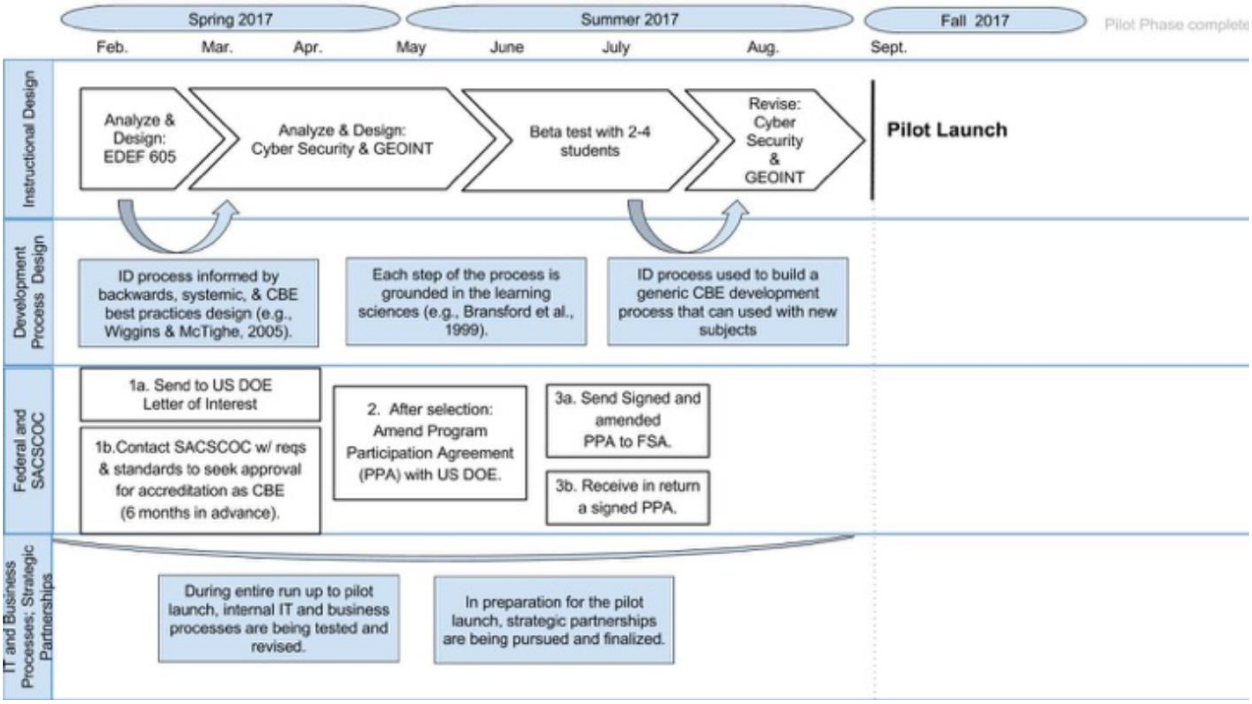
Hansen, Sarah E. W. (2017) Developing a disruptive innovation in U.S. higher education: A case study of competency-based education at college for america. Doctoral Dissertation, University of Pittsburgh.

Proposed Pilot: Implementation Outline

Fall 2017: 1st Iteration Pilot
College of Science and Technology (CSAT)
- Cyber Science and Cyber Security (Certificate leading to a B.S.)
- Geospatial Intelligence (GEOINT) (Certificate leading to a B.S.)

Fall 2018: 2nd Iteration of CBE Programs
College of Education and Human Development (CEHD)
- Special Education Paraprofessional to Special Education Licensure (Certificate)
- Health Promotion, Disease Prevention (Certificate, BS, MS)
- Counselor Education: Certified Substance Abuse Counseling: Opiates (Certificate)

- Several other programs are well-positioned in CHBS, COBE, CVPA, and Waldron.
- "Invest a little, learn a lot" still requires an initial investment to staff the team.
- The priority for this team will be strategic partnerships, ID, and compliance.



Proposed Pilot: Cost

Estimated cost to test a pilot is approximately $250,000.

This cost would include staffing for the initial instructional design, compliance and industry partnerships requirements.

Proposed Pilot: Enrollment & Revenue (Slow*)

Year	Enrollment	Revenue	Cost	Surplus(Deficit)
1	30	$180,000	$255,023	($75,023)
2	60	$360,000	$255,023	$104,977
3	90	$540,000	$500,000	$40,000
4	120	$720,000	$500,000	$220,000
5	150	$900,000	$650,000	$250,000

*15 students per program paying $6K per year; adding 2 programs per year.

Proposed Pilot: Enrollment & Revenue (Faster*)

Year	Enrollment	Revenue	Cost	Surplus(Deficit)
1	60	$360,000	$255,023	$104,977
2	120	$720,000	$500,000	$220,000
3	240	$1,440,000	$750,000	$690,000
4	480	$2,880,000	$1,000,000	$1,880,000
5	960	$5,760,000	$1,250,000	$4,510,000

*Doubling the amount of students paying $6K per year while adding $250K in costs each year.

Objectives

- Objective 1: Provide an overview of the emerging field of CBE.
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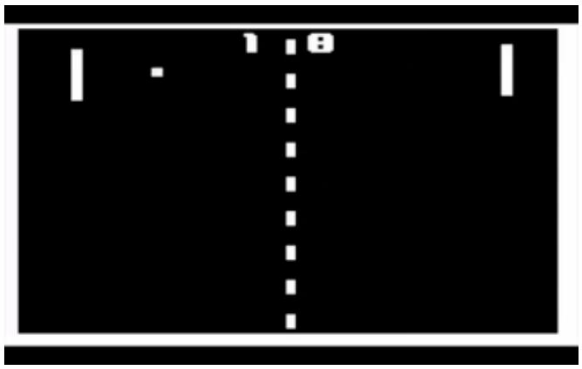
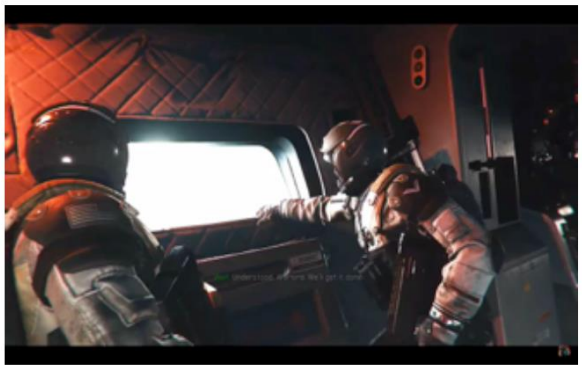
Perspective and Vision

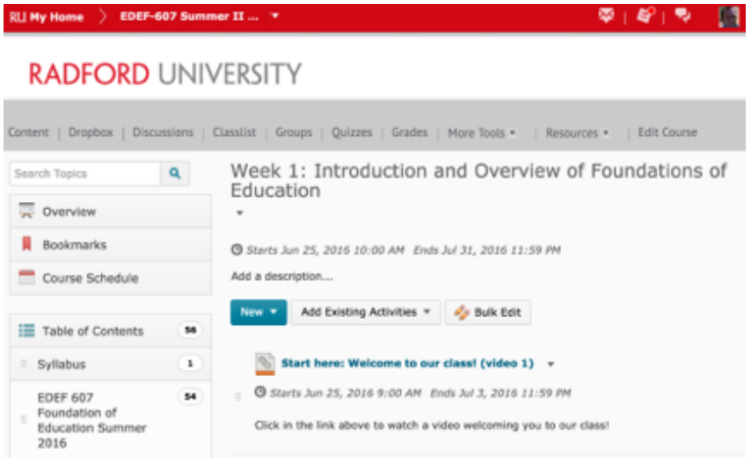


Atari's Pong: 1972



Call of Duty: 2017

Perspective and Vision



D2L LMS Interface

This is Pong.

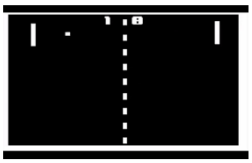
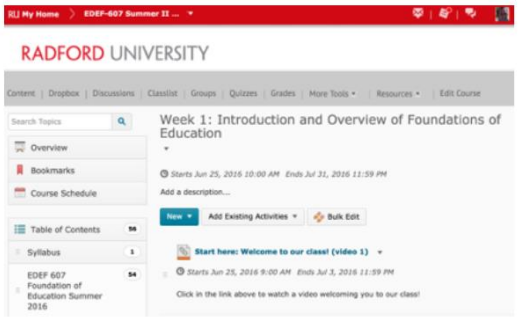


Image Source: http://blog.originlearning.com/virtual-reality-learning-viral/

Perspective and Vision

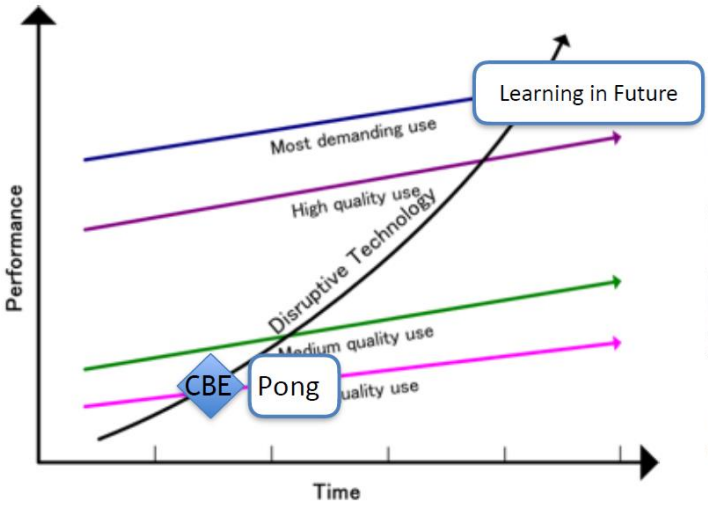


D2L LMS Interface
(Pong)

This is the LMS of the near future.

Image Source: Shutterstock

RU has a "Disruptive" Opportunity to Lead



We have opportunity to become national leaders in CBE instructional design, learning analytics, story-based learning environments, gamification, and virtual reality.

Weise, Michelle R., and Clayton M. Christensen. "Hire Education: Mastery, Modularization, and the Workforce Revolution." Clayton Christensen Institute for Disruptive Innovation (2014).

Perspective and Vision

Testing FreshAiR on RU Campus: 2009

Harvard licensing FreshAiR: 2011

Photo Credit: Harvard University

Questions & Discussion

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MARCH 2, 2017

MINUTES
2016-2017 Faculty Senate Meeting
March 2, 2017
Heth 043

Members present: Suzanne Ament, Ian Barland, Roann Barris, Robyn Berg, Brad Bizzell, Jack Brockway, Jay Caughron, Joy Caughron, Steve Childers, Paula Dawson-Downs, Drew Dodson, Scott Dunn, Eric Du Plessis, Jake Fox, Pam Frasier, Tim Fuhrer, Kim Gainer, Sharon Gilbert, Jim Gumaer, Brent Harper, Rhett Herman, Rodrigo Hernandez, Katie Hilden, Prahlad Kasturi, Abhay Kaushik, Youngmi Kim, Jennifer Mabry, Stockton Maxwell, Johnny Moore, Roby Page, Hyejin Park, Jennifer Resor-Whicker, Mashooq Salehin, Gary Schirr, Susan Schoppelrey, Neil Sigmon, Skip Watts, Tal Zarankin

Members absent: Vickie Bierman, Tanya Corbin, Nicole Hendrix, Laura LaRue, Douglas Mitchell, Steve Ray, Amy Rubens, Julie Temple, Cheri Triplett, Carter Turner, Anja Whittington

Guests: Dr. Irvin Clark, Interim Vice President for Student Affairs; Dr. Michael Dunn, Director of Office of New Student Programs and Services; Dr. Joseph Scartelli, Provost and Vice President for Academic Affairs; Dr. Sarah Strout, Assistant Director for Academic Assessment

I. The meeting was called to order at 3:33 p.m. In the absence of Dr. Carter, Dr. Schoppelrey, Vice President of the Faculty Senate, presided.
II. The minutes of February 16 and February 28, 2017, were approved as read.
III. Dr. Schoppelrey introduced Dr. Scartelli, who waived his time in favor of reports by Mr. Dunn and Dr. Clark.
IV. Dr. Clark gave his report.

a. As part of his presentation, he distributed *Radford University's Student Success and Retention Action Plan (attached; also attached: slides from BOV presentation on retention referred to by Dr. Clark).*
b. Retention and graduation rates are moving in the right direction.
c. Goal is to reach an 85% retention rate and a 62% graduation rate by 2022-2023.
d. In response to a question about students transferring out because Radford University was not their first choice, Dr. Clark responded that the majority of students who do not return "stop out" rather than transfer out. The university is now making an effort to reach out to students who do not return after the first year.
e. In response to a question about the percentage of students suspended or removed, Dr. Clark responded that that information is being determined.

V. Mr. Dunn gave his report.

a. Faculty are being recruited to teach UNIV 100 *(see attached slides)*.

b. UNIV 100 is a retention tool. The better we do in working with students the first semester, the better the chances that students will return.
c. UNIV 100 helps our students negotiate the academic transition from high school to college.
d. Incentives for faculty to teach UNIV 100 include compensation, credit toward University Service, and the opportunity to work with great peer instructors.

VI. Committee reports

a. Campus Environment: No report
b. Curriculum: Dr. Fuhrer reported that the committee met jointly with the Governance Committee to discuss (a) curriculum pathways and (b) the procedure for terminating programs. He also reported that the committee has two motions related to Core Curriculum assessment under Old Business.
c. Faculty Issues: Dr. Barris reported that committee is working on its summary of its meeting with the advisors and that the report is likely to emphasize the importance of finding a way to acknowledge faculty contributions to advising in Faculty Annual Reports.
d. Governance: Dr. Hilden reiterated that a joint meeting between the Curriculum and Governance Committees had taken place. She also reported that Governance was introducing a motion pertaining to Internal Governance under New Business.
e. Resource Allocation: Dr. Kasturi reported that the committee continues to work on revising the compensation plan.

VII. Old Business

a. 16-17.07—Motion to Change Core Curriculum Assessment Reporting Schedule, referred by the Curriculum Committee, was taken from the table. In response to a question, Dr. Strout explained that courses are supposed to be assessed every year but that reporting has been taking place every other year. Because of confusion over reporting years, as well as the fact that some courses may not be offered every year, data for all courses is not available for the upcoming five-year SCHEV report. The question was called, and the motion was passed.
b. 16-17.08—Motion to Allow Departments to Combine Sections When Reporting Core Curriculum Assessment, referred by the Curriculum Committee, was taken from the table. After remarks that at least one department may already have adopted this practice, the question was called and the motion passed.

VIII. New Business

a. 16-17.10—Recommendation to Create a University Internal Governance Review Council to Replace Current University Executive Committee, referred by the Governance Committee

IX. Announcements

a. None

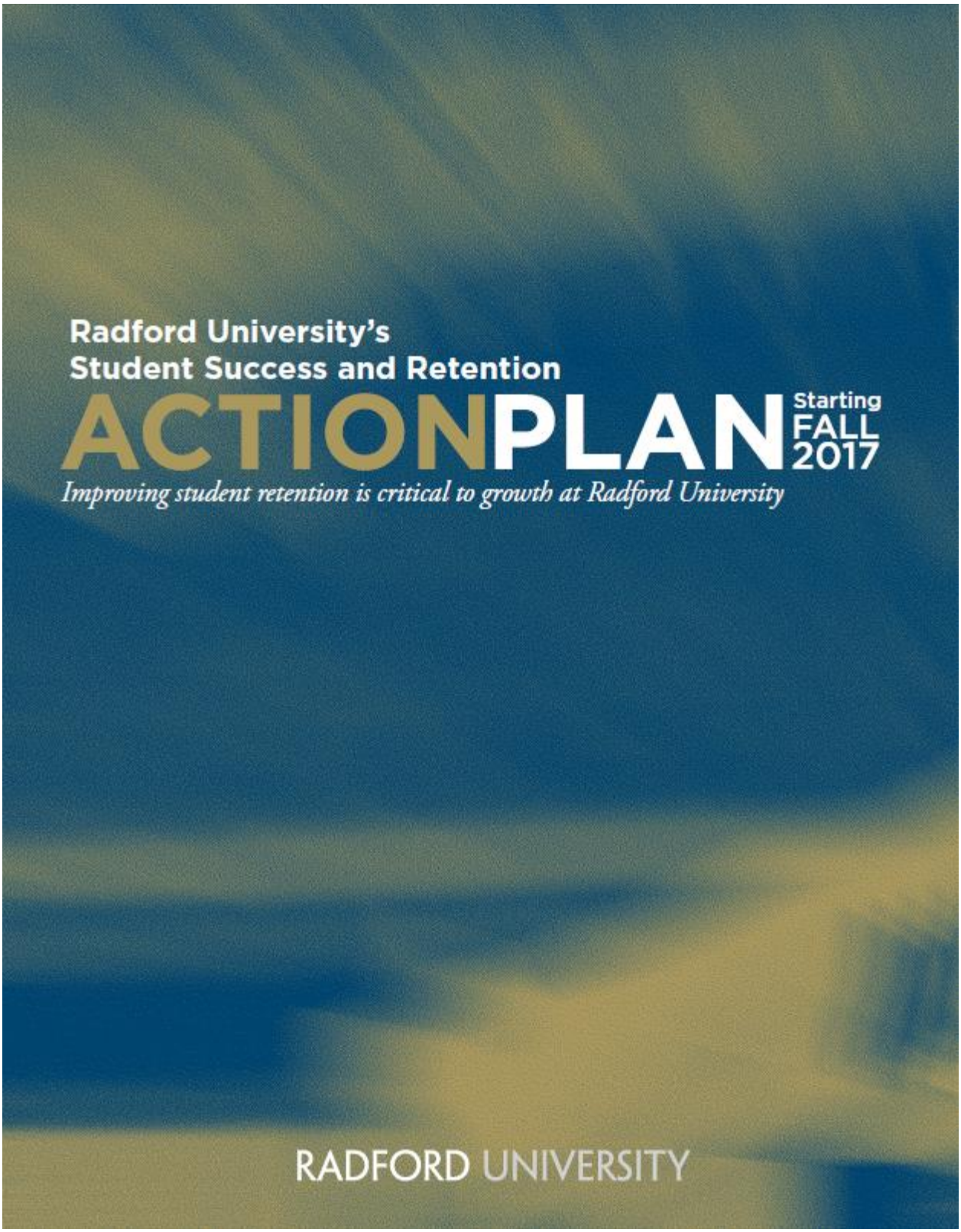
X. The meeting adjourned at 3:58 p.m.

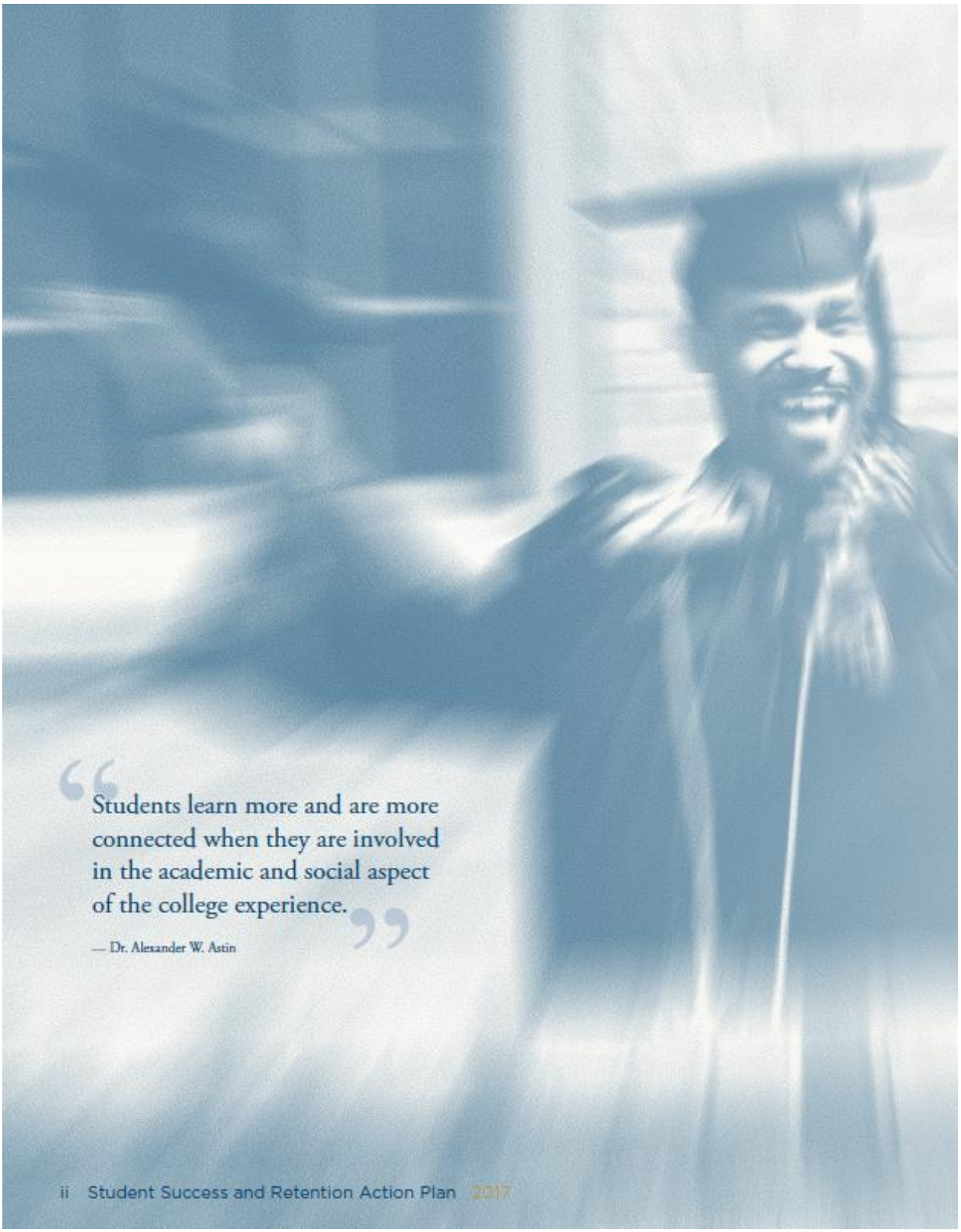
See following pages for attachments:

Radford University's Student Success and Retention Action Plan (Faculty Senate handout)

Radford University's Student Success and Retention Action Plan Fall 2017 (BOV slides)

UNIV 100 & Faculty Senate


Radford University's
Student Success and Retention
ACTIONPLAN
Starting
FALL
2017
Improving student retention is critical to growth at Radford University
RADFORD UNIVERSITY


“Students learn more and are more connected when they are involved in the academic and social aspect of the college experience.”
— Dr. Alexander W. Astin

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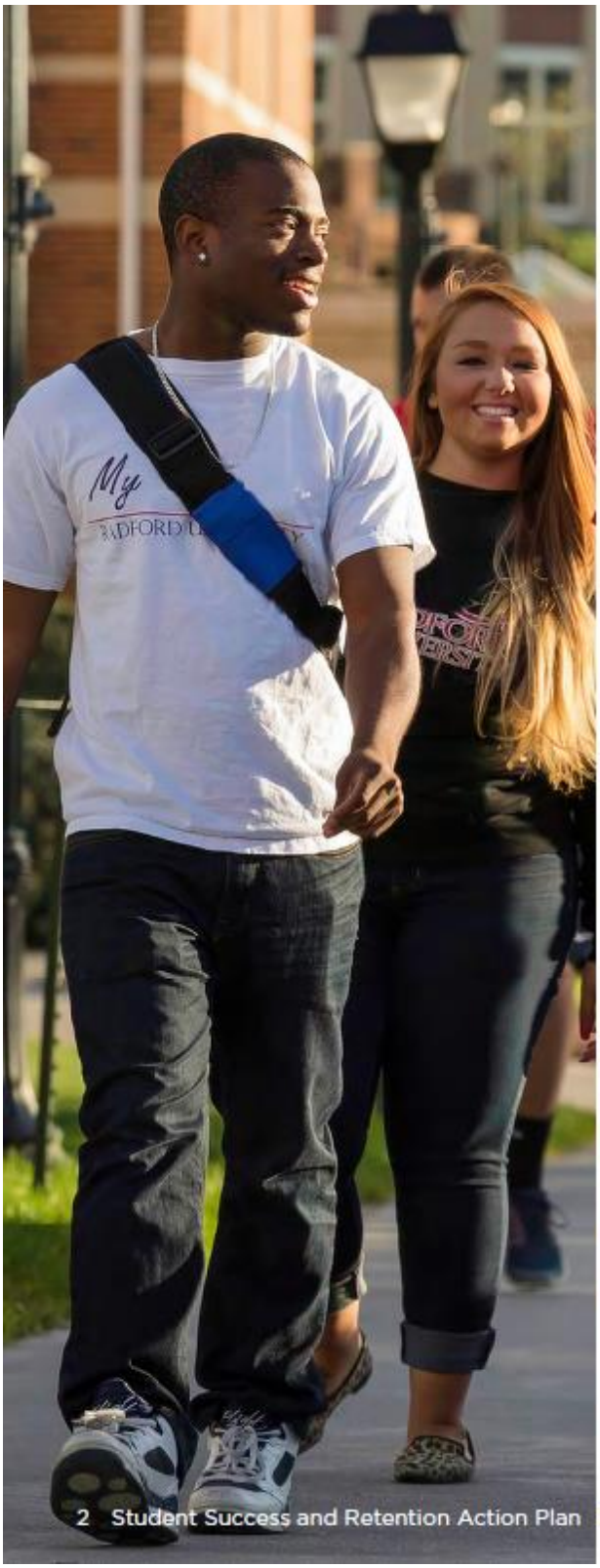


STATEMENT OF PURPOSE

We believe that all students admitted to Radford University have the ability to be successful and graduate. We are committed to giving all students opportunities to develop, grow and thrive. Not everyone's path is straight. Their journeys are not easy. However, we are committed to supporting and guiding students to become successful graduates of Radford University who contribute to our diverse society.

RETENTION AND GRADUATION RATES

Over the years, retention and graduation rates of Radford University students have slipped slightly or remained flat. In the past, new freshman fall-to-spring retention rates hovered around 90 percent. However, return rates for new freshmen in fall of 2015 to spring 2016 declined to 86.1 percent. Fall-to-fall retention rates remain below 80 percent. Of the fall 2015 new freshmen, only 74.3 percent returned in fall 2016. Graduation rates have remained under 60 percent. Of the fall 2010 freshman cohort, only 58.3 percent graduated in 6 years (Figure 1).

When comparing Radford University nationally with institutions classified as Public Masters Large from the Basic Carnegie Classification (awarded at least 200 master's degrees but fewer than 20 research doctorates) or from Traditional Selectivity Public Masters Institutions (admitted a majority from the top 50 percent of the high school class), Radford University has comparable or slightly better retention and graduation rates. (See Figure 2.) However, Radford University falls near the bottom when comparing the current retention and graduation rates among other public four-year institutions in Virginia. Figure 3 includes the current retention and graduation rates for the public four-year institutions in Virginia.

Figure 1: Radford University New Freshman Retention and Graduation Rates

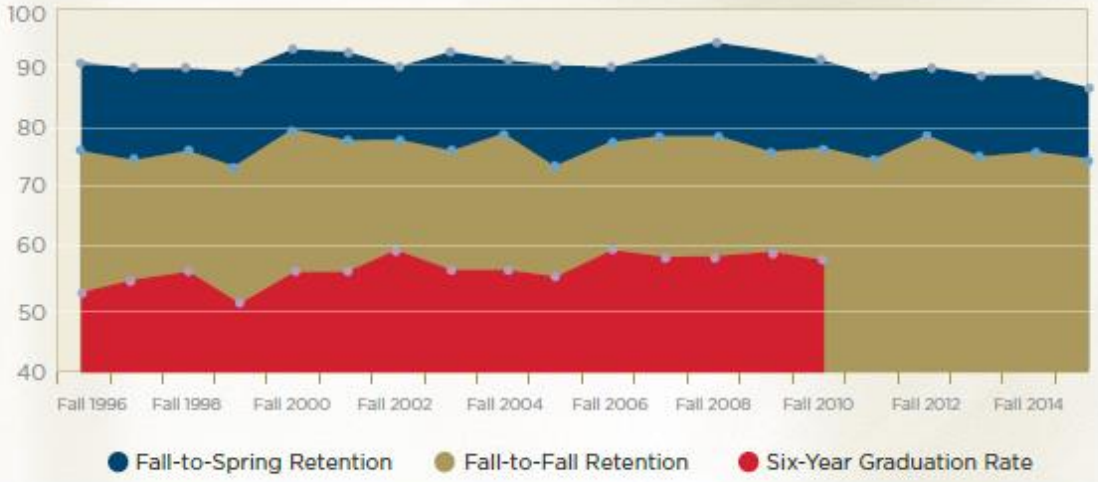


Figure 2: Comparing Retention and Graduation Rates

	1-Year Retention	6-Year Graduation
Virginia 4-Year Public Universities	83.0%	65.8%
Radford University	74.3%	58.3%
National Comparison: Public Masters Large (IPEDS)	75.0%	48.0%
National Comparison: Traditional Selectivity Public Masters (ACT)	70.7%	43.5%

"We believe that each and every one of you is capable of successfully completing a degree right here on the campus of Radford University. At Radford, we embrace the sense of community, while also staying attuned to the individuality of each of our members."

— President Brian O. Hemphill addressing Radford University students on Jan. 21, 2017

Retention and Graduation Rates

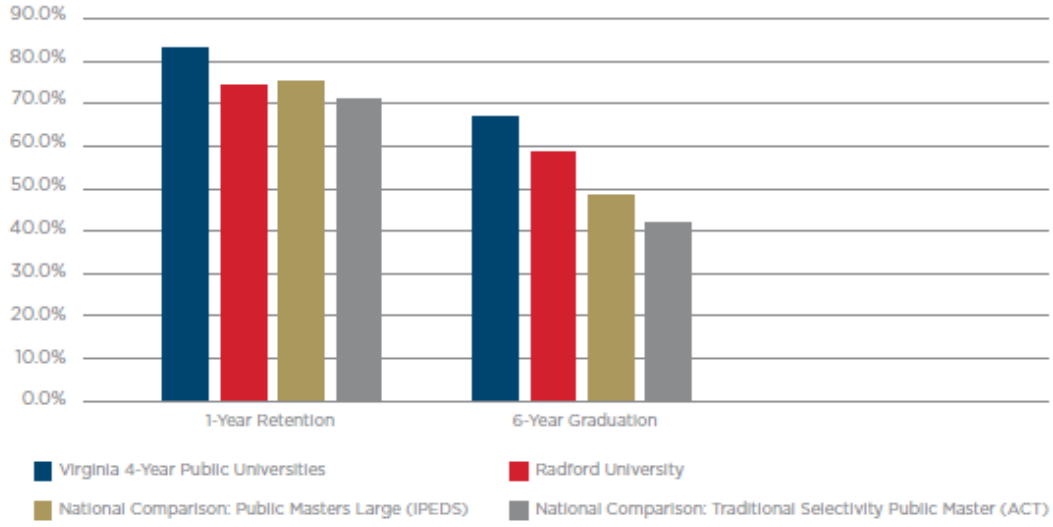


Figure 3: Virginia Public Four-Year Institutions First-Year Retention and Graduation Rates

VA Public 4-year Institutions	1-Year Retention	4-Year Grad Rate	5-Year Grad Rate	6-Year Grad Rate
University of Virginia	96.5%	86.5%	91.9%	92.5%
College of William and Mary	95.1%	81.4%	88.1%	89.4%
Virginia Tech	93.3%	61.0%	79.6%	82.5%
James Madison University	91.2%	66.4%	80.7%	82.3%
George Mason University	87.0%	45.6%	64.3%	68.6%
Virginia Commonwealth University	86.3%	36.9%	56.6%	61.6%
Christopher Newport University	86.1%	56.8%	68.5%	69.9%
Virginia Military Institute	84.3%	60.7%	72.3%	74.2%
University of Mary Washington	82.5%	60.4%	70.3%	72.0%
Longwood University	78.6%	45.0%	62.2%	65.0%
Old Dominion University	76.7%	25.5%	46.3%	50.6%
Norfolk State University	76.7%	10.4%	24.0%	30.3%
Radford University	**74.3%**	**44.1%**	**58.0%**	**59.0%**
Virginia State University	73.9%	29.2%	43.8%	46.8%
University of Virginia's College at Wise	62.5%	23.4%	37.5%	41.6%
Average	**83.0%**	**48.9%**	**62.9%**	**65.8%**

Sources: SCHEV RT01, GRS10

NEW GOALS FOR RETENTION AND GRADUATION RATES

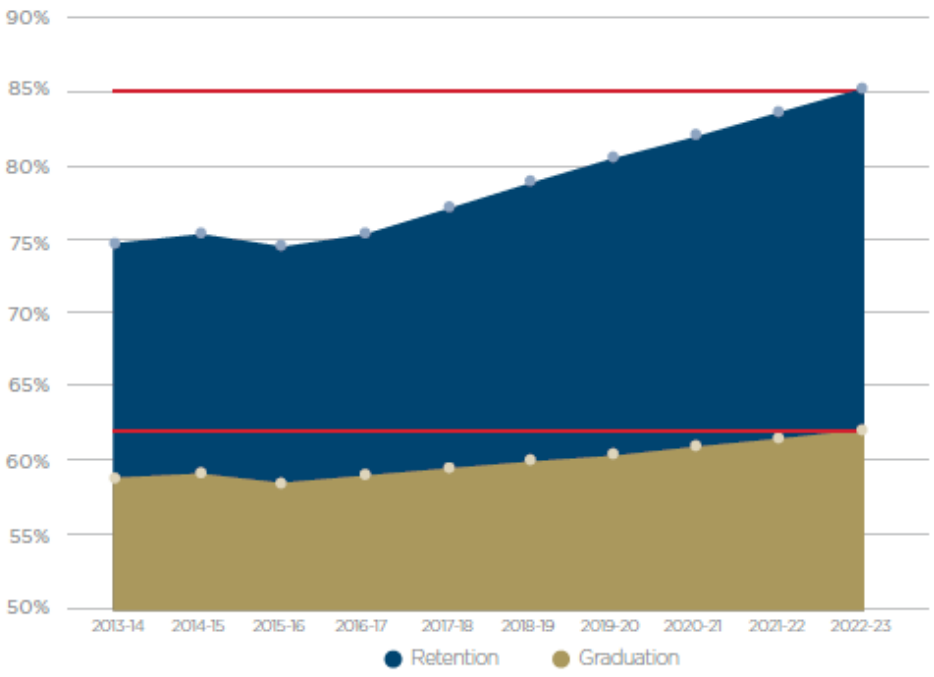
Our goal is for all students to be successful, whether they study at the main campus in Radford, at one of our satellite campuses or online. We believe that a degree from Radford University is the best assurance of that success.

Our goal is to increase the retention rate of the incoming class by 1 percentage point each year and increase the six-year graduation rate of the corresponding class by 0.5 percentage point each year. Figure 4 maps out this plan. Our goal for the first-year retention rate for the incoming freshman class of 2022 is 81.3 percent. During that same academic year, we expect at least 61.8 percent of the students who entered the University in 2017 to have graduated.

Figure 4: Radford University Projected Retention and Graduation Rates

Year	Retention	Graduation
2013-14	74.6%	58.7%
2014-15	75.2%	59.0%
2015-16	74.3%	58.3%
2016-17	75.3%	58.8%
2017-18	77.0%	59.3%
2018-19	78.6%	59.8%
2019-20	80.2%	60.3%
2020-21	81.8%	60.8%
2021-22	83.4%	61.3%
2022-23	85.0%	62.0%

Retention and Graduation Rates with Targets



STRUCTURE AND PROCESS

Soon after his arrival on campus in July 2016, President Hemphill moved the Radford University Retention Office from Academic Affairs to Student Affairs. Vice President Clark proposed the formation of the Radford University Council on Student Engagement and Success (CSES) to advise campus leaders in the design, implementation and assessment of strategies and programs that improve student academic success, retention and graduation. The membership of this council comprises representatives from each academic college, McConnell Library, Enrollment Management, Student Affairs, Information Technology, University Relations, University Advancement, Academic Programs, Athletics, Student Government Association, Institutional Research, Advising, Budgets, New Student Programs, Career Services, Graduate Education, University Services and Starfish administrators.

The council was divided into 12 action teams focused on the following areas: Best Practices to Improve Retention; Data Collection and Utilization; Mapping and Tracking; Policies, Processes and Procedures; Pedagogies for Student Success; Advising; Outreach Campaigns; Starfish; Freshman Year Experience; Sophomore Year Experience; Junior Year Experience; and Senior Year Experience. Each team generated and presented a Student Engagement and Success Action Plan that focused on one of these areas. These plans identified different short, midterm and/or long-range initiatives which focused on taking specific actions to empower students to be engaged and successful.

An impressive amount of data was collected and shared concerning student retention, graduation and success from these 12 action teams. Various data sources were examined and methods employed. The electronic factbook on the Radford University Institutional Research website displays much of this data. https://www.radford.edu/content/institutional-research/home.html. In addition, the council identified campus data available in Banner, Or Gsync, Cbord, event tickets, TutorTrac, Degree Audit, D21, NetTutor, Starfish, NelNet, Parchment, Simplicity, T2 and survey data (NSSE, CSS). They also described how the new IBM Watson Analytics is being engaged. In addition, current literature in best practices on student retention was studied. An inventory of current retention efforts was generated. This comprehensive list comprises the titles of the currently implemented Radford University retention initiatives with the corresponding objectives, office responsible, target audience and implementation term of each. In addition, numerous interviews, focus groups and meetings were conducted with various stakeholders.

PROPOSED RETENTION STRATEGIES

FROM THIS WORK EMERGED FIVE THEMES:

- Removing barriers
- Supporting the classroom experience
- Ensuring effective, efficient advising
- Engaging in clear, unified communication
- Addressing the unique needs of each group of students

The membership was divided into groups to address each of these five themes. We propose the following recommendations, categorized by theme, which will remain the focus of our ongoing retention efforts through the spring 2017 semester. In the following pages, we introduce these themes and identify directions for each retention strategy.

REMOVING BARRIERS

As with any college or university, there exist a number of university policies, processes and procedures, some of which have become an unnecessary burden for students. The Council considered the Radford University policies, processes and procedures that seemed to hinder student success. In addition to outlining recommendations for change, we purpose a mechanism to obtain further recommendations from other campus constituents for continuous revision of existing policies, processes and procedures to ensure student success. This mechanism includes a web page form and email address to allow a subcommittee of the council to collect and address relevant suggestions from campus stakeholders to suggest and execute future changes.

> "Any time your students have to walk across campus unnecessarily from one office to another in trying to resolve an issue is an opportunity for them to walk to their car and leave."
>
> — Kevin Pollock, president, Montgomery County Community College

Removing Barriers

SWOT Analysis

Strengths

Ensure University policies, procedures and processes promote student success

Weaknesses

Cumbersome processes, some current policies are unclear to faculty and staff as well as students

Opportunities

- Engage all stakeholders
- Review and edit existing University policies, procedures and processes to ensure that they are consistent, clear, fair streamlined and in the best interest of student success

Threats

Declining retention and persistence

Key Collaborators

Campus policy makers, leaders, faculty, students and administrators

What's New

During the summer and holiday break of 2016, registration was open for longer periods, allowing continuing students to register for classes well in advance of the start of the semester. This flexibility in practice encourages persistence and acknowledges that students engage in the process at different times for different reasons. As analysis of policies and processes continues, we know that we can impact student behavior. Beginning spring 2017, the work group will work on changing policies, processes and procedures that have been identified as barriers. In addition, this group will develop and implement a vehicle (website and email address) to allow the community to suggest further changes in policies, procedures and/or processes.

Critical Activities

- Identifying policies, procedures and processes that need to be changed
- Identifying stakeholders who can execute and enforce the change

Operational Values

Clearly defined University policies, procedures and processes

Key Performance Indicators

Streamlined University policies, procedures and processes

SUPPORTING THE CLASSROOM EXPERIENCE

Faculty members at Radford University are committed to creating a classroom learning environment that promotes student success. The continued support to implement High Impact Practices (HIPs) is testimony to Radford University faculty's commitment to creating a quality learning environment for our students. HIPs are defined as student-centered, engaged pedagogies such as learning communities, undergraduate research, international education, community engagement, internships and the Honors Academy. As evidenced by research from the National Survey of Student Engagement (NSSE), HIPs have a positive effect on student retention and graduation rates, particularly with underrepresented populations and first-generation students. In addition to implementing additional HIPs in the classroom, members of the Council developed a strategic set of recommendations to improve the learning environment. In addition, the Council argues that faculty members who are devoted to student success must be adequately supported and celebrated for their efforts.

> "Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives."
>
> — Arthur W. Chickering and Zelda F. Gamson, in *Seven Principles of Good Practice in Undergraduate Education*, 1987

Supporting the Classroom Experience

SWOT Analysis

Strengths
- Implementation of HIPs
- Engaged faculty using HIPs

Weaknesses

Competing demands for faculty time

Opportunities
- Mentoring of new faculty members
- Targeted mentoring of students by faculty members
- Faculty professional development activities

Threats
- Understanding and implementing new technologies
- Undervaluing HIPs in the retention of students

Key Collaborators

Faculty, Office of Academic Programs, Campus Leadership, Office of Student Success and Retention and students

What's New

- Explore a new innovative-teaching award
- Collaborate with faculty and LARC to offer Supplemental Instruction (SI) and other activities to support the classroom experience

Critical Activities

- Align faculty, academic and student support services
- Explore the redevelopment of UNIV 100 into a first year experience program
- Identify ideal class guidelines/best practices
- Increase FT faculty-student contact within and beyond the classroom
- Develop a first-semester schedule built toward student success
- Reward faculty for HIPs and innovative teaching practices

Operational Values

Improve student learning environment

Key Performance Indicators

Student success in the classroom

Recognition for and development of innovative pedagogical strategies

ENSURING EFFECTIVE, EFFICIENT ADVISING

Academic advisors at Radford University champion student success. In addition to assisting students in becoming successful graduates of Radford University, advisors coach students toward achieving life goals and aspirations. The Council, in close consultation with the professional advisors, has worked to carefully plan initiatives, based on best academic advising practice, to help ensure student success. The Council believes faculty and advisors who are devoted to student success through academic advisement must be adequately supported and celebrated for their efforts.

> "It is the people who come face-to-face with students on a regular basis who provide the positive growth experiences for students that enable them to identify their goals and talents and learn how to put them to use. The caring attitude of college personnel is viewed as the most potent retention force on campus."
>
> — Lee Noel, Co-Founder Ruffalo Noel Levitz, leading expert in student retention

Ensuring Effective, Efficient Advising

SWOT Analysis

Strengths

- Dedication and commitment of the professional advisors
- Collaboration of all campus advisors
- Academic Advising Committee

Weaknesses

- High advisor-to-advisee loads
- Variable advising experience for students

Opportunities

- Professional development for professional and faculty advisors
- Evaluation/assessment of advisers and advising systems
- Greater visibility for the recognition of excellence in faculty advising

Threats

- Students feeling underserved and considering leaving

Key Collaborators

- Professional and faculty advisors, Office of Academic Programs, Office of Student Success and Retention and students

What's New

- Incentivizing faculty advising
- Develop Student Ambassadors peer-mentoring program to assist advisors during drop/add periods (Collaborate with MASH)

Critical Activities

- Hire additional professional advisors
- Design and implement consistent advising protocols

Operational Values

Systemized academic advising program to serve all students

Key Performance Indicators

Strategic advising plan

Development of online advising protocols and handbooks

ENGAGING IN CLEAR, UNIFIED, TARGETED COMMUNICATION

The Council unanimously recognized the need for clear communication. We compiled a list of strategic, targeted communication efforts to ensure students are informed of all relevant deadlines, options, opportunities and events. Effectively implementing Starfish as a communication and information tool for campus is an imperative part of this plan.

> Never underestimate the power the personal touch of faculty and staff has on engaging students. Our communications with students must recognize where they live as well as how they receive and consume information.
>
> — #RadfordFamily — Senior Year Experience Action Team

Engaging in Clear, Unified, Targeted Communication

SWOT Analysis

Strengths
- Low cost
- High touch

Weaknesses

Staying current with ongoing development of new technologies and social media as methods of communication evolve

Opportunities

Improvements in communication can only lead to greater collaborations to explore new initiatives

Threats

Miscommunication and/or misinformation

Key Collaborators

Campus community and stakeholders

What's New

Purposeful, strategic coordination of communication and monitoring of associated metrics.

Critical Activities

- Full implementation of Starfish, including the Early Alert System
- Train all stakeholders on proper use of Starfish
- Create and employ specific procedures for collecting and responding to information in Starfish
- Create and employ specific targeted procedures for communication with students using social media
- Develop and implement withdrawal/exit interview processes and procedures
- Revise Radford University website to be more intuitive

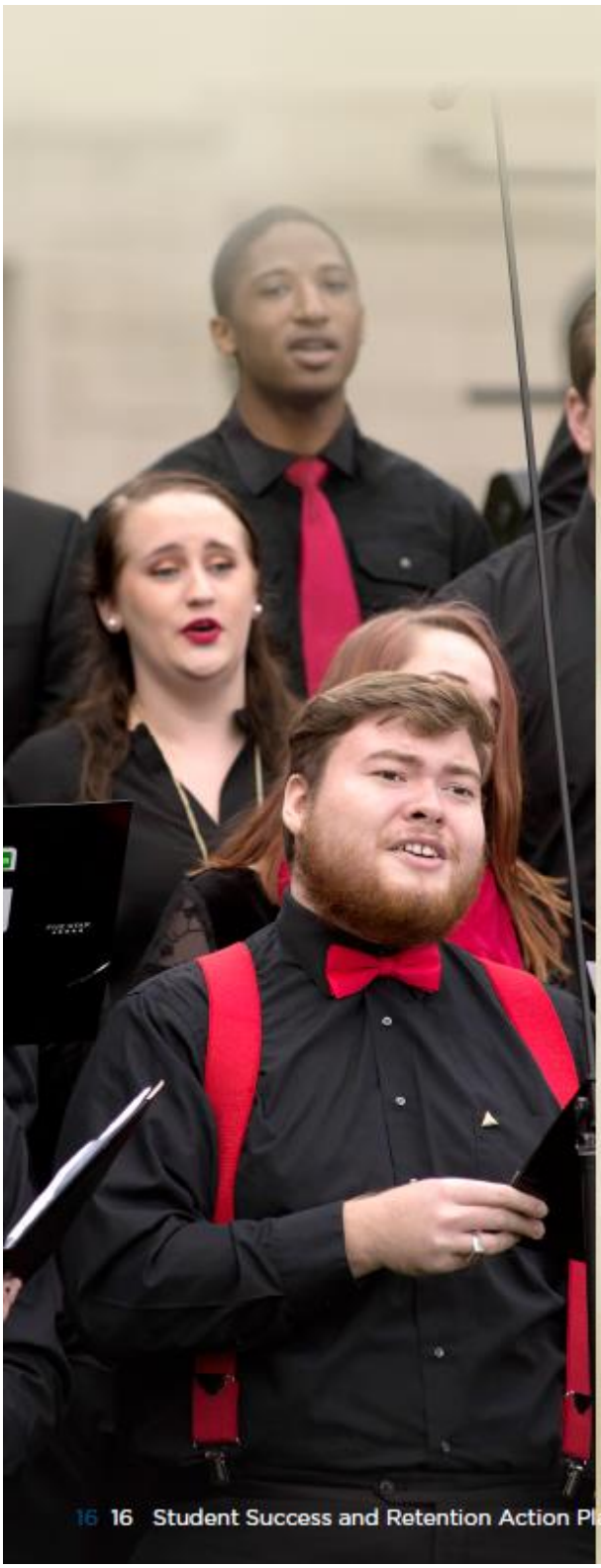
Operational Values

Systems of communication in place to ensure all campus stakeholders are aware of resources and activities

Key Performance Indicators

Effective utilization of Starfish

Number of contacts, response rate and intended outcomes using a variety of communication methods



ADDRESSING THE UNIQUE NEEDS OF EACH GROUP OF STUDENTS

Cohorts of students classified as freshmen, sophomores, juniors and seniors have unique experiences and different needs as they progress through the educational process. The Council suggests tailored activities and programs to address students' needs while attending Radford University.

> NSSE founding director George Kuh recommends that all students participate in at least two HIPs over the course of their undergraduate experience — one during the first year and one in the context of their major.
>
> — 2016 NSSE Annual Report

Addressing the Unique Needs of Each Group of Students

SWOT Analysis

Strengths

Faculty and staff committed to student success

Weaknesses

Declining retention and persistence

Opportunities

- Better coordinate and develop existing programs and services
- Keep students on task to timely degree completion
- Celebrate the success of students from first year through graduation

Threats

Students lead complex lives with unique circumstances that prevent them from being successful, including finances, family, intolerance and mental and physical health issues

Key Collaborators

Entire campus community

What's New

- Develop and implement summer bridge program for at-risk first year students
- Explore a common free period, no classes one hour per week
- Create a transfer path for all incoming transfer students
- UNIV course expansion to be taught to each student cohort:
  1. **Sophomores:** UNIV 200 career exploration
  2. **Junior:** UNIV 300 experiential learning
  3. **Senior:** UNIV 400 capstone course: transition from college to professional life or graduate school

Critical Activities

- Evaluate, redesign, redevelop, expand and/or focus current programs to address the unique needs of students at each level: freshman, sophomore, junior and senior
- Facilitate the graduation process through electronic graduation application and timely commencement

Operational Values

Greater value to Radford University learning experience

Key Performance Indicators

More deeply engaged students participating in on-campus activities and student organizations

CONCLUSION

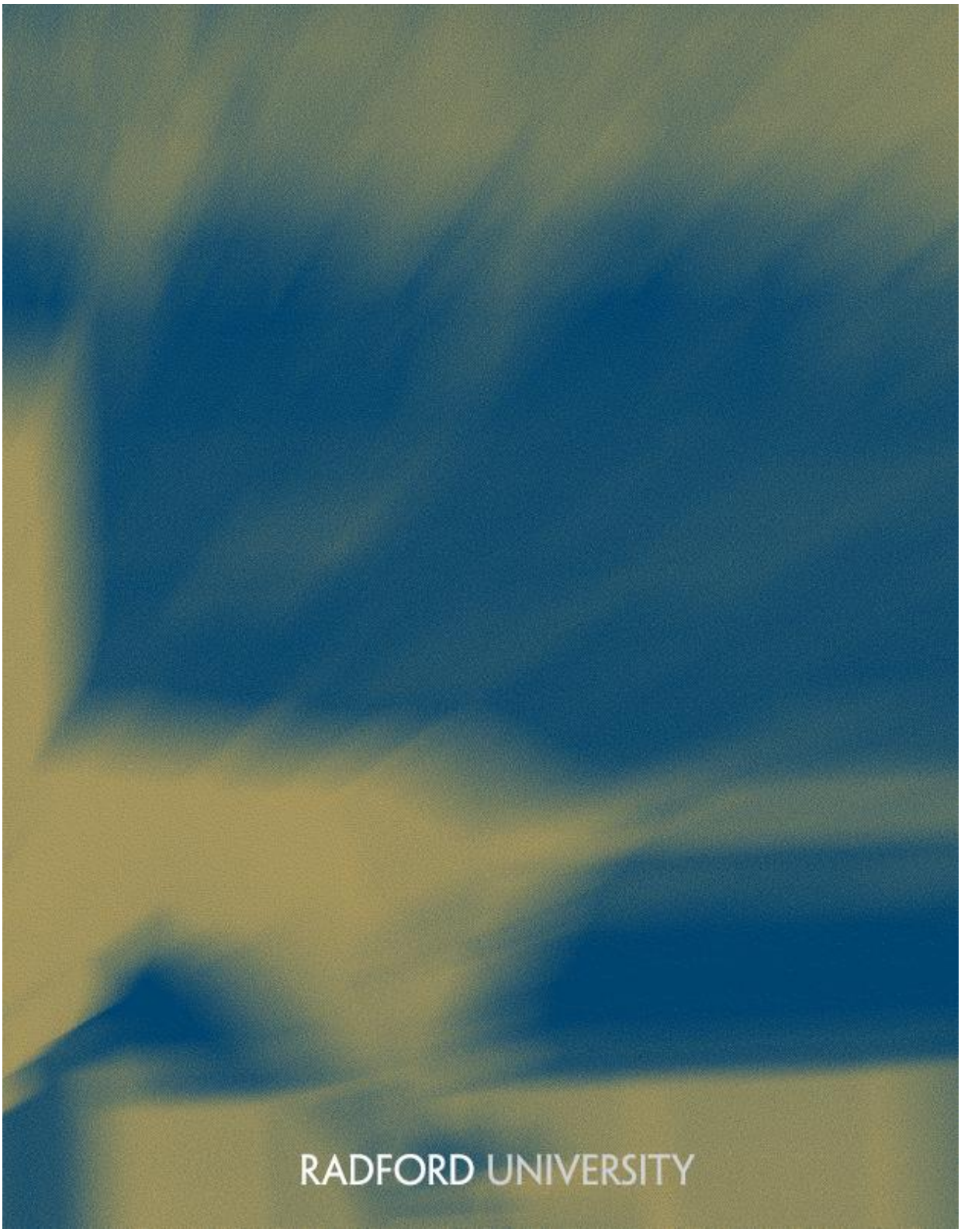
Encouraging conversations about student success have occurred during Council meetings. Many innovative ideas have been explored. The next step is to implement the proposed changes. A search has been launched to hire a new Director of Student Success and Retention who will be charged with working with the Council in leading these changes. In addition, some members of the Council will be named to a smaller steering committee that will assist the director in communication and collaboration with the greater campus community in making the suggested changes. The membership of the steering committee will include the CSES leadership along with representatives from key action teams.

During the spring 2017 semester, the steering committee will also address ongoing data and report needs. Our work throughout the fall has provided insight as to appropriate direction. A schedule of data/reports and points of intervention will be developed and implemented to allow us to monitor student behavior on an ongoing basis. In addition, baselines and targets will be created for the Key Performance Indicators and measures referenced in this plan.

Earning a degree from Radford University can change the trajectory of a student's life. Their success also impacts their families and communities. In addition, successful students and improved retention impact University enrollment.

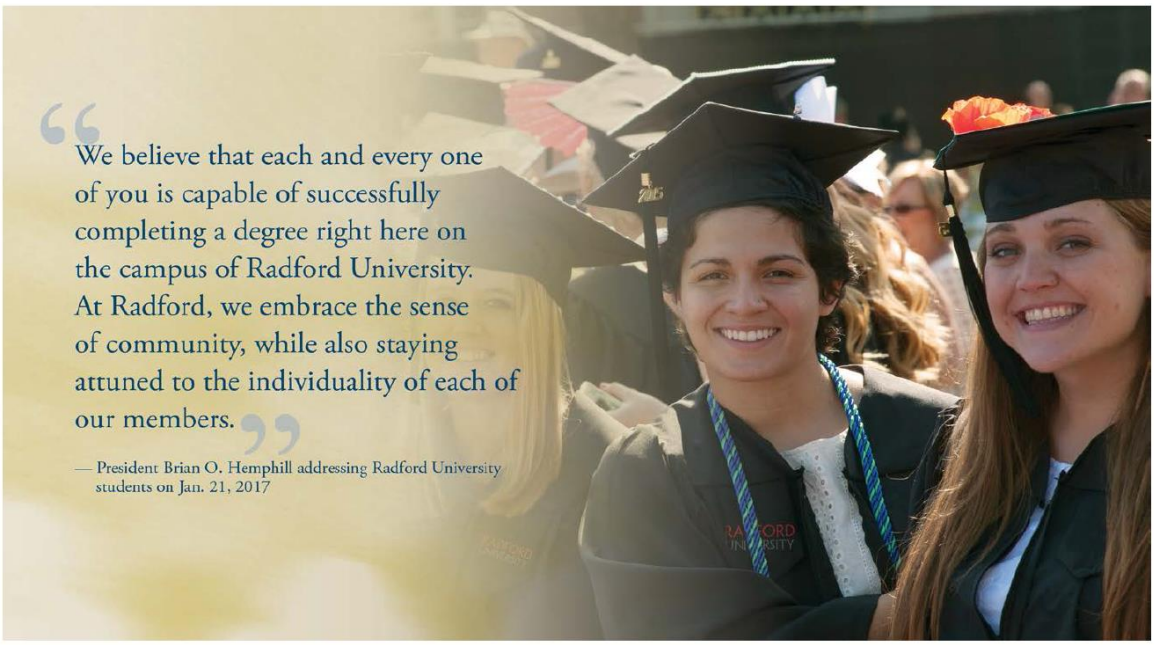
The initiatives included in this plan can help realize the potentials that already exist at Radford University. The stakes are high and we must act with urgency. Our work together can help Radford University excel as an innovative, premier university focused on its students.


BRASIL


RADFORD UNIVERSITY

Radford University's Student Success and Retention Action Plan Fall 2017

RADFORD UNIVERSITY



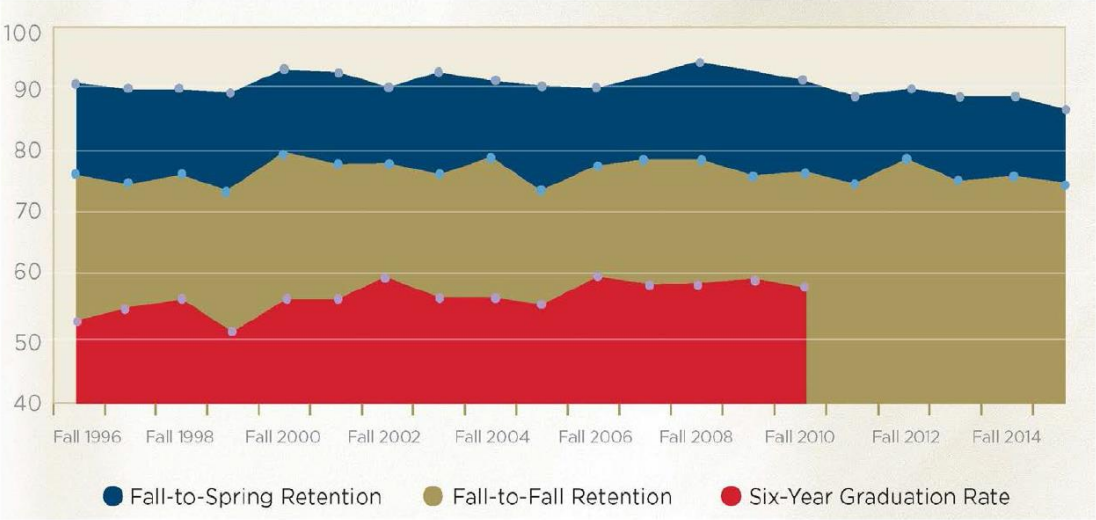
Plan Characteristics

- Statement of Purpose
- Retention and Graduation Rates
- New Goals for Retention and Graduation Rates
- Structure of the Processes
- Proposed Retention Strategies

Statement of Purpose

We believe that all students admitted to Radford University have the ability to be successful and graduate….

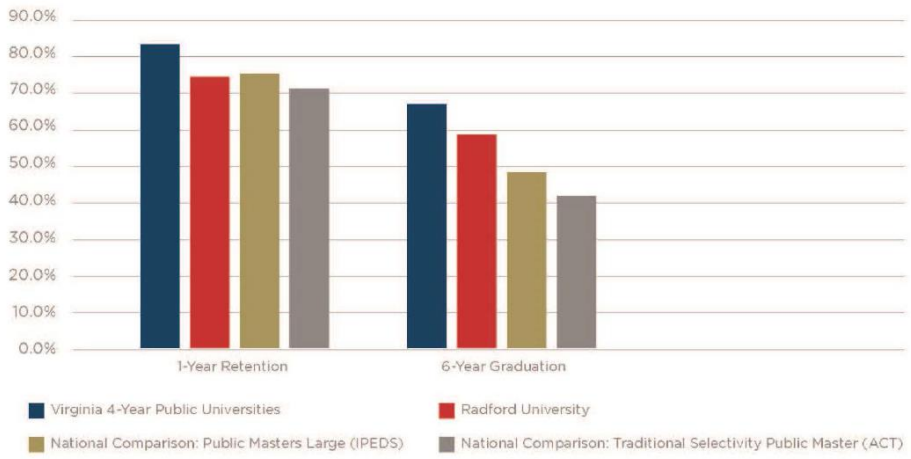
New Freshmen Retention & Graduation Rates



Comparing Retention & Graduation Rates

	1-Year Retention	6-Year Graduation
Virginia 4-Year Public Universities	83.0%	65.8%
Radford University	74.3%	58.3%
National Comparison: Public Masters Large (IPEDS)	75.0%	48.0%
National Comparison: Traditional Selectivity Public Masters (ACT)	70.7%	43.5%

Retention & Graduation Rates



Virginia Public Four-Year Retention & Graduation Rates

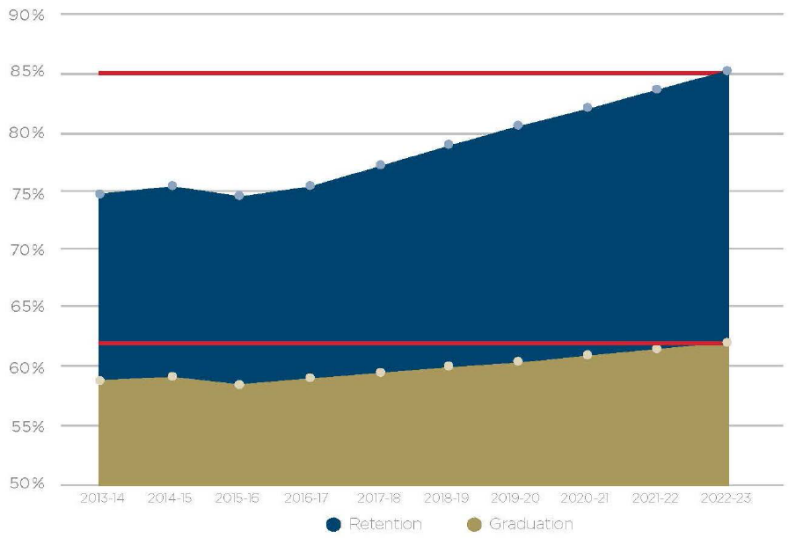
VA Public 4-year Institutions	1-Year Retention	4-Year Grad Rate	5-Year Grad Rate	6-Year Grad Rate
University of Virginia	96.5%	86.5%	91.9%	92.5%
College of William and Mary	95.1%	81.4%	88.1%	89.4%
Virginia Tech	93.3%	61.0%	79.6%	82.5%
James Madison University	91.2%	66.4%	80.7%	82.3%
George Mason University	87.0%	45.6%	64.3%	68.6%
Virginia Commonwealth University	86.3%	36.9%	56.6%	61.6%
Christopher Newport University	86.1%	56.8%	68.5%	69.9%
Virginia Military Institute	84.3%	60.7%	72.3%	74.2%
University of Mary Washington	82.5%	60.4%	70.3%	72.0%
Longwood University	78.6%	45.0%	62.2%	65.0%
Old Dominion University	76.7%	25.5%	46.3%	50.6%
Norfolk State University	76.7%	10.4%	24.0%	30.3%
Radford University	74.3%	44.1%	58.0%	59.0%
Virginia State University	73.9%	29.2%	43.8%	46.8%
University of Virginia's College at Wise	62.5%	23.4%	37.5%	41.6%
Average	83.0%	48.9%	62.9%	65.8%

Sources: SCHEV RT01, GRS10

RU's Projected Retention & Graduation Rates

Year	Retention	Graduation
2013-14	74.6%	58.7%
2014-15	75.2%	59.0%
2015-16	74.3%	58.3%
2016-17	75.3%	58.8%
2017-18	77.0%	59.3%
2018-19	78.6%	59.8%
2019-20	80.2%	60.3%
2020-21	81.8%	60.8%
2021-22	83.4%	61.3%
2022-23	85.0%	62.0%

Retention & Graduation Rates with Targets



Structure & Process

- Retention moved to Student Affairs
- Formation of the Council on Student Engagement & Success (CSES)
- CSES Membership
- Action Teams (12)
- Action Plans
  - Short
  - Midterm
  - Long-range

Proposed Retention Strategies

FROM THIS WORK EMERGED FIVE THEMES:

- Removing barriers
- Supporting the classroom experience
- Ensuring effective, efficient advising
- Engaging in clear, unified communication
- Addressing the unique needs of each group of students

Removing Barriers

- Remove barriers that cause unnecessary burdens on students
- Recommendations for change
  - Continuous revisions from the CSES subcommittees and other campus constituents

Supporting the Classroom Experience

- Continued support to implement High Impact Practices (HIPs)
- Adequately support and celebrate faculty members devoted to student success
- Provide student support in the classroom

Ensuring Effective, Efficient Advising

- Academic advisors to champion student success towards achieving life goals and aspirations
- Plan initiatives based upon academic advising best practices
- Support and celebrate faculty and advisors devoted to student success

Engaging in Clear, Unified, Targeted Communication

- Targeted and coordinated communication efforts
- Fully implementing Starfish as a communication and information tool

Addressing the Unique Needs of Each Group of Students

- Unique experiences for each classification of students
  - Freshman
  - Sophomore
  - Junior
  - Seniors
- Tailored activities and programs to address all student needs

Discussion

UNIV 100 & Faculty Senate

Thursday, March 2, 2017

NEW STUDENT PROGRAMS

UNIV 100 Faculty Instructor Recruitment

- Course basics
  - 1 credit class, 50 minutes
  - Meets 2x a week for the first 7 weeks
  - Meets 1x a week for the last 7 weeks
  - Co-teach with an undergraduate Peer Instructor
  - ~25 students/class
- Compensation: $1350
  (note: taxed at supplemental pay rate)
- Counts toward University Service → Tenure
- Master's degree or higher, T&R, AP, Classified-Exempt, or Adjunct

Seven Principles for Good Practice in Undergraduate Education

PRINCIPLES	UNIV 100 RELEVANCE
1 Study-faculty contact	FI, PI; Meet with a professor assignment
2 Cooperation among students	Group projects; Teambuilding activities
3 Active learning	Passport to success; Hands-on activities
4 Prompt feedback	D2L Grade book; Midterm grades
5 Time on task	Interactive and engaging classroom activities
6 High expectations	Attendance policy; participation
7 Respect diverse talents & ways of learning	Welcoming, communal environment

Note: Seven Principles comes from Radford University Retention Report

NEW STUDENT PROGRAMS

What is "Academic" About UNIV 100?

- How to use D2L and Starfish
- Academic policy; Academic advising
- Time management
- Study skills
- Critical thinking
- Major/career exploration
- Library (information literacy)
- Academic support services
- How to calculate GPA
- Mandatory attendance (5+ absences = fail the course)

Questions?

Feel free to contact Brianna Kuhn at
bkuhn2@Radford.edu or x6832

Faculty Instructor Interest Meetings

- Friday, March 3, 10am-11am, Walker 130
- Monday, March 13, 10am-11am, Walker 130
- Monday, March 13, 11am-Noon, Walker 130

NEW STUDENT PROGRAMS RADFORD UNIVERSITY

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MARCH 23, 2017

MINUTES
2016-2017 Faculty Senate Meeting
March 23, 2017
Heth 043

Members present: Suzanne Ament, Ian Barland, Roann Barris, Robyn Berg, Vickie Bierman, Brad Bizzell, Jack Brockway, Jay Caughron, Joy Caughron, Paula Dawson-Downs, Drew Dodson, Wendy Downey, Scott Dunn, Eric Du Plessis, Jake Fox, Pam Frasier, Tim Fuhrer, Kim Gainer, Sharon Gilbert, Jim Gumaer, Brent Harper, Rodrigo Hernandez, Katie Hilden, Prahlad Kasturi, Youngmi Kim, Stockton Maxwell, Douglas Mitchell, Johnny Moore, Roby Page, Hyejin Park, Jennifer Resor-Whicker, Amy Rubens, Mashooq Salehin, Gary Schirr, Susan Schoppelrey, Neil Sigmon, Paige Tan (for Tanya Corbin), Julie Temple, Carter Turner, Skip Watts, Anja Whittington, Tal Zarankin

Members absent: Steve Childers, Nicole Hendrix, Rhett Herman, Abhay Kaushik, Jennifer Mabry, Steve Ray, Cheri Triplett

Guests: Ms. Jaime Hillman, manager of the bookstore, and Mr. David Reed, textbook manager

I. The meeting was called to order at 3:30 p.m.
II. A motion to amend the agenda to add a Motion Concerning Balance of Online Courses at Radford University under New Business was seconded and approved.
III. The minutes of March 2, 2017, were approved as read.
IV. Dr. Carter stated that he is doing better after a recent health issue but that he will not seek another term as Faculty Senate president.
V. Provost Scartelli was not able to attend.
VI. Ms. Hillman and Mr. Reed gave a presentation on how to integrate FacultyEnlight, a textbook adoption platform, into D2L and how a "tunnel" feature would take students from D2L to the bookstore. They also reported that FacultyEnlight soon will be accessible via faculty's MyRU login. They also reported that the bookstore price matches and offers other cost-lowering options. A senator asked that the bookstore provide a statement on price matching that could be included in syllabi. *(See attachment for bookstore handout.)*
VII. Committee reports

a. Campus Environment: Dr. Fox reported that the Faculty Morale survey would be distributed soon and that SGA may soon be submitting a parking motion.
b. Curriculum: Dr. Fuhrer reported that the committee is bringing up a Motion Concerning Balance of Online Courses at Radford University under New Business.
c. Faculty Issues: Dr. Barris reported a meeting with the Student Evaluation of Faculty Committee. She also reported that the committee was bringing up a Motion Regarding the Format of the Student Evaluations of Faculty under New Business.

d. Governance: Dr. Hilden reported that the deans' evaluation would be underway Monday of the following week. She stated that the deans would not have access to the comments. Dr. Hilden also reported that the committee has a motion under Old Business: a Recommendation to Create a University Internal Governance Review Committee to Replace Current University Executive Council.
e. Resource Allocation: Dr. Kasturi reported that the committee has new salary data from Institutional Research and continues to work on a new long-term compensation plan.

VIII. Old Business

a. A Recommendation to Create a University Internal Governance Review Committee to Replace Current University Executive Council, referred by the Governance Committee, was taken from the table, discussed, and approved.

IX. New Business

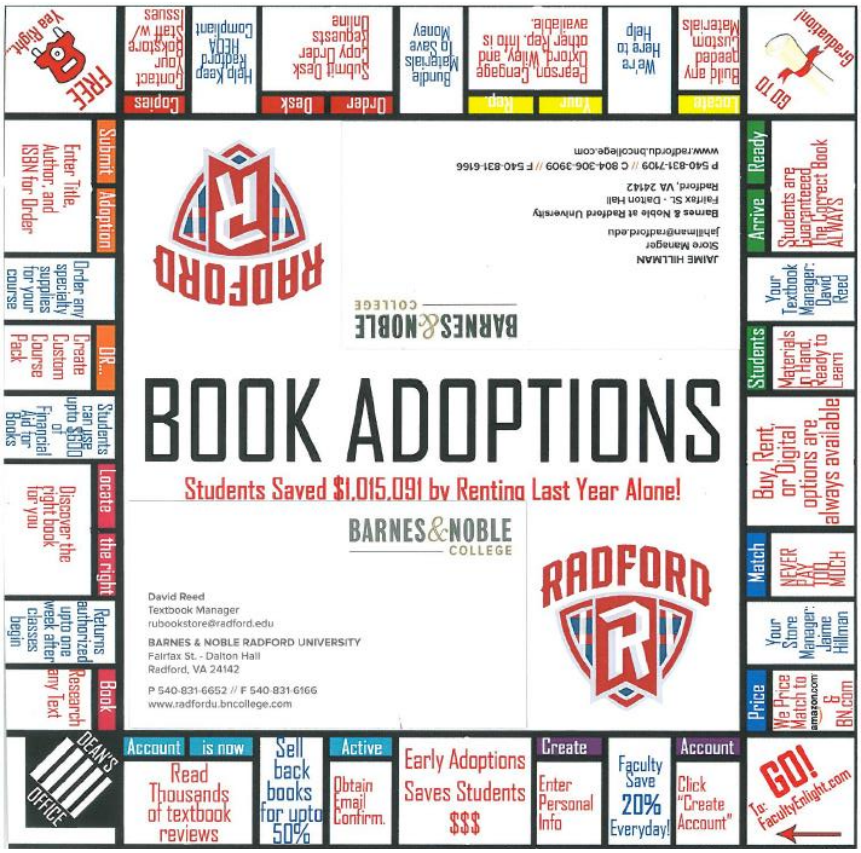
a. 16-17.11—Motion Regarding the Format of the Student Evaluations of Faculty, referred by the Faculty Issues Committee, on behalf of the Student Evaluation of Faculty Committee
b. 16-17.12—Motion Concerning Balance of Online Courses at Radford University, referred by the Curriculum Committee

X. Announcements

a. Dr. Gainer announced that information about senate elections would be going out via email.
b. Dr. Gainer reminded senators that the next meeting will take place in the Hurlburt Combo Room.

XI. The meeting adjourned at 4:02 p.m.

See next two pages for bookstore presentation handout.


BOOK ADOPTIONS
Students Saved $1,015,091 by Renting Last Year Alone!
BARNES&NOBLE COLLEGE
RADFORD
David Reed
Textbook Manager
rubookstore@radford.edu
BARNES & NOBLE RADFORD UNIVERSITY
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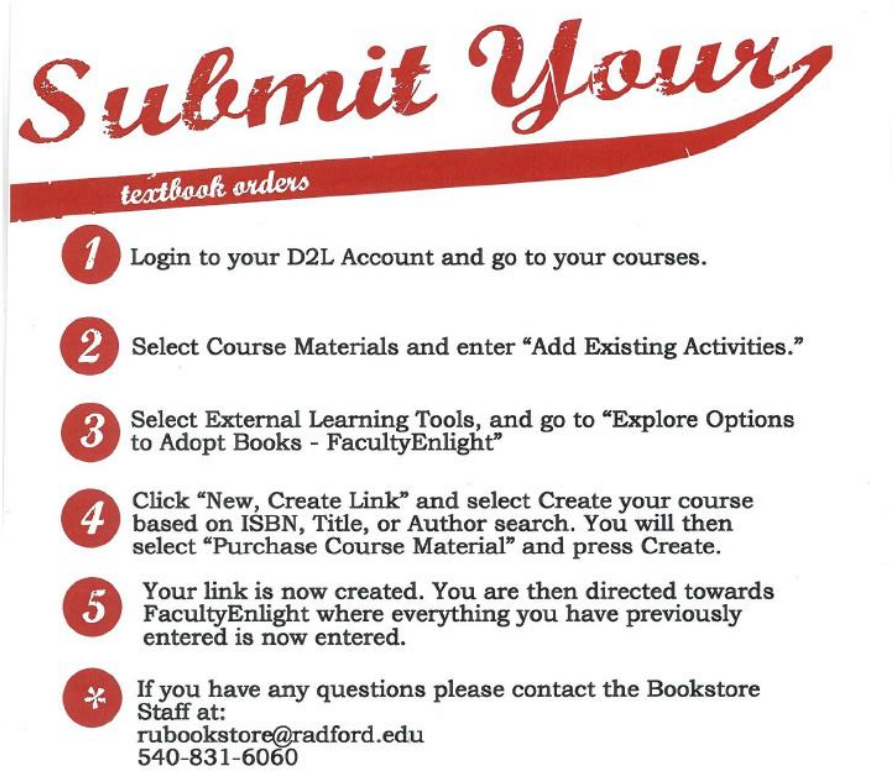

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APRIL 6, 2017

MINUTES
2016-2017 Faculty Senate Meeting
April 6, 2017
Heth 043

Members present: Eric Ackerman (for Jennifer Resor-Whicker), Ian Barland, Robyn Berg, Vickie Bierman, Jay Caughron, Joy Caughron, Tanya Corbin, Steve Childers, Paula Dawson-Downs, Drew Dodson, Wendy Downey, Scott Dunn, Jake Fox, Lori Elis (for Nicole Hendrix), Pam Frasier, Kim Gainer, Brent Harper, Rhett Herman, Katie Hilden, Prahlad Kasturi, Abhay Kaushik, Youngmi Kim, Stockton Maxwell, Douglas Mitchell, Johnny Moore, Roby Page, Hyejin Park, Amy Rubens, Mashooq Salehin, Gary Schirr, Susan Schoppelrey, Neil Sigmon, Ken Smith (for Roann Barris), Cheri Triplett, Carter Turner, Anja Whittington, Tal Zarankin

Members absent: Suzanne Ament, Brad Bizzell, Jack Brockway, Eric Du Plessis, Tim Fuhrer, Sharon Gilbert, Jim Gumaer, Rodrigo Hernandez, Jennifer Mabry, Steve Ray, Julie Temple, Skip Watts

Guests: President Brian Hemphill; Dr. Joe Scartelli, Provost and Vice President for Academic Affairs; Ms. Ashley Schumaker, Chief of Staff, Office of the President

I. The meeting was called to order at 3:34 p.m.
II. A minute of silence was observed in memory of Ms. Bridgett Oliver.
III. The minutes of March 23, 2017, were approved as read.
IV. The President of the Faculty Senate gave his report.

a. Dr. Carter asked that department highlights be reported to him so that he might share them with the Board of Visitors.
b. He announced that a forum on the results of the COACHE survey would be held April 18, at 3:30 p.m., in the Hurlburt Combo Room.

V. President Hemphill gave his report.

a. Dr. Hemphill thanked the departments that have worked with him to schedule his visits. He has met with thirty-eight departments and units and will meet his May goal to connect with the remaining three. Conversations have been enlightening and enjoyable, and he looks forward to the final few meetings.
b. He has responded to all but two of seven motions sent forward by the Faculty Senate, and will discuss the remaining motions with the Leadership Council next week, with the possibility that he will respond to them by the end of that week. He plans to provide responses to additional motions being sent forward early in the fall.
c. Dean Orion Rogers headed up a group that has made recommendations on how the university can approach research based on practices at other universities. A

group to implement the recommendations, with decision-making authority, will be put together.

d. Two searches are underway.

- Vice President for University Advancement: Interviews are underway to select finalists who will visit the campus in April and May. Faculty, students, and staff will have opportunities to meet candidates. The search firm Greenwood/Asher is assisting in this search.
- Vice President for Student Affairs: The process is about a month behind, but the search committee is beginning its work. If time does not permit students an opportunity to meet the finalists, this search would not be resolved until the fall.
- A message regarding the search for these two senior leadership positions, including search committee membership, will be coming out shortly. *(See attached.)*

e. Dr. Hemphill asked faculty to share information with Dr. Irvin or other individual or unit involved in retention efforts if they know of students who are considering dropping out or transferring so that the university may reach out to those students. Students may be unaware of resources and options such as, for example, the availability emergency funds.

f. Dr. Hemphill reported that the university is waiting to hear from the governor on the subject of the budget. Ms. Schumaker stated that information may be available as early as the next day. Dr. Hemphill said that restoration of funds reduced the university's budget cut to 2.6% but that the university does need to cover an increase in health care costs as well as a portion of raises. There will be $1.7 million available for need-based aid for undergraduates. Salary increase for classified staff will be 3%. Salary increase for faculty and professional staff will be 2% for all universities, but the eight universities, including Radford University, that did not give raises last year will be authorized to give an additional 1% raise. Dr. Hilden asked about the timing of raises. It could be as early as July 1, but Ms. Schumaker stated that payroll procedures may make the raise effective as of July 10.

g. Dr. Hemphill concluded by stating that he has enjoyed having an opportunity to speak to the Faculty Senate and that he appreciates the Senate putting him on its schedule when he is in town. He also stated that he appreciates that his schedule was accommodated when matters came up that needed be addressed on short notice.

VI. Provost Scartelli gave his report.

a. Responses to surveys sent out by Strategic Plan subcommittees have been compiled, and responses are being analyzed.
b. Progress is being made on the draft of a revised IG document. Provost Scartelli thanked Drs. Gainer, Hilden, and Santopietro for their efforts.
c. An email will be going out asking students to complete the CLA+ this spring, and Provost Scartelli asked faculty to encourage students to participate.
d. Dr. Fox asked whether the upward trend in applications is continuing. President Hemphill replied, stating that the university is now looking at deposits, which are ahead of where they were last year. Over one hundred more deposits have been paid this year than had been paid at the same point last year. He also stated that the upcoming Highlander Day would be attended by many students who had not yet paid deposits.

VII. Committee reports

a. Campus Environment: Dr. Fox reported that faculty should have received the Faculty Morale Survey, that reminders would be sent out, and that faculty responses would be appreciated. Dr. Carter stated that the BOV had asked about results and do wish to see them. Dr. Fox observed that there had been 200 responses in the first two days.
b. Curriculum: Dr. Herman, speaking on behalf of Dr. Fuhrer, reported that the committee had one motion under Old Business.
c. Faculty Issues: Dr. Barland, speaking on behalf of Dr. Barris, reported that the committee had one motion under Old Business. He also stated that the committee might bring forward a motion on an Intellectual Property proposal if a response to the proposal is received from the Attorney General's office.
d. Governance: Dr. Hilden reported that the Governance and Curriculum Committee's had held a joint meeting the previous week. She also reported that the dean evaluation surveys were closed and the committee was now working on the letters.
e. Resource Allocation: Dr. Kasturi reported that the committee continues its work on the issue of a long-term compensation policy.

VIII. Old Business

a. 16-17.11—Motion Regarding the Format of the Student Evaluations of Faculty, referred by the Faculty Issues Committee, on behalf of the Student Evaluation of Faculty Committee, was taken from the table, discussed, and passed without amendment.
b. 16-17.12—Motion Concerning Balance of Online Courses at Radford University, referred by the Curriculum Committee, was taken from the table, discussed, and passed without amendment.

IX. New Business

a. 16-17.13— Motion Regarding CORE 201 and CORE 202 Substitutions, referred by the Curriculum Committee, was introduced and tabled for later action.

X. Announcements

a. Dr. Gainer announced that she will not be serving on the Faculty Senate next year and encouraged individuals interested in the positon of Secretary to contact her for information about the Secretary's duties.
b. Dr. Carter announced that he will not be seeking another term as Faculty Senate President.

XI. Adjournment

b. The meeting adjourned at 4:21 p.m.

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APRIL 20, 2017

MINUTES
2016-2017 Faculty Senate Meeting
April 20, 2017
Heth 043

Members present: Suzanne Ament, Ian Barland, Roann Barris, Robyn Berg, Brad Bizzell, Joy Caughron, Steve Childers, Paula Dawson-Downs, Drew Dodson, Wendy Downey, Scott Dunn, Jake Fox, Pam Frasier, Kim Gainer, Sharon Gilbert, Jim Gumaer, Brent Harper, Rhett Herman, Katie Hilden, Prahlad Kasturi, Abhay Kaushik, Youngmi Kim, Jennifer Mabry, Stockton Maxwell, Douglas Mitchell, Johnny Moore, Roby Page, Hyejin Park, Jennifer Resor-Whicker, Mashooq Salehin, Susan Schoppelrey, Neil Sigmon, Julie Temple, Cheri Triplett, Carter Turner, Anja Whittington, Tal Zarankin

Members absent: Vickie Bierman, Jack Brockway, Jay Caughron, Tanya Corbin, Eric Du Plessis, Tim Fuhrer, Nicole Hendrix), Rodrigo Hernandez, Steve Ray, Amy Rubens, Gary Schirr, Skip Watts

Guests: Dr. Joe Scartelli, Provost and Vice President for Academic Affairs

I. The meeting was called to order at 3:34 p.m.
   It was moved and seconded that the agenda be amended to add under New Business 16-17.24—Motion to Create an Arts Administration and Entrepreneurship Minor and 16-17.25–Motion to Create School of Nursing Healthcare Track for students in Information Technology, Business, or the Sciences, both referred by the Faculty Senate Executive Council
II. The minutes of April 6, 2017, were approved as read.
III. The President of the Faculty Senate waived his time.
IV. Provost Scartelli did not give a report but responded to questions and remarks.

   a. In response to a question from Dr. Kasturi about Faculty Senate motions awaiting responses from the administration, Dr. Scartelli stated that two additional responses would soon be available.
   b. In response to observations by Drs. Ament and Barris about unleashed dogs and dogs in buildings, Dr. Scartelli stated that he would talk to Mr. Alvarez and to the police chief.
   c. In response to a question from Dr. Kaushik about whether it might be possible for faculty to use the Wellness Center for no cost during the summer, when student use is reduced, Dr. Scartelli said the issue could be raised.

V. Committee reports

   a. Campus Environment: Dr. Fox reported that it was the last day to respond to the Faculty Morale Survey and that the response has been a record one.

b. Curriculum: Dr. Fuhrer reported that the committee had one motion under Old Business and would be introducing six motions under New Business.
c. Faculty Issues: Dr. Barris stated that the Intellectual Property proposal was still pending.
d. Governance: Dr. Hilden reported that the dean evaluation letters had been forwarded to the Provost.
e. Resource Allocation: Dr. Kasturi reported that the committee wa awaiting responses from the administration to previous motions and was introducing three motions under New Business.

VI. Old Business

a. 16-17.13— Motion Regarding CORE 201 and CORE 202 Substitutions, referred by the Curriculum Committee, was taken from the table for discussion. It was moved and seconded that the references to CORE 201 and 202 in the title and the portions of the rationale referring to CORE 201 and 202, including the chart of goals, be removed. The motion to amend was passed. The main motion, as amended, was approved.

VII. New Business

a. 16-17.14— Motion Regarding Changes to CORE 101, 102, and 201, referred by the Curriculum Committee
b. 16-17.15—Motion Allowing Substitution of Certain Communication and Philosophy Courses for CORE 201 and CORE 202, referred by the Curriculum Committee
c. 16-17.16—Motion for the Creation of a General Education Task Force in Response to Imminent Changes in SCHEV Guidelines, referred by the Curriculum Committee
d. 16-17.17—Motion Regarding the Creation of a Master of Science in Finance, referred by the Curriculum Committee
e. 16-17.18—Motion Recommending the Creation of a Standing Collaborative Task Force on Compensation Policy, referred by the Faculty Senate Executive Council and the Resource Allocation Committee
f. 16-17.19—Motion Regarding the Creation of a Merit-Raise Model, referred by the Faculty Senate Executive Council and the Resource Allocation Committee
g. 16-17.20—Motion Regarding Budget Priorities, referred by the Faculty Senate Executive Council and the Resource Allocation Committee
h. 16-17.21—Motion Authorizing Creation of PHRE 202 and Designating It as a Disciplinary-Prefixed Equivalent to CORE 202, referred by the Faculty Senate Executive Council on behalf of the Core Curriculum Advisory Committee
i. 16-17.22—Motion *re* Interstate Passport Initiative, referred by the Curriculum Committee
j. 16-18.23—Motion *re* Prioritization of MS in Finance Degree, referred by the Curriculum Committee

VIII. Discussion of New Business

a. A motion was made to suspend the rules to allow for discussion of 16-17.21—Motion Authorizing Creation of PHRE 202 and Designating It as a Disciplinary-Prefixed Equivalent to CORE 202, referred by the Faculty Senate Executive Council on behalf of the Core Curriculum Advisory Committee. The move to suspend being approved by two-thirds of the body, the motion was taken from the table and approved.
b. A motion was made to suspend the rules to allow for discussion of 16-17.14—Motion Regarding Changes to CORE 101, 102, and 201, referred by the Curriculum Committee. The move to suspend being approved by two-thirds of the body, the motion was taken from the table and approved.
c. A motion was made to suspend the rules to allow for discussion of 16-17.15—Motion Allowing Substitution of Certain Communication and Philosophy Courses for CORE 201 and CORE 202, referred by the Curriculum Committee. The move to suspend being approved by two-thirds of the body, the motion was taken from the table for discussion. Questions being raised about assessment issues, it was moved to return the motion to the table. The motion to table was approved.
d. A motion was made to suspend the rules to allow for discussion of 16-17.16—Motion for the Creation of a General Education Task Force in Response to Imminent Changes in SCHEV Guidelines, referred by the Curriculum Committee. The move to suspend being approved by two-thirds of the body, the motion was taken from the table for discussion.
    - The time for adjournment growing near, it was moved that the meeting be extended for ten minutes. The move to extend the meeting passed, and discussion continued.
    - It was moved that the following sentence be added beneath the bulleted list of non-voting members: “The voting members may consult additional subject matter experts as deemed necessary.” The motion to amend was approved.*
    - It was moved that the motion, as amended, be tabled for later consideration. The motion to table was approved.

IX. Adjournment

a. The meeting adjourned at 5:00 p.m.

*A second amendment was offered, but this amendment was later determined to be out of order and was removed.

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APRIL 27, 2017

MINUTES
2016-2017 Faculty Senate Meeting
April 27, 2017
Heth 043

Members present: Suzanne Ament, Alyssa Archer (for Jennifer Resor-Whicker), Ian Barland, Roann Barris, Robyn Berg, Brad Bizzell, Joy Caughron, Tim Channell (for Youngmi Kim), Steve Childers, Paula Dawson-Downs, Anna DeVito (for Pam Frasier), Drew Dodson, Wendy Downey, Scott Dunn, Eric Du Plessis, Jake Fox, Tim Fuhrer, Kim Gainer, Sharon Gilbert, Brent Harper, Rhett Herman, Katie Hilden, Prahlad Kasturi, Abhay Kaushik, Stockton Maxwell, Douglas Mitchell, Johnny Moore, Roby Page, Hyejin Park, Amy Rubens, Mashooq Salehin, Susan Schoppelrey, Neil Sigmon, Julie Temple, Cheri Triplett, Carter Turner, Anja Whittington, Tal Zarankin

Members absent: Vickie Bierman, Jack Brockway, Jay Caughron, Tanya Corbin, Jim Gumaer, Nicole Hendrix, Rodrigo Hernandez, Jennifer Mabry, Steve Ray, Gary Schirr, Skip Watts

Guests: President Brian Hemphill; Dr. George Low, Dean, College of Business and Economics; Dr. Joe Scartelli, Provost and Vice President for Academic Affairs; Dr. Sarah Strout, Associate Director, Office of Academic Assessment

I. The meeting was called to order at 3:34 p.m.
II. The minutes of April 20, 2017, were approved as read.
III. The President of the Faculty Senate gave his report.

a. Dr. Carter explained that a procedural error made it necessary to remove an amendment from 16-17.16—Motion for the Creation of a General Education Task Force in Response to Imminent Changes in SCHEV Guidelines.
b. Dr. Carter reported that the President's Leadership Team had acted on two motions. One clarified the length of terms for adjunct faculty. The other created a Senior Instructor designation. The designation of Senior Instructor has been approved. In addition, a pay step of $1500 has been approved. The motion had not asked for the pay step, and Dr. Carter expressed appreciation for the President and the Leadership Team's having taken that action without having been asked.

IV. President Hemphill gave his report.

a. Dr. Hemphill stated that he had no update on the university's budget as the governor had not yet signed the state budget.
b. Dr. Hemphill gave an update on the two searches that are underway.

- Vice President for University Advancement: One candidate was on campus, and a second candidate would be on campus next week.

- Vice President for Student Affairs: This search will not be resolved until the fall. The Interim Vice President for Student Affairs, Dr. Irvin Clark, is departing in the near future, and an event in his honor will be held on May 2, from 3-5 p.m.

c. Dr. Hemphill has visited thirty-seven departments. He delivered a presentation to the Senate on what he has learned from his visits. *(See attached slides.)*

- In terms of weaknesses, concerns include salary compression and equity, limited funds for travel and for national searches, understaffing in terms of faculty lines, insufficient administrative support for units, and policies and procedures that do not always facilitate travel and hiring. Departments also expressed concerns about the need for succession planning in the face of upcoming faculty retirements, the need to update and adapt curriculum and programs to current market needs, lack of funding to support faculty research, and burdens on research in terms of grants management, procurement and travel.
- In terms of strengths, across the board, faculty report departmental collegiality. Faculty are committed to teaching excellence. Faculty work closely with students in and out of the classroom, and students have opportunities for hands-on experiences that would not be possible at larger universities. Faculty are professionally active. Faculty and students benefit from cutting-edge equipment and labs that rival those at other institutions. Visitors are "in awe" of our equipment and facilities. Admissions to some programs, such as in the health professions, are extremely competitive based on number of applications versus numbers of seats available. Dr. Hemphill further observed that efforts to develop interdisciplinary programs are under way; that some programs, such as some in the visual and performing arts, have high retention and graduation rates; and that faculty are innovating, as in the case of a group that developed its own writing program. Radford University is oriented toward the future, with departments demonstrating innovation and creativity.
- Reflecting upon his visits to departments, Dr. Hemphill stated that he was pleased to have had the opportunity and that it was helpful to hear from faculty firsthand. The university has a talented faculty that cares about its students. The university has to engage in reflection about what needs to be changed in terms of "burdensome policies and procedures." The need to address some of the challenges is why the university is having conversations about recruiting international and out-of-state students. The discussion of CBE also takes place in the context of the need for new revenue streams.
- Dr. Hemphill concluded his remarks by stating that he appreciated being part of the conversation by being included on the Faculty Senate agenda and that he looked forward to continue working with the faculty. He stated that he was impressed by Dr. Turner's leadership and felt that Dr. Turner had represented

the faculty well on a daily basis and called for a round of applause for Dr. Turner.

d. At the conclusion of his remarks, Dr. Hemphill took questions.

- Dr. Moore thanked him for taking the time to visit the departments and stated that these visits are something that had never been done before.
- Dr. Gilbert asked how the university would address the weaknesses. Dr. Hemphill stated that certain steps were under the university's control, e.g., that the university could begin to move on the recommendations of the group tasked with examining impediments to research. Other issues, however, require resources that would require increases in international and out-of-state enrollment and the development of the CBE initiative. It would take $5 million to address compression and equity alone. The university needs to "push hard and stay the course" in terms of innovation and efforts to increase enrollment.
- Dr. Moore asked what the "number one issue" had been in terms of policies and procedures. Dr. Hemphill replied that concerns were expressed about processing paperwork for travel, hurdles to international travel, and processing paperwork for hiring faculty and graduate assistants.

V. Provost Scartelli gave his report.

a. Dr. Scartelli stated that Dr. Santopietro, Assistant Provost for Academic Operations, was looking into the issue of faculty access to the Recreation and Wellness Center.
b. Dr. Scartelli reported that the university was assessing what needs to be done to enforce the Radford City ordinance regarding unleashed dogs.
c. The Provost thanked the Senate for the past two years, stating that he appreciated Senators' kindness, and additionally thanked the Faculty Senate Executive Council.

VI. Suspension of the Rules

a. The rules were suspended to allow for the introduction and approval of a *Resolution in Honor of Dr. Joseph Scartelli on the Occasion of His Stepping Down as Interim Provost and Vice President for Academic Affairs* and the presentation of a copy of the Resolution to Dr. Scartelli. *(Text of Resolution in motion book under 16-17.28).*

VII. Old Business

a. 16-17.15—Motion Allowing Substitution of Certain Communication and Philosophy Courses for CORE 201 and CORE 202, referred by the Curriculum Committee, was taken from the table, discussed, and returned to the table.

b. 16-17.16—Motion for the Creation of a General Education Task Force in Response to Imminent Changes in SCHEV Guidelines, referred by the Curriculum Committee, was taken from the table for discussion.

- Dr. Strout, Associate Director of the Office of Academic Assessment, provided information about the timeline being followed by SCHEV for approval of new General Education guidelines.
- It was moved and seconded that under the heading "Non-Voting Members," the following be added: "One critical thinking specialist, chosen by the Department of Philosophy and Religious Studies." After discussion, the amendment failed.
- Discussion returned to the main motion, a vote was taken, and the main motion passed.

c. 16-17.17—Motion Regarding the Creation of a Master of Science in Finance, referred by the Curriculum Committee, was taken from the table.

- Dr. Low, Dean of COBE, was asked whether the MS was a college priority. He stated that it was the college's first new degree proposal since 1992 and that it was a priority.
- The motion passed.

d. 16-17.18—Motion Recommending the Creation of a Standing Collaborative Task Force on Compensation Policy, referred by the Faculty Senate Executive Council and the Resource Allocation Committee, was taken from the table, discussed, and passed.

e. 16-17.19—Motion Regarding the Creation of a Merit-Raise Model, referred by the Faculty Senate Executive Council and the Resource Allocation Committee, was taken from the table, discussed, and voted upon.

- The voice vote being too close to call, Dr. Carter called for a division.
- On a show of hands, the motion carried 19 to 13.

f. The time for adjournment drawing near, 16-17.20—Motion Regarding Budget Priorities, referred by the Faculty Senate Executive Council and the Resource Allocation Committee, was taken from the table after a motion to extend the meeting time for ten minutes was made, seconded, and approved by a two-thirds vote. After discussion of 16-17.20, the motion was returned to the table.

g. 16-17.22—Motion *re* Interstate Passport Initiative, referred by the Curriculum Committee, was withdrawn by that Committee.

h. 16-18.23—Motion *re* Prioritization of MS in Finance Degree, referred by the Curriculum Committee, was taken from the table, discussed and voted upon.

- The voice vote being too close to call, Dr. Carter called for a division.
- On a show of hands, the motion failed 14 to 19.

i. 16-17.24–Motion to Create an Arts Administration and Entrepreneurship Minor, referred by the Faculty Senate Executive Council, was withdrawn by the Council.
j. 16-17.25–Motion to Create School of Nursing Healthcare Track for students in Information Technology, Business, or the Sciences, referred by the Faculty Senate Executive Council, was left on the table.

VIII. New Business

a. 16-17.26—Motion to Add Sports Management Major and Drop Sports Administration Concentration, referred by the Faculty Senate Executive Council, was withdrawn by the Council.
b. 16-17.27—Motion to Add Allied Health Sciences Major and Drop Allied Health Sciences Concentration, referred by the Faculty Senate Executive Council, was left on the table.

IX. Acknowledgments

a. 16-17.29—Resolution in Honor of Faculty Senators Who Are Concluding Their Terms was introduced and passed.
b. 16-17.30—Resolution in Honor of Dr. Carter Turner for His Service as President of the Faculty Senate of Radford University
c. 16-17.31—Resolution in Honor of Dr. Kim Gainer for Her Service as Secretary of the Faculty Senate of Radford University

X. Announcements

a. None

XI. Adjournment

a. The meeting adjourned at 5:05 p.m.

Faculty Senate

RADFORD UNIVERSITY

April 27, 2017 Brian O. Hemphill, Ph.D.

Weaknesses

- Salary compression and salary equity among faculty.
- Concern as it relates to travel budgets at $900 as well as $1100 available to conduct national searches.
- Some departments have two FTE with over 50 majors. One family illness would create a significant issue when they are teaching and advising half the students.

- Across many departments, we are understaffed with regard to faculty lines.

- Significant concerns as it relates to administrative support among units.

- Certain processes and procedures in the institution make life challenging at times, as it relates to travel, reimbursement, hiring new employees.

- Lack of succession planning, most of the faculty within the department could retire within a 2 year window or 4 out of the 5 faculty are in their 60s and could retire. All that history and knowledge would leave.

- Curriculum and programs need to update and adapt to current market needs.

- Lack of funding to support faculty that are interested in engaging in research. (Example: Not having a research assistant to do basic analysis.)

- Unreasonable expectations as it relates to research due to the unreasonable burden with grants management, procurement and travel.

Strengths

- Collegiality of faculty is a common theme.
- Commitment to teaching excellence and being really good at your discipline.

- Close relationships with students.
  - Faculty getting to know the students, and students getting to know the faculty.
  - Working with students in and out of the classroom.
  - Types of hands-on experience they would not receive at larger universities.

- Faculty being professionally active (i.e. meetings, conferences, etc.).

- Cutting edge equipment and labs rival most institutions, and our students are benefiting from this.

- Learned we have programs that are extremely competitive based on the number of applications to the number we can actually admit in our health professions.

- People are beginning to ignore the mantra that we are not allowed to do inter-disciplinary work because of procedures or processes, you moved forward with partnerships and working with several different disciplines.

- Have extremely high retention and graduation rates among their students due to the personal connection to the academic disciplines in some programs.

- Developed your own comprehensive writing programs with the students in upper division to develop writing, thinking and reading skills.

- Very future oriented. Innovation, creativity and forward thinking are how some of our departments function.

Reflections

- Learned so much of our departments' opportunities, challenges and hopes for the future.

- Talented faculty who love what they do and care about their students.

- In reflection, there are processes and procedures that make certain operations on campus somewhat burdensome.

- In reflection, it is clear to me why competency-based education, international recruitment and out-of-state recruitment is so important.

- We have a great university that is poised to be a stronger institution in the future.

- In closing…

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