Radford University Faculty Senate

Motions

2017-2018

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

Artis College of Science and Technology

at-large	Jack Brockway	brockway@radford.edu	2016-2018
Anthropological Sciences	Jake Fox	jfox32@radford.edu	2017-2019
Biology	Joel Hagen	jhagen@radford.edu	2017-2019
Chemistry	Tim Fuhrer	tfuhrer@radford.edu	2016-2018
Geology	Skip Watts	cwatts@radford.edu	2016-2018
Geospatial Science	Stockton Maxwell	rmaxwell2@radford.edu	2016-2018
Information Technology	Ian Barland	ibarland@radford.edu	2016-2018
Mathematics/Statistics	Agida Manizade	amanizade@radford.edu	2017-2019
Physics	Rhett Herman	rherman@radford.edu	2016-2018

College of Business and Economics

at-large	Prahlad Kasturi	pkasturi@radford.edu	2017-2019
at-large	Danylle Kunkel	drkunkel@radford.edu	2017-2019
Accounting, Finance, & Business Law	Abhay Kaushik	akaushik@radford.edu	2016-2018
Economics	Daniel Farhat	dfarhat@radford.edu	2017-2019
Management	Tal Zarankin	tzarankin@radford.edu	2016-2018
Marketing	Jane Manchin	jmachin@radford.edu	2016-2018

College of Education and Human Development

at-large	Brad Bizzell	bbizzell@radford.edu	2016-2018
at-large	Katie Hilden	kclouse@radford.edu	2017-2019
at-large	Cheri Triplett	cftriplet@radford.edu	2017-2019
Counselor Education	Lauren Ermann	lermann@radford.edu	2017-2019
Health and Human Performance	Pam Frasier	pfrasier2@radford.edu	2016-2018
Recreation, Parks & Tourism	Joshua Carroll	jcarroll6@radford.edu	2017-2019
School of Teacher Education	Sandi Schneider	sschneider@radford.edu	2016-2018

College of Humanities and Behavioral Sciences

at-large	Suzanne Ament	seament@radford.edu	2016-2018
at-large	Allison Wisecup	awisecup@radford.edu	2017-2019
at-large	Dan Woods	drwoods@radford.edu	2017-2019
Communication	Scott Dunn	swdunn@radford.edu	2016-2018
Criminal Justice	Nicole Hendrix	pnhendrix@radford.edu	2017-2019
English	David Beach	dbeach6@radford.edu	2017-2019
Foreign Language & Literature	Eric Du Plessis	ehduples@radford.edu	2016-2018
History	Johnny Moore	jsmoore@radford.edu	2017-2019
Philosophy & Religion	Carter Turner	cturner5@radford.edu	2016-2018
Political Science	Tanya Corbin	tcorbin2@radford.edu	2016-2018
Psychology	Jay Caughron	jcaughron@radford.edu	2016-2018
Sociology	Roby Page	erpage@radford.edu	2017-2019

College of Visual and Performing Arts

at-large	Roann Barris	rbarris@radford.edu	2016-2018
Art	Drew Dodson	dtdoson@radford.edu	2016-2018
Dance & Theater/Cinema	Robyn Berg	rberg3@radford.edu	2016-2018
Interior Design & Fashion	vacant	vacant	2017-2019
Music	Tim Channell	tchannell@radford.edu	2016-2018

McConnell Library

at-large	Alyssa Archer	aarcher2@radford.edu	2017-2019

Waldron College of Health and Human Services

at-large	Sarah Gilbert	sgilbert2@radford.edu	2016-2018
at-large	Susan Schoppelrey	sschoppel@radford.edu	2016-2018
Communication Science & Disorders	Hyejin Park	hpark18@radford.edu	2016-2018
Nursing	Katie Katz	krkatz@radford.edu	2016-2018
Occupational Therapy	Douglas Mitchell	dmmitchell@radford.edu	2017-2019
Physical Therapy	Brent Harper	bharper2@radford.edu	2016-2018
Social Work	Mashooq Salehin	msalehin@radford.edu	2016-2018

Governance Structure of the 2016-2017 Faculty Senate

Faculty Senate Executive Council

President—Jake Fox
Vice-President—Katie Hilden
Secretary—Tim Channell
At-Large—Stockton Maxwell
At-Large—Susan Schoppelrey

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Douglas Mitchell	dmmitchell@radford.edu
Skip Watts	cwatts@radford.edu

Status of Motions of the 2017-2018 Faculty Senate

Date	Title	Sponsor	Outcome
2017			
7/15	17-18.01—Motion re Creation of an Undergraduate Certificate in Cyber Security delivered through a Competency Based Education model	FSEC	Passed 6/23/17
8/31	17-18.02 (16-17.15)—Motion Allowing Substitution of Certain Communication and Philosophy Courses for CORE 201 and CORE 202	FSEC	Withdrawn 9/14/17
8/31	17-18.03 (16-17.20)—Motion Regarding Budget Priorities	FSEC	Withdrawn 9/14/17
9/13	17-18.04— Motion Recommending a One Year Suspension of the Quadrennial Review of Chairs	FSEC	Passed 9/28/17
10/12	17-18.05—Motion to Create a Crime Analysis Minor	Curriculum Committee	Passed 10/26/17
10/26	17-18.06—Motion to Institute a Process for Promotion of Special Purpose Faculty to the Position of Senior Instructor	Faculty Issues Committee	Passed 11/9/17
11/9	17-18.07—Resolution for the Creation of an Institutional Accreditation Task Force	Prahlad Kasturi, COBE Senator	Tabled
11/30	17-18.08—Motion to Recommend Assessment Goals to the State Council of Higher Education	FSEC	Passed 1/18/17
1/18/18	17-18.09—Motion Concerning Changes to the Syllabi of University Core A, as part of the Core Curriculum	Curriculum Committee	Passed 2/1/18

2/1/18	17-18.10—Motion on the Intellectual Property Policy	Faculty Issues Committee	Passed 2/15/18
2/1//18	17-18.11—Motion on the Removal of Course Prefix Limitations Within the Core Curriculum	Curriculum Committee	Passed 2/15/18
2/15/18	17-18.12—Motion to Recommend Approval of the Academic Affairs Approval Pathways for New, Modified, or Discontinued courses and Changes in programs	Governance Committee	Passed 3/1
2/15/18	17-18.13—Motion to Recommend Approval of the Academic Affairs Approval Pathways for New, Modified, or Discontinued Courses Not in a Specific Discipline	Governance Committee	Passed 3/1
2/15/18	17-18.14—Motion to Recommend Approval of the Academic Policies and Procedures Pathway	Governance Committee	Passed 3/1
2/15/18	17-18.15—Motion to Recommend Approval of the Academic Affairs Approval Pathway for Academic Program Review	Governance Committee	Tabled
2/15/18	17-18.16—Motion to Recommend Approval of the Academic Affairs Approval Pathway for Changes to the General Education Program	Governance Committee	Passed 3/1
2/15/18	17-18.17—Motion to Recommend Approval of the Pathways for Academic Departments and Academic Colleges	Governance Committee	Passed 3/1
2/15/18	17-18.18—Motion to Define the Civic Engagement Goal	Curriculum Committee	Passed 2/15/18
2/15/18	17-18.19—Motion to Create a Healthcare Certificate	Curriculum Committee	Passed 3/1
3/1/18	17-18.20—Motion to Approve the Academic Governance Document	Governance Committee	Passed 3/22

3/1/18	17-18.21—Motion to Create the Radford Academic Values Exploration Team	FSEC	Passed 3/22
3/22/18	17-18.22—Motion to Postpone the Faculty Morale Survey	Campus Environment	Failed 4/5
3/22/18	17-28.23—Motion to Recommend Approval of Courses within the RARE Program	Curriculum Committee	Passed 4/5
3/22/18	17-18.24—Motion to Recommend Approval of Courses within the OURS Program	Curriculum Committee	Passed 4/5
3/22/18	17-18.25—Motion to Recommend Approval of a Graduate Certificate in Business Analytics	Curriculum Committee	Passed 4/5
3/22/18	17-18.26—Motion to Recommend Approval of a Concentration in Business Analytics as part of the MBA Degree Program	Curriculum Committee	Passed 4/5
4/5/18	17-18.27—Motion to Recommend Approval of the Course UNIV 200	Curriculum Committee	Passed 4/19
4/5/18	17-18.28—Motion to Recommend Organizational Change of the Honors Academy to the Honors College	FSEC	Passed 4/19
4/5/18	17-18.29—Motion Regarding the Elimination of the Quadrennial Review of Department Chairpersons	Governance Committee	Passed 4/19
4/19/18	17-18.30—Motion Regarding the Change in the Intersession Course Withdrawal Policy	FSEC	Passed 4/26
4/19/18	17-18.31—Motion Regarding a Change in the Academic Transfer Policy	FSEC	Passed 4/26
4/19/18	17-18.32—Motion Regarding a Change in the Student Academic Residency Requirements	FSEC	Passed 4/26
4/19/18	17-18.33—Motion Regarding a Change in the Academic Renewal Policy	FSEC	Passed 4/26
4/19/18	17-18.34—Motion Regarding a Change in the Academic Suspension Policy	FSEC	Passed 4/26
4/19/18	17-18.35—Motion Recommending Approval of a Minor in Ethics	Curriculum Committee	Passed 4/26
4/19/18	17-18.36—Motion Regarding Adjunct Faculty Salaries	Resource Allocation Committee	Passed 4/26

17-18.01—Motion re Creation of an Undergraduate Certificate in Cyber Security delivered through a Competency Based Education model

Referred by: Faculty Senate Executive Committee

MOTION:

The Faculty Senate recommends the approval of the attached proposal for the creation of an undergraduate certificate in cyber security delivered through a competency based education model.

RATIONALE:

Given the growing number of threats to computing infrastructure the need for computer professionals with strong skills in cyber security cannot be overstated. However, a large number of working professionals in information technology/computer science do not have these skills. This certificate has been designed to provide working professionals the competencies required to attain industry standard knowledge. Therefore, the target audience for this certificate are working professionals. The courses in the certificate will be offered in an online asynchronous modality to support the needs of this target audience, which include self-paced learning. The courses in the certificate meet the curriculum requirements of several industry certification standards including: CompTIA Network+, CompTIA Security+, CISSP (7 out of 8 domains), SANS GIAC Incident Handler and SANS GIAC Pen Tester.

Resources:

- The certificate does not require any start-up resources.
- Funding for positions will only be needed when and if the program reaches a self-sustainable size.

Motion Passed 6/23/17

17-18.02 (16-17.15)—Motion Allowing Substitution of Certain Communication and Philosophy Courses for CORE 201 and CORE 202

Referred by: Curriculum Committee

MOTION:

The Faculty Senate authorizes the following changes in the Undergraduate Catalog under the heading "University Core A. Core Foundations (12 hours required)."

Current Language:

Required (12 hours)

All students must pass each of the following four courses, which should be completed during the student's first four semesters:

CORE 101. Essentials of Written and Oral Communication.
CORE 102. Advanced Written and Oral Communication.
CORE 201. Topics in Critical Inquiry. (MKTG 201 or POSC 201 may be taken in place of CORE 201)
CORE 202. Topics in Ethical Inquiry. (POSC 202 may be taken in place of CORE 202)

Substitute Language:

Required (12 hours)

All students must pass each of the following four courses, which should be completed during the student's first four semesters:

CORE 101. Essentials of Written and Oral Communication.
CORE 102. Advanced Written and Oral Communication.
CORE 201. Topics in Critical Inquiry. (COMS 114, COMS 240, MKTG 201, or POSC 201 may be taken in place of CORE 201*)
CORE 202. Topics in Ethical Inquiry. (PHIL 111, PHIL 112, PHIL 213 or POSC 202 may be taken in place of CORE 202*)

*Courses applied to CORE 201 or CORE 202 may not simultaneously be applied to other Core Curriculum requirements.

RATIONALE:

Currently transfer students are allowed to apply these courses to CORE 201 and CORE 202. This motion extends that option to currently enrolled students.

Motion Withdrawn by FSEC 9/14/17

17-18.03 (16-17.20)—Motion Regarding Budget Priorities

Referred by: Faculty Senate Executive Council and Resource Allocation Committee

MOTION:

The Faculty Senate recommends that Radford University prioritize the distribution of resources to maintain class sizes comparable to those of peer institutions.

RATIONALE:

In a time when retention is a significant issue, the university should prioritize holding the line on class sizes.

Cuseo, J. (2007). The empirical case against large class size: Adverse effects on the teaching, learning, and retention of first-year students. *Journal of Faculty Development*, *21*(1), 5-21.

Budgetary constraints are creating a current climate of cost containment, within which increasing class size may be seen as a quick and convenient cost-cutting strategy. Empirical evidence suggests that there are eight deleterious outcomes associated with increasingly larger class size. This article synthesizes research relating to these eight consequences of large class size and analyzes its implications for the success of undergraduate students in general, and first-year college students in particular. The article concludes with a discussion of the implications of the reviewed research for (a) the effective education of today`s undergraduates, (b) identification of optimal class size, (c) administrative decision-making, and (d) institutional mission, priorities, and values. [ABSTRACT FROM AUTHOR]

Diette, T. M., & Raghav, M. (2015). Class size matters: Heterogenous effects of larger classes on college student learning. *Eastern Economic Journal*, *41*(2), 273-283.

Colleges want to increase retention and graduation rates, but they are also under pressure to control costs. Increasing class size is a common method to reduce per student costs. This paper examines the relationship between class size and student achievement. Using data from a selective liberal arts college, we show that grades of students decrease as class size increases. Moreover, relatively vulnerable students such as first-years or those with low SAT scores experience on average larger negative effects from increases in class sizes. The findings suggest that attempts to control costs may harm students, particularly those least likely to graduate. [ABSTRACT FROM AUTHOR]

Motion Withdrawn by FSEC 9/14/17

17-18.04—Motion Recommending a One Year Suspension of Quadrennial Review of Chairs.

Referred by: Faculty Senate Executive Committee

MOTION:

The Faculty Senate recommends that the Quadrennial Evaluation of Chairs be suspended for the 2017-2018 Academic Year.

RATIONALE:

The Quadrennial Evaluation of Chairs is currently being applied inconsistently between colleges at the University. In addition, deans and faculty members have observed that the process as currently defined in the T&R Faculty Handbook is not a useful addition to the Annual Evaluation of Chairs. This issue should be revisited by Faculty Senate and by the Provost. While the Quadrennial Evaluation of Chairs process is being reconsidered, it seems sensible to suspend these evaluations for the current academic year.

Motion passed 9/28/17

17-18.05—Motion to Create a Crime Analysis Minor

Referred by: Curriculum Committee

MOTION:

The Faculty Senate recommends creation of the attached proposal for a Crime Analysis Minor.

RATIONALE:

Currently, the Criminal Justice Department offers an online crime analysis certificate at the post-baccalaureate level. Introduction of the Crime Analysis Minor at the undergraduate level will provide students with the theoretical and methodological foundation of skills and knowledge for a viable avenue for graduate school and/or future employment. Note that the Crime Analysis Minor provides theoretical and methodological knowledge and skills at the undergraduate level where at the graduate level, students pursue and produce knowledge in research of crime analysis and more advanced temporal, spatial, and statistical techniques and critical thinking.

The minor does not require additional financial or faculty resources.

Motion Passed 10/26/17

17-18.06—Motion to Institute a Process for Promotion of Special Purpose Faculty to the Position of Senior Instructor

Referred by: Faculty Issues Committee

MOTION:

The Faculty Senate recommends that the FT&R Handbook statement on p. 28, 1.6.2.2 be used as the basis for a promotion process for special purpose faculty with some modifications reflecting departmental differences in the role of the special purpose faculty member. These modifications would take the form of a statement explicitly referring to the department's expectations for role performance of the special purpose faculty member with respect to variations in the importance of service, professional accomplishments and teaching in this role. It is recognized that in some departments, teaching performance may be the only ~~criteria~~ criterion for evaluation for promotion, and that this expectation varies across campus. A statement to this effect, specifically describing departmental expectations for promotion of the special purpose faculty member, should be included in each department's handbook of policies and procedures.

Current version: *1.6.2.2 The faculty member shall initiate an application for promotion to the Department Chair and shall provide supporting documentation which must include a statement justifying promotion, evaluations of the faculty member from the Department Chair from the past six years including a summary of students evaluations and peer evaluations (if applicable), current curriculum vita, and any additional information appropriate to support a recommendation for promotion. The Department Chair shall submit the faculty member's application and documentation to the Chair of the appropriate Department Promotion Committee.*
Add: 1.6.2.3 Special purpose faculty members will likewise follow the process as described above. Areas of evaluation will be weighted to accord with this faculty member's contract letter, expectations as described in departmental documents, and ~~ongoing~~ annual evaluations.

RATIONALE:

Whereas the motion creating the rank of senior instructor did not provide a process for promotion; and whereas a process for faculty promotion to the ranks of associate and full professor is included in the FT&R Handbook, a model for promotion to other faculty positions does exist.
No changes to the current wording in section 1.6.2.2 appear to be necessary. However, because the role of the special purpose faculty member varies from one department to another, we recommend that each department must use criteria for promotion that are consistent with handbook and departmental expectations for time spent in teaching, professional activities and service and other functions assigned to the special purpose faculty in that department. We therefore propose the addition of the two sentences as noted above to the handbook. It is recommended that these sentences or the like be added to the department's handbook.

17-18.07—Resolution for the Creation of an Institutional Accreditation Task Force

Resolution for the Creation of an Institutional Accreditation Task Force

Referred by: Dr. Prahlad Kasturi, COBE Senator

Whereas, institution accreditation is necessary to assure the educational quality of programs offered by Radford University;

And

Whereas, maintaining accreditation is necessary to sustain and improve the educational quality of programs offered by Radford University;

And

Whereas, maintaining accreditation is necessary to sustain the educational reputation of Radford University among current, past and future constituents;

It is hereby resolved that:

Radford University should create a university-wide task force (besides the one for SACS) with the mission of supporting efforts to maintain any institution accreditation for the betterment of the university.

Such a task force will comprise of Senior Administrators such as the Provost, Deans, Department Chairs, Program Directors and relevant Sub Committee Chair/s of the Faculty Senate whose programs, departments or colleges are accredited by different accreditation agencies.

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17-18.08—Motion to Recommend Assessment Goals to the State Council of Higher Education

Referred by: Faculty Senate Executive Committee

MOTION:

The Faculty Senate recommends that the following seven goals be assessed and reported to the State Council of Higher Education of Virginia:

- Written communication
- Oral communication
- Critical thinking
- Quantitative reasoning
- Scientific reasoning
- Information literacy
- Civic engagement

RATIONALE:

The General Education Task Force reviewed curriculum and presented these goals, and received subsequent approval, to the Core Curriculum Advisory Committee. All but Civic engagement are current goals. The Civic engagement goal has been mandated by SCHEV, which also has mandated that universities continue to assess: Written communication, Critical thinking, and Quantitative reasoning. Two additional goals were left to the discretion of each university, for a total of six. However, at the request of the Task Force, Dr. Kolajo has contacted SCHEV and determined that a university can report seven goals. The Task Force believes the current goals are essential and in the absence of a university-wide discussion that would support eliminating one of the current goals, the Task Force recommends that we retain all current goals, relying on existing assessment measures for the time being, and relying on protocols developed for the Scholar Citizen Initiative for reporting on the now-seventh goal, Civic engagement.

17-18.09—Motion Concerning Changes to the Syllabi of University Core A, as part of the Core Curriculum

Referred by: Curriculum Committee

MOTION: Faculty Senate recommends revisions to the master syllabi for CORE 101,102, 201, 202, the assessment rubric and the curriculum map.

RATIONALE:

Current Assessment Plan:

Under the current Core Curriculum University Core A assessment plan, Goals 1 through 4 (written communication, oral communication, critical thinking, and information literacy) are assessed within the University Core A courses, CORE 101, 102, 201, and 202 sequence. Within each Core A course, student work is collected as assessment artifacts. A rotating schedule of courses are assessed each semester. For example, Fall 2017 is the assessment semester for CORE 201. CORE 202 is scheduled for assessment in Spring 2018, with the 100 level sequence schedule for the following academic year. Each sequence (100 or 200) is assessed in alternating years with the 01 courses assessed in Fall and the 02 courses assessed in Spring. The number of artifacts collected per course varies from 2 to 4 per student depending on the specific course in the sequence. Sampling (10%) of the artifacts is conducted. These artifacts are sent to outside raters and reviewed for competency based on the previously approved rubrics. Cost of this is between $5,000 and $8,000 per year.

Challenges within the current plan:
- Time intensive: The collection of artifacts is time intensive and a burden on instructors.
- Reduced autonomy of instructors: Faculty are forced to use very specific assignments and structures within the courses to enable those to be assessed with outside raters. This discourages creativity and engagement of the full time tenured and tenure track faculty as the strict structure is burdensome and limits engagement with these courses in the disciplines and degree programs across campus. These limitations also remove instructors from the process of assessment, further disengaging the faculty and limiting the purpose and utility of assessment.
- Reduced flexibility of the curriculum: in order to maintain data reliability under the current assessment plan, the assignments must be very similar and are prescribed within the courses through the master syllabi. This also limits the ability of courses outside of Core A to substitute for these classes.
- Course isolation: Courses have been assessed in the past individually rather than examining attainment of competency throughout the entire sequence. This limits the scope of assessment and the utility of findings.
- Reliability and validity of the assessment data: inconsistency in application of the prescribed assignments results in questionable reliability of the outcomes of the assessment process and concerns about the validity of the data being used to assess competency of our students
- Resource burdensome: $5000 to $8000 per academic year is spent assessing competencies using the outside rater system.

Proposed changes:
Revision of the Core A objectives for each goal (see attachment-Core A Outcomes and Course Objectives-original and proposed): These increase the flexibility of the courses and options for additional

substitution courses. This also results in increased autonomy for faculty and academic freedom for those teaching in the Core A sequence.

Revision of the assessment plan (see attachment-Curriculum Map):
- No collection of artifacts
- More similar to the Core B assessment plans
- Focus on student level data collection
- Conducted by instructors using D2L rubric at the end of the semester
- Data extracted directly from D2L and managed by the Office of Institutional Effectiveness
- Leaves instructors able to develop assignments based on general guidelines mapped to the existing Core A competencies and learning goals (Goals 1 through 4 of the RU Core Curriculum)
- Instructors can also see the progress and attainment of competencies by their students. Rubrics can be used further in the degree coursework to integrate the competencies across the curriculum

Revision of the master syllabi (see attachments) for CORE 101, 102, 201, and 202
- Removal of the prescriptive nature of the courses
- Improve the utility of these for providing foundational skills to our students
- Increased focus on the development of these skills
- Expand the ability of courses to be substituted as long as those allow for assessment of student learning under Goals 1 through 4

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17-18.10—Motion on the Intellectual Property Policy

Referred by: Faculty Issues Committee

MOTION: The Senate recommends that Radford University adopt the Intellectual Property Policy as drafted by the university's Intellectual Property Committee (document attached, dated 2017-04-20), as the single University Intellectual Property Policy. Should that policy be adopted by the Board of Visitors, all other versions of the IP policy will be superseded by this one, and section 3.4 of the Faculty Handbook should subsequently be deleted.

RATIONALE:

Rationale:
The campus Intellectual Property Committee, working over the past several years, has drafted an IP Policy. This policy maintains a firm commitment to the IP rights of faculty and students, specifically mentioning issues such as on-line materials.

Because a majority of the members of the IP committee are FT&R faculty and Senate members, the Senate will continue to have a voice in this policy, if changes or editing become necessary.

Since the IP policy pertains to all university employees, and students, it does not belong in the Faculty Handbook.

From the opening section of the proposed IP Policy:

Radford University encourages participation by faculty, staff and students in scholarly research and creative activities that create knowledge, support and enhance teaching, and is consistent with its public service mission to contribute to the economic development of Virginia. While research conducted by the University is aimed first at creation, discovery and dissemination of knowledge, rather than profit from commercial application, the University recognizes that public benefit may result from commercial applications of technology developed with University resources. The University seeks through adoption of these policies and procedures to balance the interests of the public, the University and respective inventor(s), author(s), or artist(s) in intellectual property arising from research and creative activities conducted by employees and students.

17-18.11—Motion on the Removal of Course Prefix Limitations Within the Core Curriculum

Referred by: Curriculum Committee

MOTION: Faculty Senate recommends ~~the deletion of catalogue language limiting students~~ increasing the total ~~to six~~ of ~~course~~ credit hours with the same prefix as the major from six to nine credit hours toward counting as part of the Core Curriculum.

Current catalogue language to be removed:

"So that a student's RU education might have as much disciplinary breadth as possible, students may apply no more than two courses to the Core Curriculum that have the same prefix as that of their major."

RATIONALE:

There is no SACSCOC or SCHEV requirement limiting the number of general education courses that may be applied to degree programs. Currently, students may apply two courses to the Core Curriculum that have the same prefix as that of their major. This motion would remove any limitations on the counting of courses for University Core Curriculum and degree requirements. This allows the most flexibility for students and may encourage students to seek double majors, minors, and certificates. It also removes barriers for students who embark on general education and decide to major in areas in which they have completed Core Curriculum requirements. This would prevent students from going back to replace courses that fulfill Core Curriculum requirements.

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17-18.12—Motion to Recommend Approval of the Academic Affairs Approval Pathways for New, Modified, or Discontinued courses and Changes in programs

Referred by: Governance Committee

MOTION: Faculty Senate recommends the approval of the following two curriculum pathways:
1. New, modified, or discontinued courses, changes in program requirements not submitted to SCHEV (page 2)
2. New or discontinued majors, minors, certificates, concentrations, options; changes in program requirements to be submitted to SCHEV (page 4 & 5)

RATIONALE:

Radford University does not currently have formally approved curriculum pathways.
The proposed Academic Affairs approval flowchart document resulted from work of the Internal Governance Review Working Group. The review process included feedback from the Provost, the Academic Affairs Leadership Team, and the Governance and Curriculum Committees of Faculty Senate. The group was charged with drafting an approval process document to include in the IG document that 1) defines the processes for review and approval of changes in curriculum and 2) clarifies the role of each constituency in the review, comment, and approval process. The accompanying flowcharts accomplish this goal.

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17-18.13—Motion to Recommend Approval of the Academic Affairs Approval Pathways for New, Modified, or Discontinued Courses Not in a Specific Discipline

Referred by: Governance Committee

MOTION: Faculty Senate recommends the approval of the curriculum pathway for new, modified, or discontinued courses not in a specific discipline and not CORE (page 3)

RATIONALE:

Radford University does not currently have formally approved curriculum pathways. The proposed Academic Affairs approval flowchart document resulted from work of the Internal Governance Review Working Group. The review process included feedback from the Provost, the Academic Affairs Leadership Team, and the Governance and Curriculum Committees of Faculty Senate. The group was charged with drafting an approval process document to include in the IG document that 1) defines the processes for review and approval of changes in curriculum and 2) clarifies the role of each constituency in the review, comment, and approval process. The accompanying flowcharts accomplish this goal.

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17-18.14—Motion to Recommend Approval of the Academic Policies and Procedures Pathway

Referred by: Governance Committee

MOTION: Faculty Senate recommends the approval of the academic policies and procedures
pathway (page 6)

RATIONALE:

Radford University does not currently have formally approved curriculum pathways.
The proposed Academic Affairs approval flowchart document resulted from work of the Internal
Governance Review Working Group. The review process included feedback from the Provost, the
Academic Affairs Leadership Team, and the Governance and Curriculum Committees of Faculty Senate.
The group was charged with drafting an approval process document to include in the IG document that 1)
defines the processes for review and approval of changes in curriculum and 2) clarifies the role of each
constituency in the review, comment, and approval process. The accompanying flowcharts accomplish
this goal.

17-18.15—Motion to Recommend Approval of the Academic Affairs Approval Pathway for Academic Program Review

Referred by: Governance Committee

MOTION: Faculty Senate recommends the approval of the pathway for Academic Program
Review (page 7)

RATIONALE:

Radford University does not currently have formally approved curriculum pathways.
The proposed Academic Affairs approval flowchart document resulted from work of the Internal
Governance Review Working Group. The review process included feedback from the Provost, the
Academic Affairs Leadership Team, and the Governance and Curriculum Committees of Faculty Senate.
The group was charged with drafting an approval process document to include in the IG document that 1)
defines the processes for review and approval of changes in curriculum and 2) clarifies the role of each
constituency in the review, comment, and approval process. The accompanying flowcharts accomplish
this goal.

17-18.16—Motion to Recommend Approval of the Academic Affairs Approval Pathway for Changes to the General Education Program

Referred by: Governance Committee

MOTION: Faculty Senate recommends the approval of the General Education Program pathway
(page 8)

RATIONALE:

Radford University does not currently have formally approved curriculum pathways.
The proposed Academic Affairs approval flowchart document resulted from work of the Internal Governance Review Working Group. The review process included feedback from the Provost, the Academic Affairs Leadership Team, and the Governance and Curriculum Committees of Faculty Senate. The group was charged with drafting an approval process document to include in the IG document that 1) defines the processes for review and approval of changes in curriculum and 2) clarifies the role of each constituency in the review, comment, and approval process. The accompanying flowcharts accomplish this goal.

17-18.17—Motion to Recommend Approval of the Pathways for Academic Departments and Academic Colleges

Referred by: Governance Committee

MOTION: Faculty Senate recommends the approval of the pathways for academic departments and academic colleges (pages 9 & 10).

RATIONALE:

Radford University does not currently have formally approved curriculum pathways.
The proposed Academic Affairs approval flowchart document resulted from work of the Internal Governance Review Working Group. The review process included feedback from the Provost, the Academic Affairs Leadership Team, and the Governance and Curriculum Committees of Faculty Senate. The group was charged with drafting an approval process document to include in the IG document that 1) defines the processes for review and approval of changes in curriculum and 2) clarifies the role of each constituency in the review, comment, and approval process. The accompanying flowcharts accomplish this goal.

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17-18.18—Motion to Define the Civic Engagement Goal

Referred by: Curriculum Committee

MOTION: Faculty Senate approves the following goal for civic engagement:

"While at Radford University, students will demonstrate awareness of their roles, rights, and responsibilities in the various communities they inhabit by participating in civic engagement activities."

RATIONALE:

As defined by SCHEV, "Civic engagement [is] an array of knowledge, abilities, values, attitudes, and behaviors that in combination allow individuals to contribute to the civic life of their communities. It may include, among other things, exploration of one's role and responsibilities in society; knowledge of and ability to engage with political systems and processes; and/or course-based or extra-curricular efforts to identify and address issues of public or community concern."

For Reference:

Link to SCHEV document: http://www.schev.edu/docs/default-source/institution-section/GuidancePolicy/assessment/civic-engagement-meeting-2017/civic-engagement-statement.pdf

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17-18.19—Motion to Create a Healthcare Certificate

Referred by: Curriculum Committee

MOTION:

The Faculty Senate recommends the approval of the attached proposal for the creation of an undergraduate certificate in Healthcare.

REATIONALE:

As a result of collaborative efforts between the School of Nursing, Department of Information Technology, and Carillion Clinic, a Healthcare Certificate has been developed in the School of Nursing that would enable students to meet the growing need for healthcare information management and informatics. The curriculum would be targeted towards students in Information Technology, Business, and related majors.

The Healthcare Certificate consists of 4-5 courses, for a total of 14-16 credit hours. The track would be housed in the School of Nursing for non-nursing students (See attached complete proposal).

17-18.20—Motion to Approve the Academic Governance Document

Referred by: Governance Committee

MOTION:

Faculty Senate recommends the approval of the "Academic Governance at Radford University" document.

RATIONALE:

The Internal Governance Working Group crafted the "Academic Governance at Radford University" document to addresses Academic Governance, which is under the purview of the faculty and Provost. This document describes the organization of academic governance, identifies the participants, and outlines the processes to be followed. The review process included feedback from the Provost, the Academic Affairs Leadership Team, and the Governance Committee of Faculty Senate.

Radford University's Internal Governance document has not undergone revisions since 2004. The university structure has evolved significantly since that time and the current document does not reflect these changes. The charges, memberships and practices of many of the committees identified in the document in practice have moved far from what is described in the current document. The purpose of this document is to update and bring our current document in line with current practice.

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17-18.21—Motion to Create the Radford Academic Values Exploration Team

Referred by: Faculty Senate Executive Council

MOTION:

The Faculty Senate recommends the establishment of the Radford Academic Values Exploration Team to explore the fundamental academic values for the potential revision of general education curriculum at Radford University.

To ensure diversity and equity of representation of many perspectives and that all faculty have access to provide input into that process, the team will be comprised of 2 full time Teaching and Research faculty representatives nominated and elected from each college (CHBS, ACSAT, COBE, CVPA, CHED, Waldron, and Jefferson) will serve as voting members on the team. Although these voting members are elected at the college level, their mission will be to represent views from across the Radford University community.

Additional appointed, advisory, non-voting members will include:

- 1 facilitator/chair, the Interim Director of Core Curriculum;
- 1 member from the McConnell Library;
- 1 member from the Office of Institutional Effectiveness and Quality Improvement;
- 1 member from Student Affairs;
- 1 member from the Center for Career and Talent Development;
- 1 member from advising;
- 1 member from the Student Government Association; and
- 1 member who is an alumnus.

With the exception of the facilitator/chair, each of these advisory members will be appointed by the Faculty Senate Executive Council in consultation with each appropriate unit on campus.

The team charges are to:

1) Solicit input from a wide range of stakeholders (students, faculty, alumni, advisors, etc.) to learn about the fundamental academic values that define a Radford University general education;
2) Identify a possible set of fundamental academic values for the general education curriculum shared across the Radford University community; and
3) By October 8, 2018, develop and submit a set of recommendations on the fundamental academic values that should define the general education curriculum for Radford University, to be submitted for review and approval by the Faculty Senate.

RATIONALE:

Broad review of general education at Radford University has not been conducted within the past ten years. To ensure the academic success of our students and in light of the new Strategic Plan,

the Radford University faculty should determine the academic values that should be at the heart of the general education curriculum as first step in determining whether a long-term revision is necessary. Identifying these values will also enable the faculty to align the general education curriculum with the accrediting expectations of SACSCOC, and SCHEV. Moreover, the engagement of faculty in the identification of the fundamental academic values of general education will allow for a campus wide conversation about the role of general education in the success of our students.

To allow for diversity in background, experience, and expertise and to respect the role of faculty in the ownership of curriculum, two full time teaching and research faculty from each college will comprise the voting members of the proposed team. The inclusion of two faculty from Jefferson College recognizes the diversity of faculty on that campus and provides a crucial opportunity for those faculty to engage in this process alongside their Radford University colleagues. College faculty will be nominated and asked to provide short 3 to 5 sentence statements about their interest in general education to be included with the voting forms within each college. Although elected at the college level, the intent of this motion is to form a diverse team that will represent views gathered from across the campus and which will not be constrained to representing specific constituents.

To promote transparency and open communication, this process will include a broad digital platform and open public forums to allow for widespread input. Additionally, regular Senate reports will be expected as will campus wide dissemination of updates from the team as this process moves forward.

17-18.22—Motion to Postpone the Faculty Morale Survey

Referred by: Campus Environment Committee

MOTION:

Faculty Senate recommends that the Faculty Morale Survey be postponed pending further evaluation of its utility.

RATIONALE:

The COACHE study appears to duplicate the core elements of the Faculty Morale Survey, redundancy of efforts and clarity of usefulness needs assessment.

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17-18.23—Motion to Recommend Approval of Courses within the RARE program

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends approval of RARE 400, RARE 410 and RARE 420 as part of the Radford Amazonian Research Expedition (RARE) program.

RATIONALE:

Radford University maintains the RARE program, an interdisciplinary, research-based study abroad experience under the Academic Programs umbrella with Jeanne Mekolichick as the designated administrator. The new IG pathways for course proposals that are not under a college curriculum committee purview get their review by the Senate Curriculum Committee. These three course proposals for review fall under a new RARE prefix.

The new prefix will help unify the student experience and give a clearer identity to the work done by the students in the program. Up to now students have had to take courses in the home department of the faculty leading that year's trip. Having a class that all of the students register for and outside a given department or college will make it easier to identify in a student's transcript the RARE experience and make it easier for departments to justify giving major credit for those classes.

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17-18.24—Motion to Recommend Approval of Courses within the OURS program

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends approval of the course OURS 200 ARO Research Experiences.

RATIONALE:

This course is needed to support the Accelerated Research Opportunities (ARO) learning community. The Living Learning Community does not have required elements for the spring semester and this has limited the effectiveness of the program. This course will allow for the better mentoring of the ARO students as they begin their URSCA (undergraduate research, scholarship, and creative activities) projects.

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17-18.25—Motion to Recommend Approval of a Graduate Certificate in Business Analytics

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends approval of a new graduate certificate in business analytics.

RATIONALE:

The four-course Graduate Certificate in Business Analytics will provide graduates with the skills, techniques and applications to use data to generate business intelligence for effective organizational decision-making. Students will explore and analyze large amounts of data to develop predictive models, discover meaningful patterns, and generate rules for business decision-making as it is increasingly critical for organizations to understand and leverage the capabilities of business analytics to inform operational activities and identify scientifically strategic directions. We will partner with SAS, the leading provider of Analytics solutions for industry, to add credibility to the certificate program.

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17-18.26—Motion to Recommend Approval of a Concentration in Business Analytics as part of the MBA Degree Program

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends approval of a new concentration in business analytics as part of the MBA degree program.

RATIONALE:

In addition to the 21 credit hours of required core courses in the MBA, the program currently requires that students take 6 credit hours of courses in Analytics, 6 credit hours of courses in Innovation, and 3 credit hours of free electives. As Business Analytics is an area in which graduates are in high demand, the COBE proposes that the MBA program offer an option for students to pursue a 15-credit hour Business Analytics Concentration (This will take the place of the current 15 hours that has been assigned to Analytics, innovation, and free elective courses in the MBA). The Business Analytics Concentration will produce graduates who can understand and apply big data analysis to make meaningful decisions. Courses are designed to provide advanced skills and techniques that can be applied to discipline specific and more general business problems. This concentration will provide students with the foundations for building the skills to gain certifications in Tableau, Base SAS, SAS Enterprise Miner, Forecasting with the International Institute of Forecasters, and CAP (Certified Analytics Professional). The Business Analytics concentration will help the MBA program by:

- Attracting additional students to the program
- Allowing it to remain competitive with other institutions and business colleges
- Supporting AACSB accreditation requirements
- Producing MBA graduates with the business analytics skills needed and desired by industry

17-18.27—Motion to Recommend Approval of the Course UNIV 200

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends approval of the course UNIV 200

RATIONALE:

UNIV 100 is a major part of Radford University's retention efforts, and the peer instructors play a vital role in helping new students successfully transition to college. After careful assessment of our UNIV 100 course, it became clear that our peer education program needed revisions; the peer instructors need better preparation, support, and guided reflection in order to feel more confident and capable serving as student instructors for an entire semester. Improving our support of UNIV 100 peer instructors will therefore also improve retention efforts at Radford University since it will make UNIV 100 more effective.

Substantial research suggests that peer education significantly improves student retention, satisfaction, and connections with faculty and enrichment opportunities. Peer instructors are often similar to their peers in terms of personality and values, but they have higher self-esteem and greater leadership skills, they are more motivated to provide service, and they are more successful and careful. This combination of attributes makes peer instructor's excellent role models who are ideally positioned to positively influence their students. Therefore, peer instruction is a critical function of retention and transition efforts at a university.

Furthermore, peer education benefits the students who participate in it. Peer instructors develop deeper connections with faculty, learn more about university resources, improve communication and time management skills, and become more confident in themselves and their leadership abilities. Because teaching is one of the most effective methods of learning, peer instructors more thoroughly learn about resources and opportunities, making them more likely to become more involved at Radford. To fully equip peer instructors with the knowledge and skills to be effective role models, mentors, and teachers to their peers, a Peer Education Practicum is required.

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17-18.28—Motion to Recommend Organizational Change of the Honors Academy to the Honors College

Referred by: Faculty Senate Executive Committee

MOTION:

Faculty Senate recommends approval of the Organizational Change of the Honors Academy to the Honors College

RATIONALE:

The proposed Honors College would provide increased clarity for several important external audiences. Such clarity is vital for a range of stakeholders, including new students (e.g., prospective students, their families, and high school guidance counselors), honors alumni (e.g., with graduate programs and employers), and university benefactors.

Prospective Students
Well-qualified high school seniors and transfer students typically receive admission offers from multiple institutions. As such, accurate institutional communication is necessary to successfully recruit these honors-level applicants. The establishment of an Honors College at Radford University will more clearly articulate the depth and breadth of offerings provided to honors students. In turn, prospective students who learn about the strength of the honors experience should have increased matriculation and retention rates.

Employers and Graduate Programs
As college students approach graduation they often need efficient strategies to communicate their qualifications to potential employers or graduate programs. The proposed Honors College would allow our honors alumni to efficiently convey the depth of their educational experiences in their resumes or cover letters. Although such short-hand can never fully describe the richness of honors classes and the honors community, it can provide a tipping point for competitive jobs or graduate programs that have large applicant pools.

University Benefactors
Foundations and private donors have the potential to make a meaningful impact on the lives of students through grants and gifts. As with other external audiences, the Honors College would provide potential benefactors a more accurate understanding of what their donations could support. That is, honors activities at Radford University include the full range of residential, curricular, travel, research, mentorship, and community experiences. With the ongoing financial challenges across higher education, making the donor communications clear and affirmative would be a notable strength of the proposed Honors College.

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

Referred by: Governance Committee

MOTION:

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

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

Add language to 1.4.2.A.2
The criteria for evaluation as Chair or Director shall reflect the duties and responsibilities of the chair or director as listed in section 4.2.3.1 of this Handbook. Additionally, two questions must be added at the end of the survey: 1) Overall evaluation of the Department Chair or School Director and 2) Do you support the continued service of this person in the role of School Director or Chair?

Alter 1.4.2.A. to insert:
(After #3)
New #4:
"If the average rating of the question about the overall evaluation of the Department Chair or School Director falls below 3.00 on a 5.00 scale, the department personnel committee will recommend a plan of improvement be developed by Chair/Director and Dean.

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

RATIONALE:

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

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

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

17-18.30—Motion Regarding the Change in the Intersession Course Withdrawal Policy.

Referred by: FSEC

MOTION:

Faculty Senate Recommends changing the intersession (Wintermester and Summer Sessions) course withdraw policy to no longer count a course withdraw against the five individual course withdrawal limit.

Supporting Material:

Current Policy:

"Withdrawals from courses during Wintermester and summer sessions are individual course withdrawals, even if the student withdraws from all courses in which he/she is enrolled. These withdrawals do count against the five withdrawal limit. Although – for financial aid and other reasons – this action must be handled administratively as a University Withdrawal."

Proposed Change:

"Withdrawals from courses during Wintermester and summer sessions ~~are individual course withdrawals, even if the student withdraws from all courses in which he/she is enrolled. These withdrawals~~ do not count against the five withdrawal limit. Although – for financial aid and other reasons – this action must be handled administratively as a University Withdrawal."

RATIONALE:

This policy change is a compromise that came out of the Removing Barriers to Student Success subcommittee of the Council on Student Engagement and Success Committee. The subcommittee first considered eliminating the 5 individual course withdrawal limit altogether to align ourselves with the vast majority of the other state 4-year institutions and our peer institutions, but it was determined that such a change ought to be incremental. Therefore, it was proposed to not count course withdrawals in the intersessions against the individual course withdrawal limit. This change not only gives students more flexibility in the intersessions, but it should also encourage students to take more courses in the intersession without fear of possibly having to use one or more of their individual course withdrawals.

17-18.31—Motion Regarding a Change in the Academic Transfer Policy.

Referred by: FSEC

MOTION:

Faculty Senate Recommends changing the academic transfer policy to reflect encouragement of associate degree completion.

Supporting Material:

"State Policy on Transfer

To encourage the transfer of students from the Virginia Community College System to Radford University, the State Policy on Transfer has been embraced by Radford University, effective fall 1993. A student who transfers to Radford University from a Virginia Community College will be considered to have satisfied Radford's Core Curriculum requirements if any of the following is met:

the student has by the time of transfer earned an associate degree from a Virginia community college based on a baccalaureate-oriented sequence of courses (i.e., the Associate of Arts, Associate of Science or Associate of Arts and Science); or the student is able to earn such a degree by successfully completing at a Virginia community college courses remaining for the associate degree concurrently with the first semester of enrollment at Radford; or
the student will earn an associate degree as a result of credit earned during his or her first semester of enrollment at Radford, up to a maximum of 10 hours."

Proposed change:

"State Policy on Transfer

To encourage the transfer of students from the Virginia Community College System to Radford University, the State Policy on Transfer has been embraced by Radford University, effective fall 1993. A student who transfers to Radford University from a Virginia Community College will be considered to have satisfied Radford's Core Curriculum requirements if any of the following is met:

the student has by the time of transfer earned an associate degree from a Virginia community college based on a baccalaureate-oriented sequence of courses (i.e., the Associate of Arts, Associate of Science or Associate of Arts and Science); or the student is able to earn such a degree by successfully completing the remaining requirements before completing a bachelor's degree at Radford University." or at a Virginia community college courses remaining for the associate degree concurrently with the first semester of enrollment at Radford; or
the student will earn an associate degree as a result of credit earned during his or her first semester of enrollment at Radford, up to a maximum of 10 hours.

RATIONALE:
The current policy has been waived by academic petition 33 times in the last five years. This policy change will encourage more students to earn associates degrees while they pursue a bachelor's degree here at Radford University. This, in turn, will strengthen our relationship with Virginia community colleges by helping them with their student graduation rates.

17-18.32—Motion Regarding a Change in the Student Academic Residency Requirements.

Referred by: FSEC

MOTION:

Faculty Senate Recommends eliminating the policy that requires students to complete their last 30 of 39 credit hours for their degree in residency.

Supporting Material:

Current Policy:

"Degree Requirements: No fewer than 45 semester hours must be earned at Radford University to be eligible for graduation. Thirty of the last 39 hours of credit required for the degree must be completed in residency. In addition, 50 percent of the semester hours required for a major or minor (as defined by the department) must be taken at Radford University and no more than six (6) credit hours of Independent Study coursework can be used toward graduation requirements."

Proposed Change:

"Degree Requirements: No fewer than 45 credit ~~semester~~ hours must be earned at Radford University to be eligible for graduation. ~~Thirty of the last 39 hours of credit required for the degree must be completed in residency. In addition,~~ Fifty percent of the credit ~~semester~~ hours required for a major or minor (as defined by the department) must be taken at Radford University and no more than six (6) credit hours of Independent Study coursework can be used toward graduation requirements."

RATIONALE:

The current policy has been waived by academic petition 29 times in the last five years. This change will allow students more flexibility in earning their degrees from Radford University without reducing the number of required residency credit hours for the major/minor (50%) or for the degree (45). It simply permits students to freely choose *when* they want to take courses at another institution to complete their degree requirements.

17-18.33—Motion Regarding a Change in the Academic Renewal Policy.

Referred by: FSEC

MOTION:

Faculty Senate Recommends changing the academic renewal policy to allow students to apply for academic renewal after two full calendar years, instead of four.

Supporting Material:

Current Policy:

Academic Renewal Policy

The Academic Renewal Policy is designed to benefit students who are returning to the university to continue pursuit of an initial undergraduate degree at Radford University after an extended absence of no less than four calendar years and whose cumulative GPA when they were last enrolled was less than a 2.0. (Students may use academic renewal only once.) Students who meet these conditions may apply for academic renewal simultaneously with their application for readmission. Such applications are made to the Office of the Registrar.
Academic renewal permits eligible students to re-enroll at the university to begin their studies anew. Under the provisions of academic renewal:
All previously earned letter grades remain on the student's official transcript, but the student carries no GPA at the time of re-enrollment.
The student retains credit hours for all courses passed with a grade of "C" or better. The student loses credit for courses passed with a grade of "C-" or lower.
If academic renewal is granted, a student must earn a 2.0 grade point average or better for the first 12 hours attempted upon returning. Failure to do so will result in academic dismissal from the university and being ineligible for readmission. Students who have returned under the academic renewal policy must earn 60 credit hours after returning to be eligible to graduate with Latin Honors.

Proposed Change:

Academic Renewal Policy

The Academic Renewal Policy is designed to benefit students who are returning to the university to continue pursuit of an initial undergraduate degree at Radford University after an extended absence of no less than four two calendar years and whose cumulative GPA when they were last enrolled was less than a 2.0. (Students may use academic renewal only once.) Students who meet these conditions may apply for academic renewal simultaneously with their application for readmission. Such applications are made to the Office of the Registrar.
Academic renewal permits eligible students to re-enroll at the university to begin their studies anew. Under the provisions of academic renewal:

All previously earned letter grades remain on the student's official transcript, but the student carries no GPA at the time of re-enrollment.

The student retains credit hours for all courses passed with a grade of "C" or better. The student loses credit for courses passed with a grade of "C-" or lower.

If academic renewal is granted, a student must earn a 2.0 grade point average or better for the first 12 hours attempted upon returning. Failure to do so will result in ~~academic dismissal from the university and ineligible for readmission~~ academic suspension. Students who have returned under the academic renewal policy must earn 60 credit hours after returning to be eligible to graduate with Latin Honors.

RATIONALE:

The Academic Policies and Procedures Committee determined that two full calendar years was sufficient time away from Radford University in order for a student to return under the conditions of Academic Renewal. This change will also encourage students to return to Radford University instead of attending another four-year institution where they could also re-start their higher education.

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17-18.34—Motion Regarding a Change in the Academic Suspension Policy.

Referred by: FSEC

MOTION:

Faculty Senate Recommends changing the academic suspension policy to include: (1) elimination of the new student suspension policy; (2) suspension after the spring term only; (3) elimination of permanent dismissal, and; (4) a suspension appeals process.

Supporting Material:

Current Policy:

New Student Policy

Any new (freshman or transfer), full-time (as of census date) student who has a GPA below 1.00 at the conclusion of the first semester of enrollment will be suspended. The student will not be allowed to continue in the next Wintermester and spring semester (if the student first enrolled in the fall) or summer sessions and fall semester (if the student first enrolled in the spring).
No exceptions to the academic suspension policy will be made for new students.

Continuing Student Policy

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

Continuing students may attend Wintermester (if suspension follows a fall semester) or summer sessions (if suspension follows spring semester) at Radford University to improve their GPAs and avoid being suspended for the subsequent spring or fall semester. Courses taken at other institutions will not affect the student's Radford University GPA.
No exceptions to the academic suspension policy will be made for continuing students.

Additional Information about Suspension

Multiple Suspensions and Dismissal
A student who has been suspended once for academic reasons, is readmitted, and who falls below the suspension threshold for a second time is eligible for readmission only under the terms of the Academic Renewal Policy. (See below.)

Simultaneous Academic and Disciplinary Suspensions

Occasionally, a student whose actions during a semester result in disciplinary suspension for the following semester subsequently earns grades for the semester that also cause him/her to fall below the academic suspension threshold. In such cases, the following semester's suspension will be considered an academic suspension for the purpose of determining the number of times a student has fallen below the academic suspension threshold.

Terms of Suspension

A student suspended for the first time may not enroll in the next regularly scheduled semester. (Please see readmission information below.) A student who has been suspended once for academic reasons, is readmitted, and who falls below the suspension threshold for a second time is eligible for readmission only under the terms of the Academic Renewal Policy, which requires an absence from RU of no less than four full calendar years. (See Academic Renewal Policy, below). A student who is readmitted under the terms of the Academic Renewal Policy must earn a 2.0 grade point average of better for the first 12 hours attempted upon returning and must maintain a cumulative grade point average that meets or exceeds the suspension threshold following subsequent semesters. Failure to do so will result in academic dismissal from the University and make the student ineligible for readmission.

Proposed Change:

New Student Policy
Any new (freshman or transfer), full-time (as of census date) student who has a GPA below 1.00 at the conclusion of the first semester of enrollment will be suspended. The student will not be allowed to continue in the next Wintermester and spring semester (if the student first enrolled in the fall) or summer sessions and fall semester (if the student first enrolled in the spring). No exceptions to the academic suspension policy will be made for new students.
Suspension Policy **Continuing Student Policy**
All students must meet the below GPA threshold by the conclusion of each spring term.

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 may attend summer sessions (excluding Augustmester) at Radford University to improve their GPAs and avoid suspension . Courses taken at other institutions will not affect the student's Radford University GPA.

Additional Information about Suspension
Terms of Suspension

A student suspended for the first time may not enroll in the next regularly scheduled semester. (Please see readmission information below.) A student who has been suspended for a second or more times may not enroll for one full academic year.
Suspension Appeals Students may submit an Appeal of Suspension to the Suspension Appeals Committee, which includes representation from academic and student affairs, within 10 business days following notification of suspension. Appeals of suspension are not automatically granted. Generally, suspension appeals are only approved when the student is able to sufficiently demonstrate that his/her academic performance suffered as a result of factors outside the student's control and/or the student has shown significant academic progress since falling below the suspension threshold.

RATIONALE

The overall goals of these policy changes are to: (1) give all students a full academic year to meet academic expectations; (2) allow the university some flexibility to grant exceptions to suspension to students based on their individual circumstances and academic progress, and; (3) allow the University to determine whether or not a student is ready to return to Radford University, regardless of how many times they have been suspended in the past.

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17-18.35—Motion Recommending Approval of a Minor in Ethics

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends the approval of a new minor in Ethics.

RATIONALE:

The Department of Philosophy and Religious Studies proposes the creation of a new minor in ethics. The hiring of a new tenure-track faculty member with a specialization in ethics makes this particularly desirable. A new ethics minor aligns with the new university strategic plan. For instance, courses in ethics enforce critical thinking and reasoning skills, particularly as it relates to local and global problems (Academic Excellence and Research, Goal 1, A). This minor will include two new undergraduate courses in bioethics (course proposals attached), giving this minor a distinct emphasis on ethics in medicine and biological research (Academic Excellence and Research, Goal 2). Additionally, the two new courses in bioethics will primarily be offered online, further enhancing PHRE's online course offerings and aligning with the strategic plan (Academic Excellence and Research, Goal 1, C.)

The new minor will be 18 hours and will include the following courses:

PHIL 112: Ethics and Society
PHRE 202: Current Topics in Ethical Inquiry
PHIL 310: Professional Ethics
PHIL 390: Ethical Theory
PHIL 430: Emerging Trends in Bioethics
PHIL 440: Cultural Perspectives in Bioethics

17-18.36—Motion Regarding Adjunct Faculty Salaries

Referred by: Resource Allocations Committee

MOTION:

Whereas adjunct faculty play an important instructional role on campus while teaching undergraduate and graduate Radford University students;

And

Whereas adjunct faculty provide flexibility to Department Chairs in scheduling of classes and to the Administration in handling budget related contingencies;

And

Whereas many departments rely on the availability of faculty adjuncts to teach a wide variety of courses;

and

Whereas there are 126 female and 87 male instructional adjuncts serving on the campus;

and

Whereas there have been limitations on the number of courses faculty adjuncts can teach during a semester;

And

Whereas there is need to maintain qualified adjuncts in the area who meet SACS accreditation criteria and those of other specialized bodies;

And

Whereas some disciplines at Radford University are extremely ~~handicapped~~ hard pressed to recruit faculty adjuncts at prevailing wages due to market conditions locally;

And

Whereas wage rates for adjunct faculty have not been revised over a decade;

And

Whereas the cost of living has risen over the same period;

Be it resolved:

The Faculty Senate hereby recommends to the administration that there be a rationalization of adjunct faculty wages by a) taking into consideration annual CUPA surveys regarding compensation for adjunct faculty; b) noting what RU's competition in New River Valley pay for faculty adjuncts in specific disciplines and C) adjust for inflation that has occurred over the past decade and raise adjunct salary ~~by about 15 percent~~ as indicated by the increase in CPI in the Annual Economic Report of the President.