

Academic Excellence and Student Success Committee

June 2025



Radford
UNIVERSITY



Academic Excellence and Student Success Committee

1:00 p.m.**

June 5, 2025

Kyle Hall, Room 340, Radford, VA

DRAFT
Agenda

- **Call to Order** Ms. Betsy D. Beamer, *Vice Chair*
- **Approval of Agenda** Ms. Betsy D. Beamer, *Vice Chair*
- **Approval of Minutes** Ms. Betsy D. Beamer, *Vice Chair*
 - March 20, 2025
- **Academic Affairs Update** Dr. Bethany M. Usher, *Provost and Senior Vice President for Academic Affairs*
 - Points of Pride
 - Two-Year Plan/Mid Semester Update
- **Informational Item** Dr. Bethany M. Usher, *Provost and Senior Vice President for Academic Affairs*
 - 2025-2026 Emeritus Faculty
(Attachment A)
- **Recommendations and Action Items** Dr. Bethany M. Usher, *Provost and Senior Vice President for Academic Affairs*
 - Recommendation to Approve Teaching and Research Faculty Tenure
(Attachment B)
 - Recommendation to Approve Changes to the Teaching and Research Faculty Handbook, Section 1.4.1.3 Faculty Issues Committee
(Attachment C)
 - Recommendation to Approve Changes to the Teaching and Research Faculty Handbook, Section 1.8.4 Composition of Faculty Appeals Committees
(Attachment D)
 - Recommendation to Approve Changes to the Teaching and Research Faculty Handbook, Section 1.9.5 Composition of Faculty Grievance Committee
(Attachment E)

- Recommendation to Approve the Creation of the Bachelor of Science in Applied Biotechnology Degree Program
(Attachment F)
- Recommendation to Approve Resolution Honoring the Naming of the College of Business and Economics as the Sandra C. Davis and William C. Davis College of Business and Economics
(Attachment G)
- **Faculty Senate Update** Dr. Matthew Close, *Faculty Representative to the Board of Visitors*
- **Other Business** Ms. Betsy D. Beamer, *Vice Chair*
- **Adjournment** Ms. Betsy D. Beamer, *Vice Chair*

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

Committee Members

Ms. Jeanne Armentrout, Chair
 Ms. Betsy D. Beamer, Vice Chair
 Mr. Dale S. Ardizzone
 Mr. William Davis
 Ms. Lisa W. Pompa
 Dr. Matt Close, (Non-Voting Faculty Advisory Representative)

Meeting Materials



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Academic Affairs Report



Academic Affairs Update Agenda

- Points of Pride
- Two-Year Plan Updates
- Information Item: Emeritus faculty
- Action Item: Faculty Tenure
- Action Item: Teaching and Research Faculty Handbook Updates
- Action Item: Applied Biotechnology Program Approval
- Action Item: Naming Davis College of Business and Economics
- Questions and Conversation



Academic Points of Pride

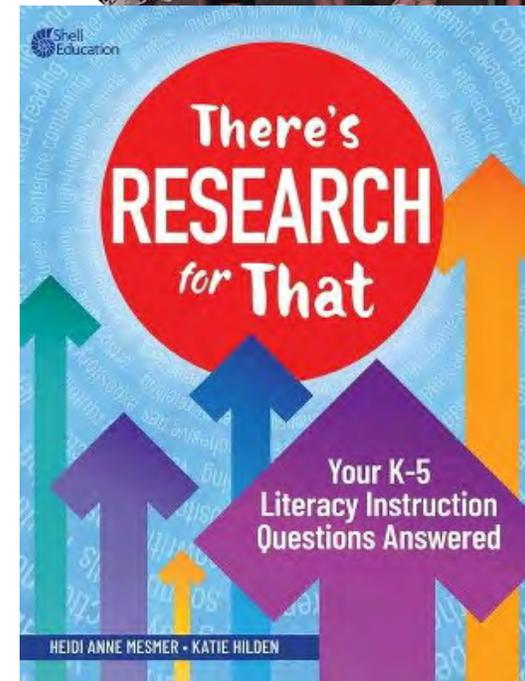
Points of Pride

- Occupational Therapy Faculty and Students presented at the German OT Association Congress
- Alternative Spring Break: 13 students and 4 faculty planted 1200 trees in an Appalachian reforestation project
- Music faculty Jennifer McDonel and Dave River considered for Grammy, featured nationally for early childhood STEM and music curriculum



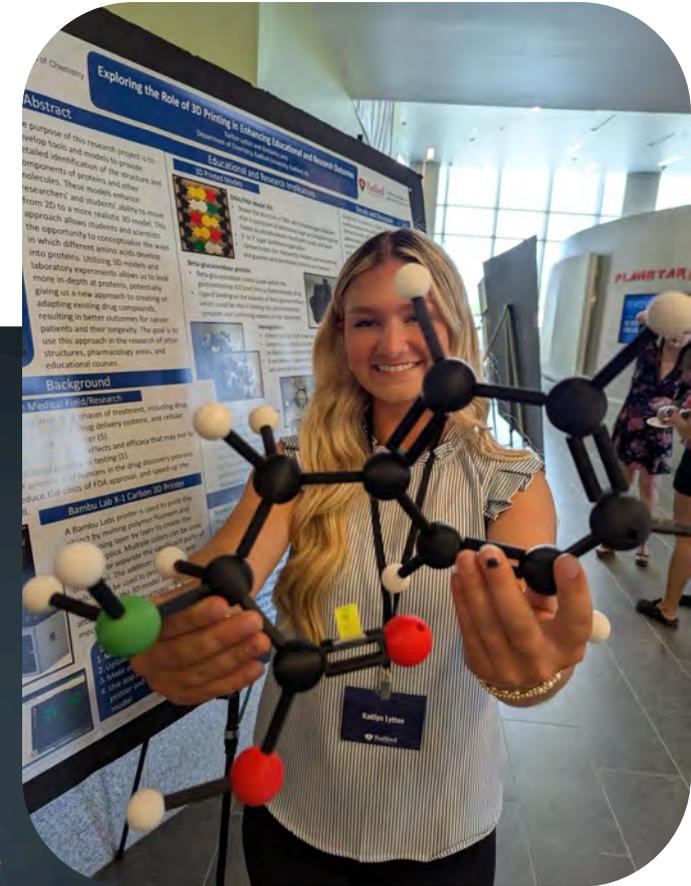
Points of Pride

- Special Education program received the Exemplary Rural Special Education Award for Excellence in Preservice and Inservice Training from the American Council on Rural Special Education
- CEHD awarded state grant to support expansion of the Teacher Apprenticeship Program
- Dr Katie Hilden, Professor of Literacy Education, published *There's Research for That!*



Points of Pride: Student Scholarship

- Student Engagement Forum
 - 476 Student Researchers
- WickedFest
 - 814 participants
- Dancing on the Edge
- Gallery openings, fashion shows, awards events in each college, etc.



Academic Affairs Awards

Distinguished Service Award: Luke Liska, Assistant Professor of Marketing

Distinguished Faculty Advising Award: Stockton Maxwell, Professor of Geospatial Science

Distinguished Creative Scholars Award: Amy VanKirk, Professor of Dance

Award for Administrative and Professional Excellence: Elizabeth Costa, Associate Director for Student Engagement in Roanoke

Anna Lee Stewart Award for Contributions to Faculty Development: Dr. Samantha Blevins, Instructional Designer and Architect in the Center for Teaching and Learning

Donald N. Dedmon Distinguished Teaching Professional Award: Dr. Karen Powers, Professor of Biology

OURS Outstanding Mentor Awards: Dr. Francis Webster, Professor of Chemistry, Stockton Maxwell, Professor of Geospatial Science



Presidential Awards

Dalton Eminent Scholars Rising Star Award

Dr. Lindsay Semprevivo, Assistant Professor of Criminal Justice

Dalton Eminent Scholars Senior Scholar Award

Dr. Sarah Capello, Associate Professor in the School of Leadership.

Dr. Eunyoung Lee, Professor of Nursing.

Dr. Jennifer McDonel, Associate Professor of Music and OURS



Faculty Professional Development Leave 2025-26

➤ David Anderson

Associate Professor, Anthropological Sciences

➤ Shala Cunningham

Associate Professor, Doctorate of Physical Therapy

➤ Zehui Dai

Associate Professor, School of Communication

➤ Karen Douglas

Professor, School of Teacher Education and Leadership

➤ Thomas Duncan

Associate Professor, Economics

➤ Tiesha Martin

Associate Professor, Health and Human Performance

➤ Michael Meindl

Associate Professor, School of Communication

➤ Tara Pelletier

Associate Professor, Biology

➤ Paul Thomas

Professor, Philosophy and Religion

Seed Grant Award Winners

Andrea Barrick

- *The Advocacy Coalition Framework, Breast Cancer Standards Act of 1992*

Melissa DiBiase

- *Pheromone Genes in Speciation*

Anthony Guidone

- *A Digital Archive of Slavery and Medicine in Wytheville, Virginia*

Naveen Joseph

- *Geospatial analysis of food insecurity*

Jamie Lau

- *Changes in aquatic insect biodiversity post-Mountain Valley Pipeline construction through Coffey Creek and Mill Creek*

Michelle Lenhart

- *Multisensory Integration Skills in Children with Communication Disorders*

Tiesha Martin

- *Addressing health disparities through sport for development: A comprehensive assessment of community needs, assets, and readiness*

Michael Meindl

- *Test Driving Bus: Piloting Interview Protocols for The Magic School Bus History*

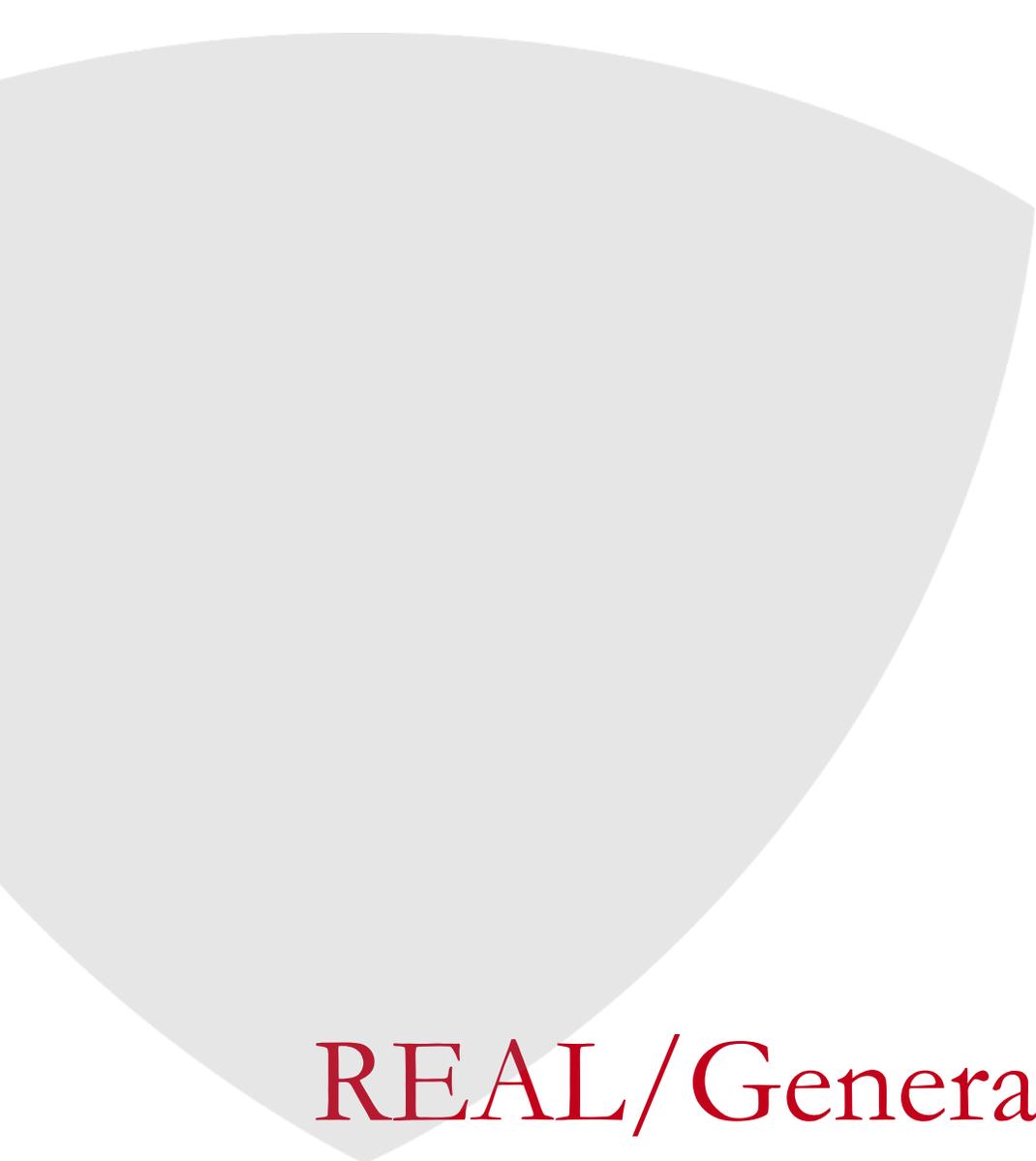
Tara Pelletier

- *Can the diversification of evolutionary lineages be explained by the skin microbiome of salamanders?*

Mengyang Zheng, George Philipi

- *Healthcare Professions Students' Perspectives on Aging Care: A Mixed-Methods Study*

Two-Year Strategic Plan: Improve Academic Programming



REAL/General Education Reform Update

A Proposal for General Education at Radford University

Task Force Membership

Overview

Context

Since September 2024, the Faculty Senate and the Division of Academic Affairs have collaborated to generate a proposal to improve General Education, currently implemented through the REAL Curriculum. In February 2025, a Task Force of faculty leaders delivered the proposal summarized here.

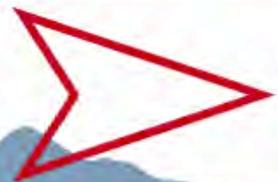
Mission

The General Education Program is a transformative learning experience that advances the university's values and its vision of student-centered learning, positioning students as ethical community leaders in Appalachia, the Commonwealth, and beyond. Throughout the program, students will cultivate core competencies, encounter and experiment with new ways of thinking, and learn how different disciplines develop and apply knowledge to make meaningful change.

More Information

Read the full proposal with supporting materials:

<https://www.radford.edu/faculty-senate/gen-ed-improvement.html>



Review the full proposal:



Program Requirements

Competencies – 9 credits

- Mathematics (3 credits)
- Written Communication (6 credits)
 - Introductory Writing
 - Intermediate Writing

Inquiries – 18 to 20 credits

- Scientific Inquiry (6-8 credits, at least 1 lab course)
- Humanistic and Artistic Inquiry (6 credits)
- Social and Behavioral Inquiry (6 credits)

Integrations – 4+ credits

- Find Your Place (3 credits) – gateway to support student success in college
- Navigate Your Journey – credit-bearing culminating experience (min. sophomore standing)

Total: Minimum 31 credits.



- David Beach, Chair, Writing, Language, and Literature, Director of Undergraduate Curriculum
- Christopher Monceaux, Chemistry, Artis College of Science & Technology
- Anna Devito, Health & Human Performance, College of Education & Human Development
- Brock Cutler, History, College of Humanities & Behavioral Sciences
- LeAnna Ratliff, Nursing (RHEC), College of Nursing
- Amy VanKirk, Dance, College of Visual & Performing Arts
- Thomas Duncan, Economics, Davis College of Business & Economics
- Sarah Rakes, Social Work, Waldron College of Health & Human Services
- Courtney Watson, Writing, Language, and Literature (RUC), Roanoke Site Representative
- Kim Gainer, Writing, Language, and Literature, Faculty Senate Representative
- Jerel Benton, Student Success, Office of the Provost Representative



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RADF101

First year seminar

- Digital literacy
- Civic engagement
- Student success
- Sense of place and belonging



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Find Your Place. Here.

General Education Transition Timeline

Original REAL

Students entering before Fall 2025

REAL x

Entering Fall 2025, and before
Fall 2027

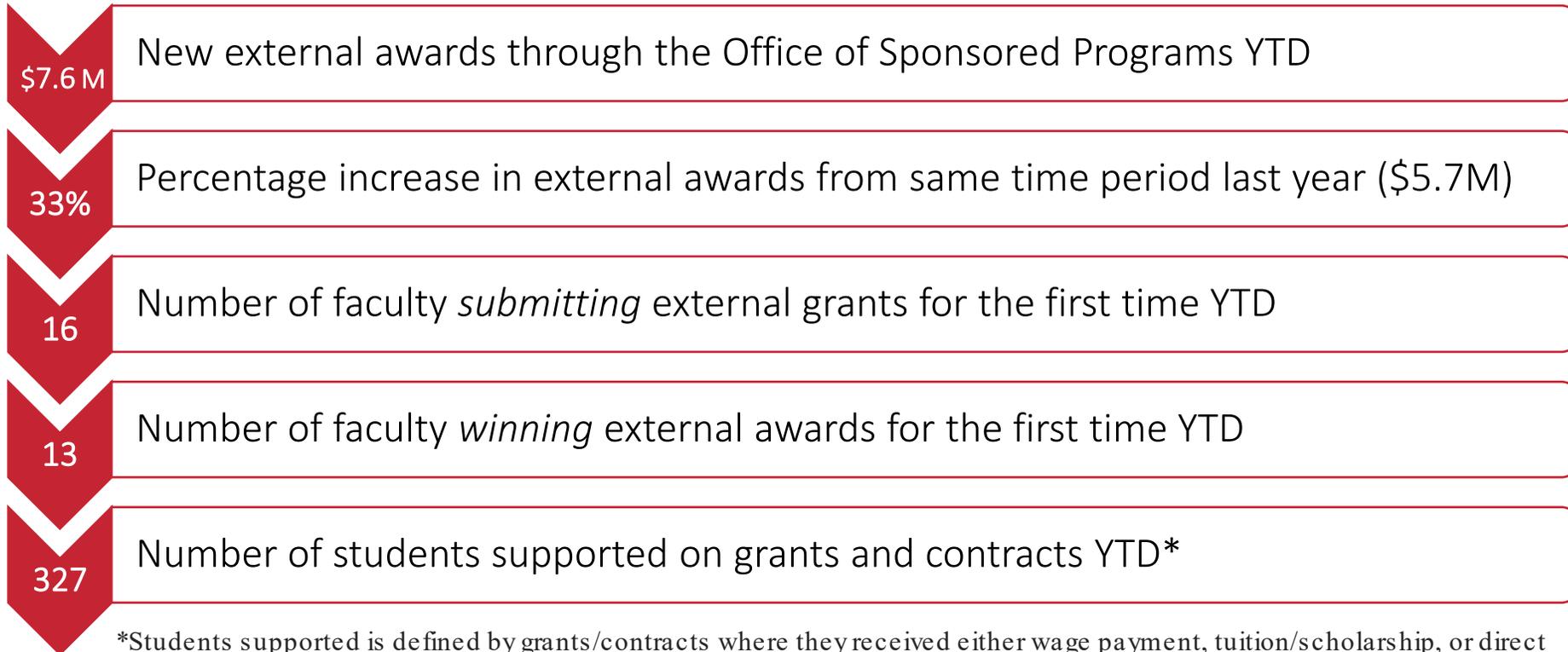
General Education

Students entering Fall 2027 and after

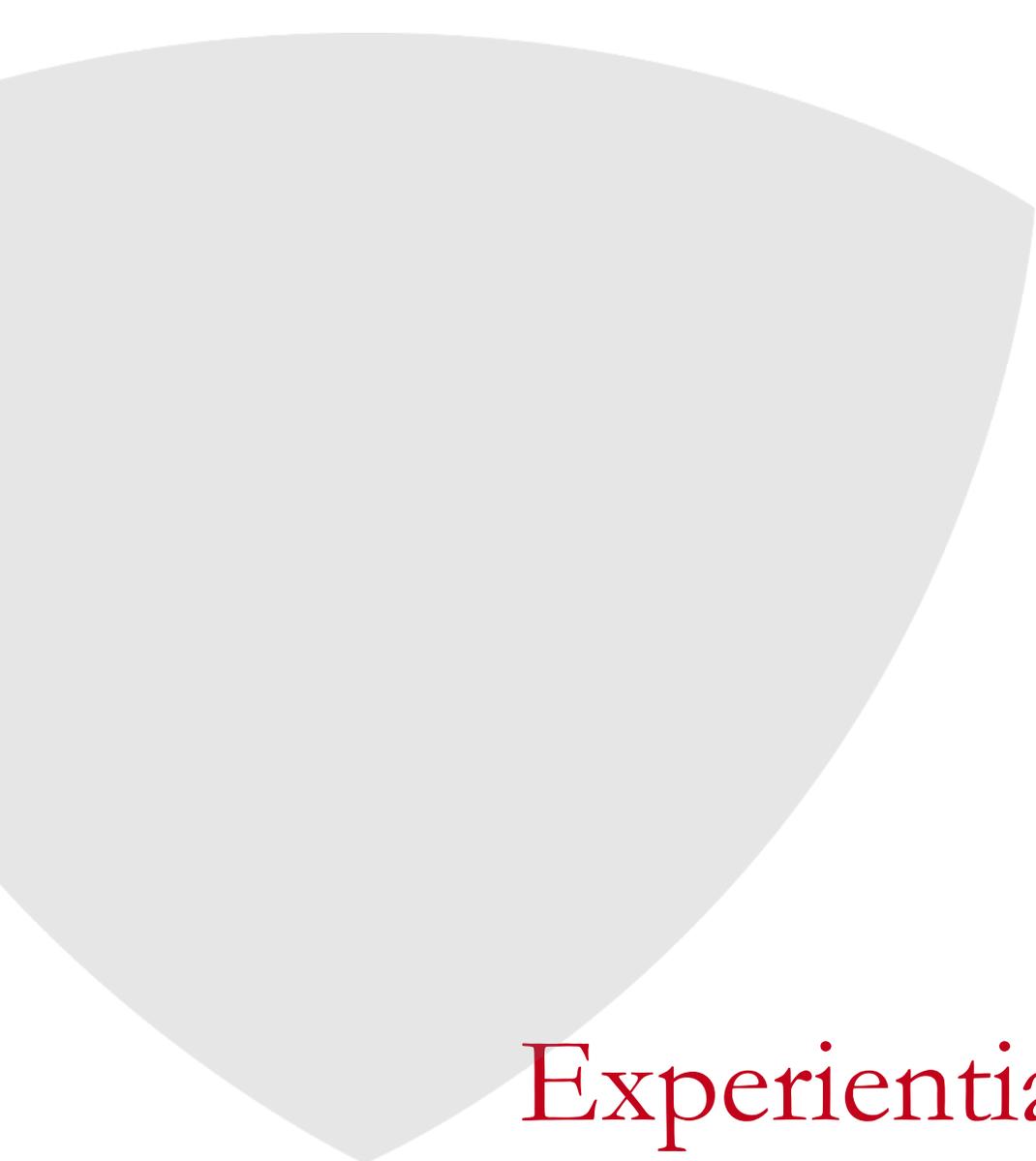


Research and Sponsored Programs Update

Research and Sponsored Programs Progress



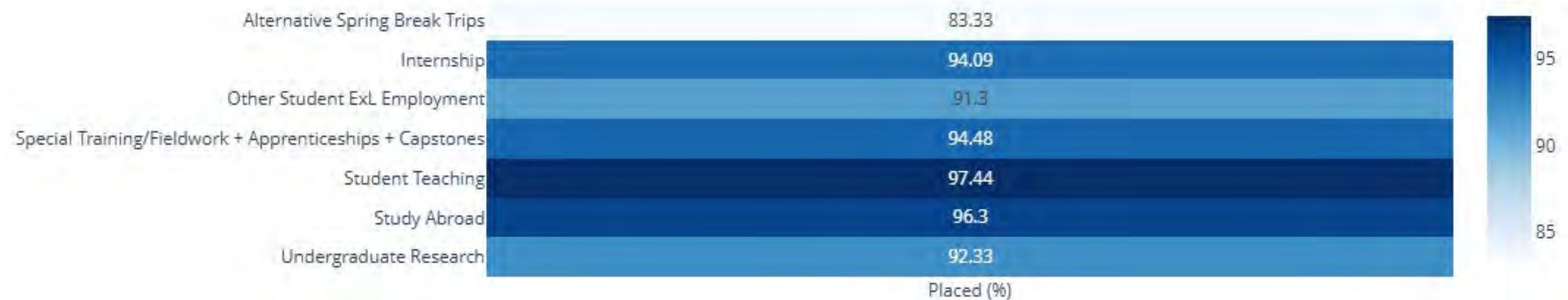
*Students supported is defined by grants/contracts where they received either wage payment, tuition/scholarship, or direct payments. Significant increase over the last year due to - 3 new grants in the College of Education & Human Development; 3 new SCHEV grants, and evolution in accounts payable processes.



Experiential and Work-Based Learning

From Experience to Impact

93% of undergraduate students from the class of 2024 who participated in at least one experiential learning activity were successfully placed within their first 9 months post-graduation.

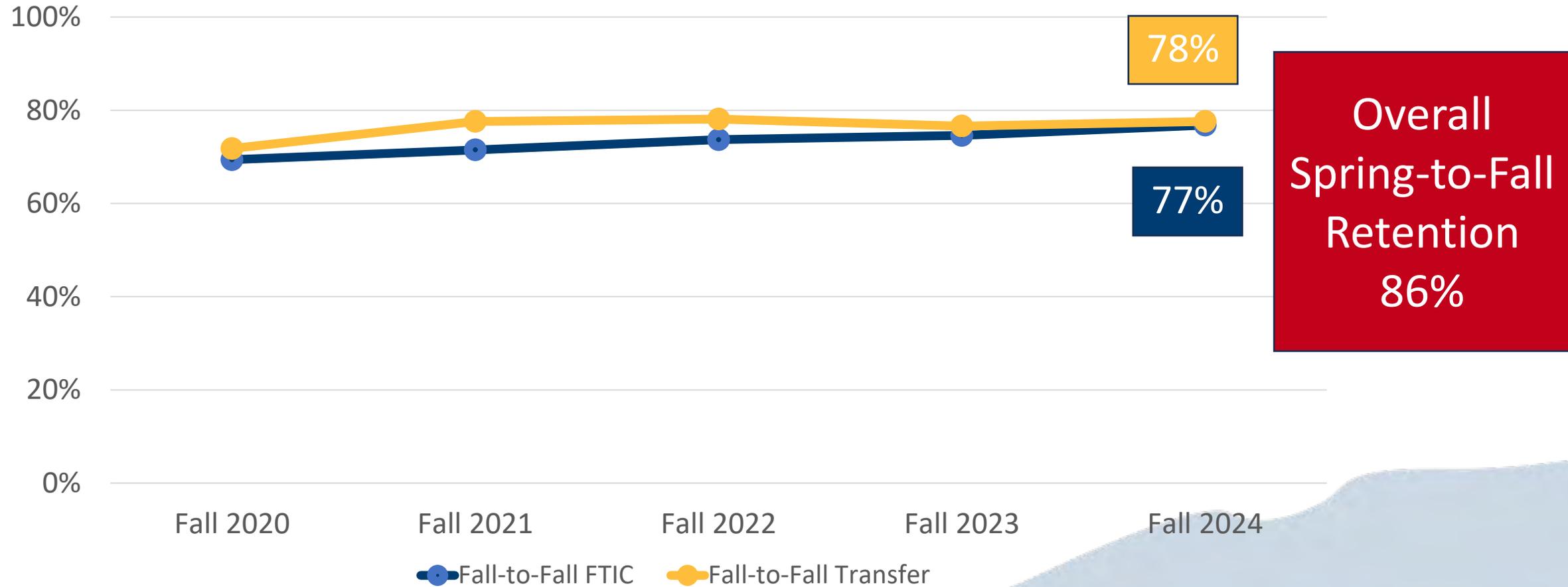


Two-Year Strategic Plan: Increase Retention and Progression Rates

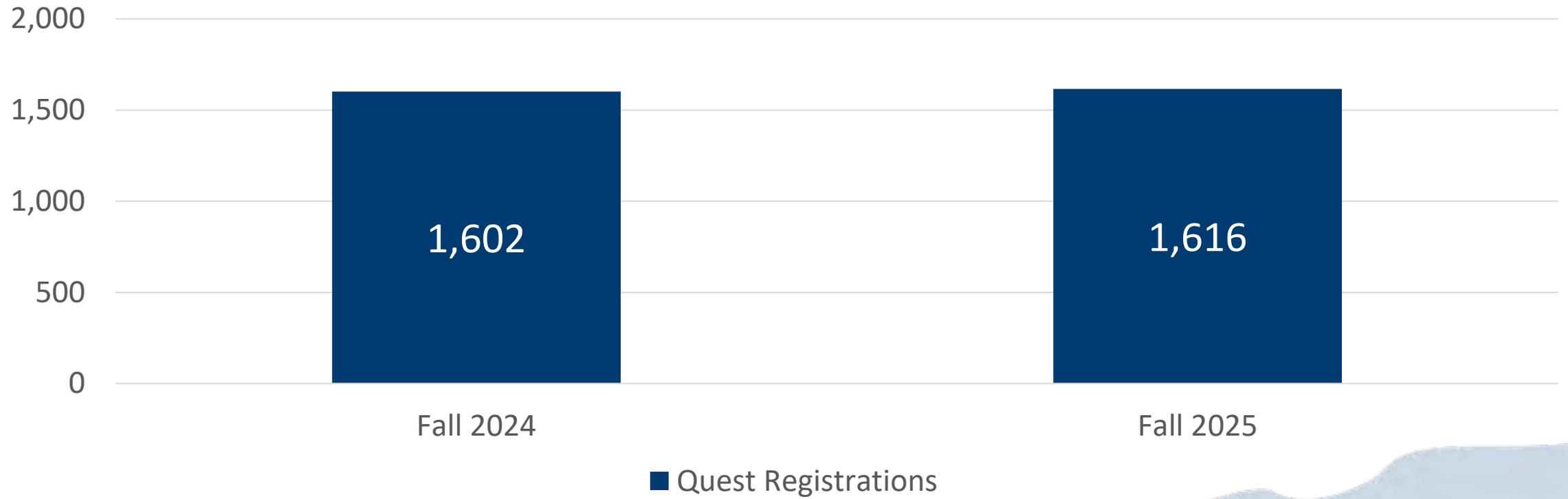


Fall-Fall Retention and Progression

Fall-to-Fall Retention – Early Indicators



Quest Registrations





Graduate Student Success

Graduate Student Retention

Fall 2024-Spring 2025

- **21% decrease in academic probations** from Fall 2024 to Spring 2025
- **99.6% overall retention and graduation rate** across both semesters
- **25 professional development and engagement events** hosted by the Office of Graduate Affairs
 - **27.6% of graduate students participated** in at least one event

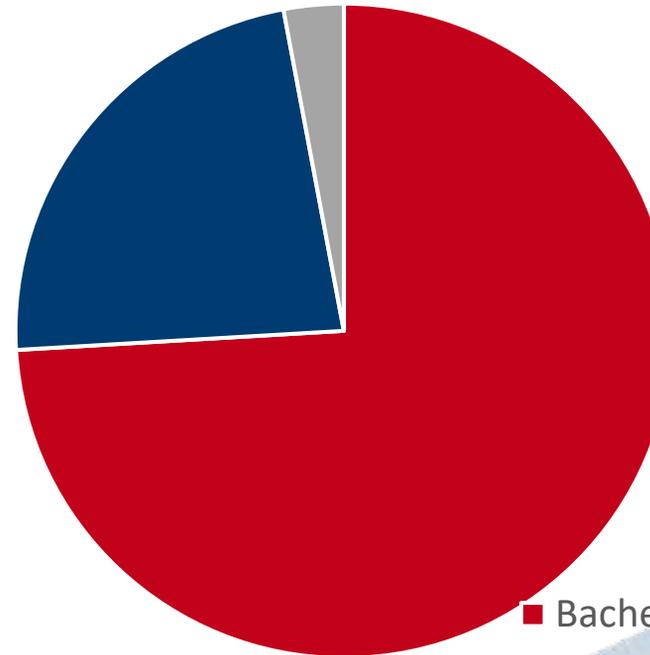




2024-2025 Graduates



Graduates 2024-2025



- Bachelor's
- Master's
- Doctor's

Top Undergraduate Majors	Top Graduate Majors
Nursing	Business Administration
Management	Special Education
Psychology	Physician Assistant
Criminal Justice	Occupational Therapy
Interdisciplinary Studies - Education	Social Work
Marketing	Physical Therapy
Biology	Educational Leadership
Art	Literacy Education
Social Work	Communication Sciences and Disorders
Finance	Counseling and Human Development

**Two-Year Strategic Plan:
Reposition academic
programs and
administration to increase
efficiency and effectiveness**

Division of Academic Affairs

Artis College of Science and Technology
Dean Steven Bachrach

College of Visual and Performing Arts
Dean Rachel Williams



Provost and Senior Vice President
Bethany M. Usher

Academic Affairs
Associate Provost Jeanne Mekolichick

University Registrar
Katie Piper

College of Education and Human Development
Dean Tamara Wallace

Davis College of Business and Economics
Dean Donna McCloskey

Student Success
Assistant Provost Jerel Benton

Finance and Administration
Director Adam Neal

College of Humanities and Behavioral Science
Interim Dean Jeff Aspelmeier

Waldron College of Health and Human Services
Dean Kenneth Cox

Faculty and Curriculum
Assistant Provost Jessica Stowell

Assistant Vice President for Health Sciences
TBD

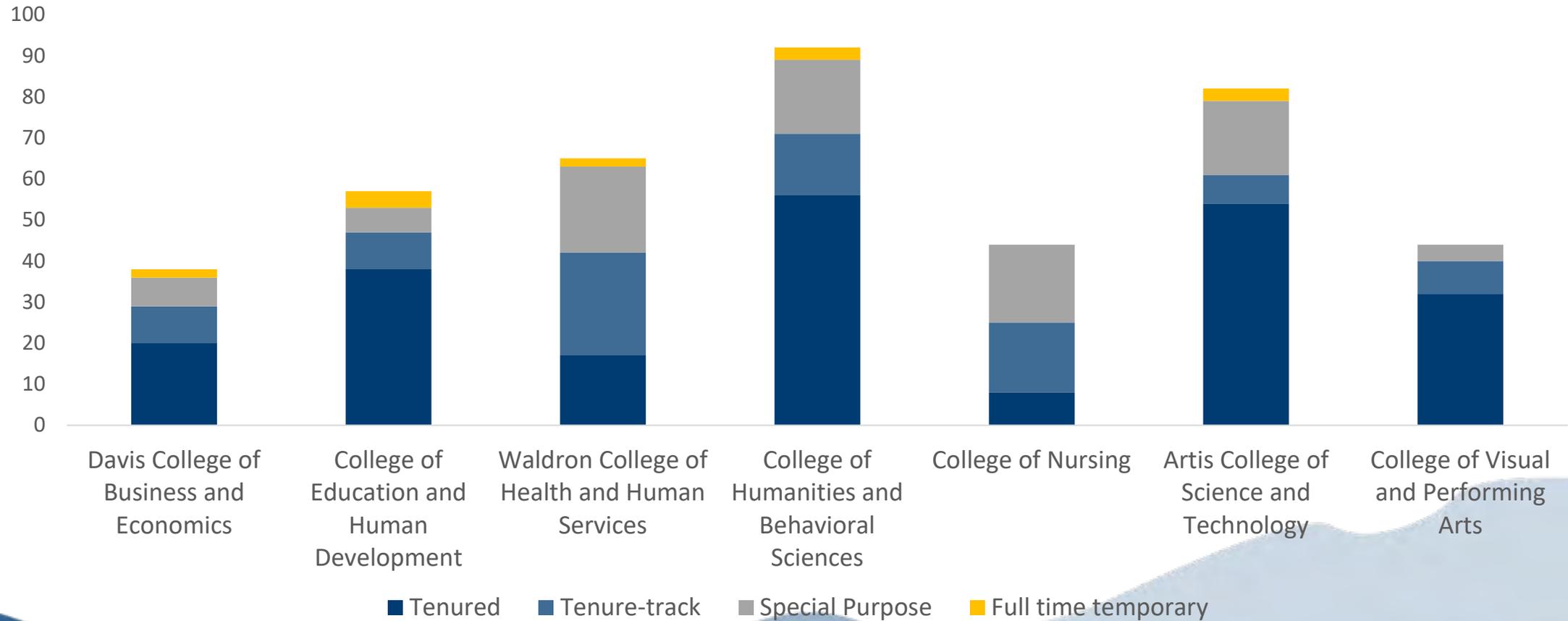
College of Nursing
Dean Wendy Downey

Graduate Affairs
Interim Assistant Provost Agida Manizade

Assistant Vice President for Radford Online
TBD



Faculty distribution by position and college: 74.6% Tenured and Tenure-track



Radford University Sites



Radford Main
Campus



Health Science
Center in Roanoke



Radford Online

Academic Program and In-person Enrollment Projections: Health Science Center

Undergraduate

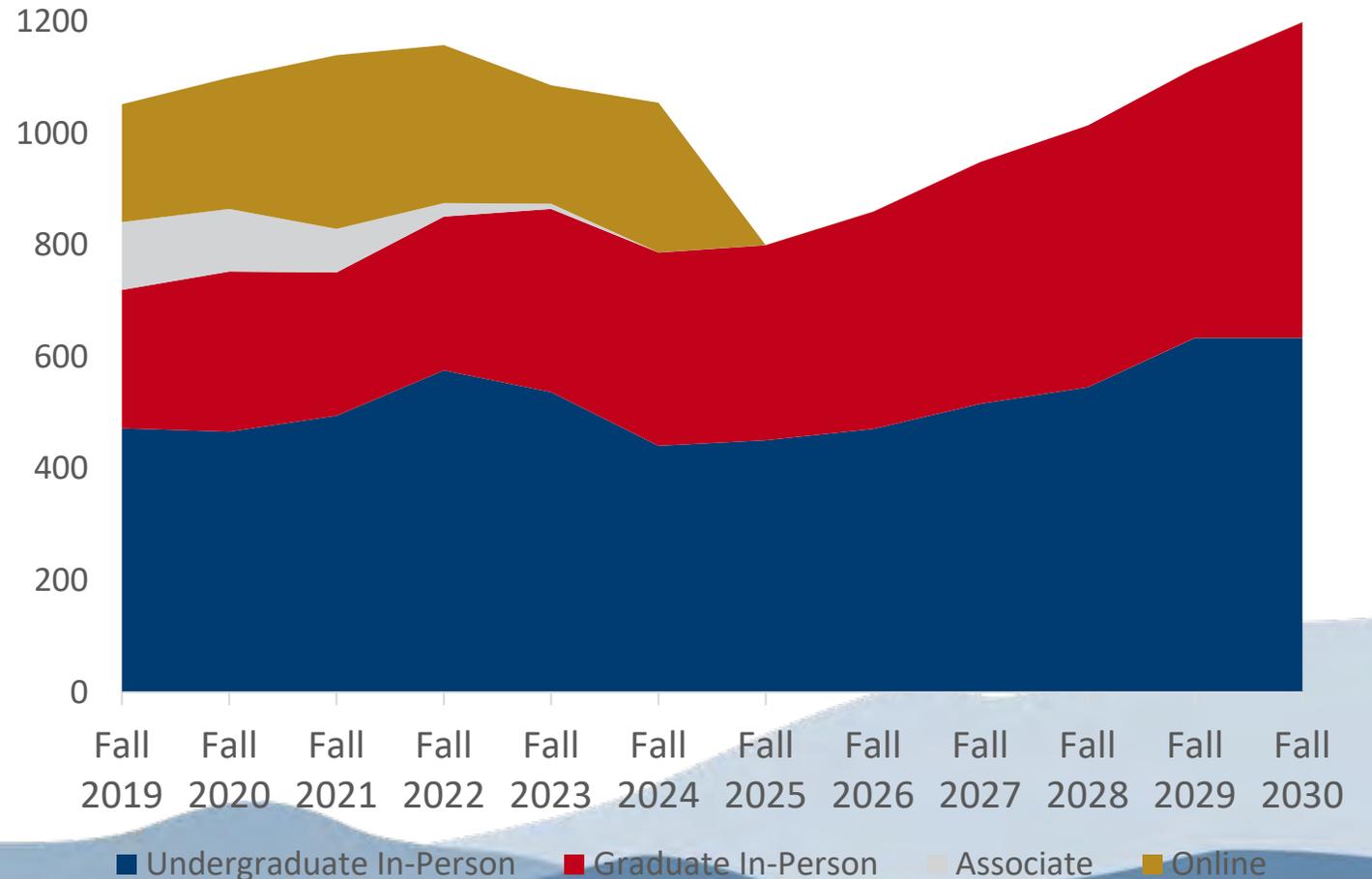
- Emergency Services
- Medical Laboratory Science
- Nursing
- Respiratory Therapy
- Nutrition and Dietetics
- Applied Biotechnology

Master's

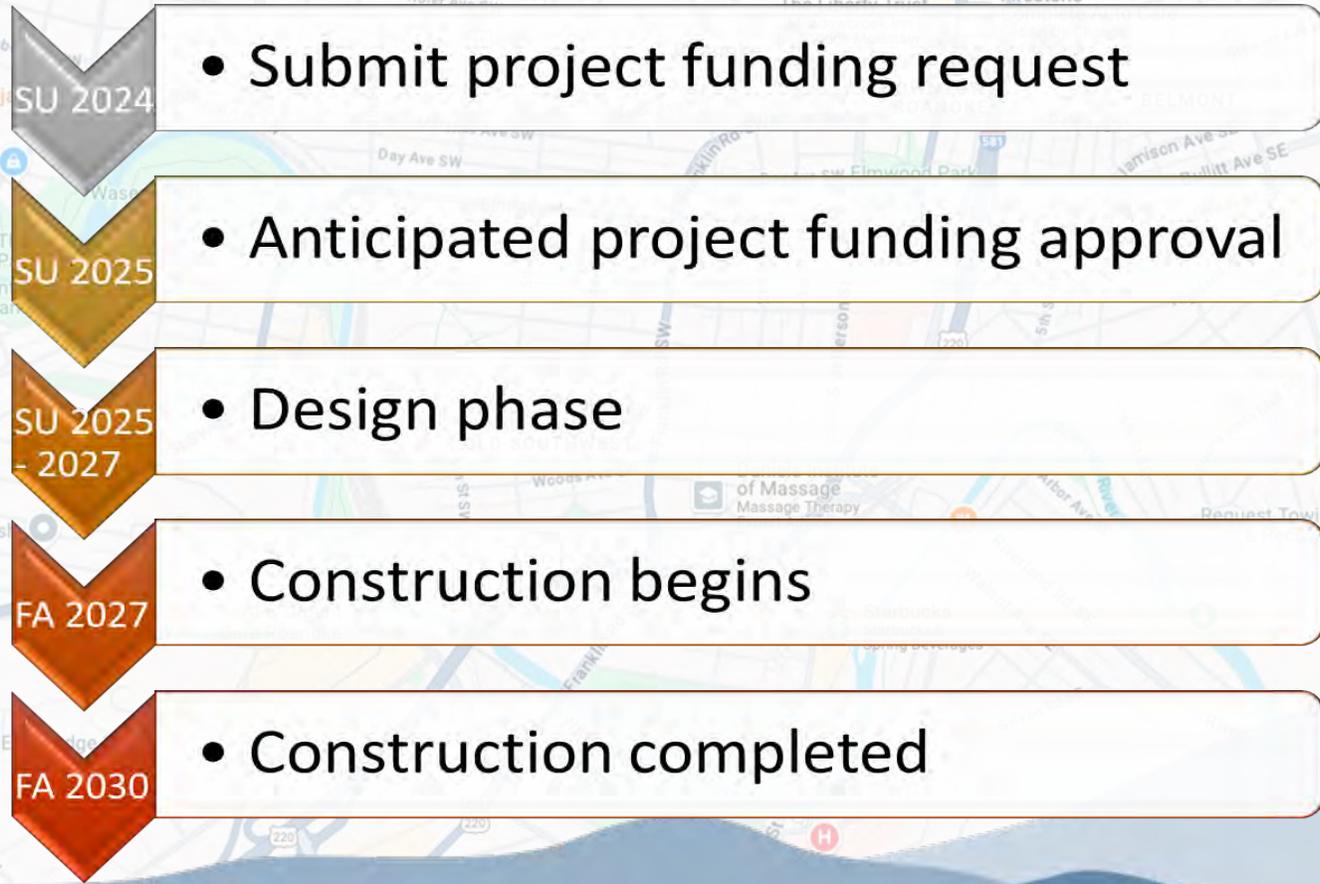
- Family Nurse Practitioner
- Occupational Therapy
- Occupational Therapy OTA Bridge to MOT
- Physician Assistant
- Social Work
- Public/Community health

Doctorate

- Occupational Therapy
- Physical Therapy



RU Roanoke Health Sciences Center Ideal Timeline



In appreciation for your leadership

Faculty Senate Executive Council

- President Matt Close
- Vice President Jake Fox
- Secretary Geoff Pollick
- At Large Alyssa Archer
- At Large Kevin Farrell
- *Ex-officio and Parliamentarian
Kurt Gingrich*

Faculty Senate Committee Chairs

- Ryan Smith (Campus Environment)
- Eric Choate (Curriculum)
- Kevin Ferrell (Faculty Issues)
- Kareen Mullenback (Governance)
- Kurt Gingrich (Resource Allocation)

Special Appreciation: Dr. Kim Gainer

Board Items

Information Item: 2025-2026 Emeritus Faculty

Artis College of Science and Technology

Ian Barland (School of Computing and Information Sciences), Professor

College of Humanities and Behavioral Sciences

Kim Gainer (Writing, Language and Literature), Professor

College of Visual and Performing Arts

John O'Connor (Department of Art), Professor

College of Education and Human Development

James Newman (Recreation, Parks and Tourism), Professor

Davis College of Business and Economics

Gary Schirr (Marketing), Associate Professor
Carol Bienstock (Marketing), Professor
Hsin-Min Tong (Marketing), Professor

AESSC Attachment A

Board Action Item: 2025-2026 Tenure Recommendation

Rachel Williams, Ph.D.

Dean of the College of Visual
and Performing Arts;
Professor of Art



AEISS Attachment B

Board Action Item: Teaching and Research Faculty Handbook updates

- Recommendation to Approve Teaching and Research Faculty Handbook Revisions
 - T&R Faculty Handbook Section 1.4.1.3 for Teaching and Research Faculty to approve the update of language to match current procedures for Student Evaluations of Faculty (Attachment C)
 - T&R Faculty Handbook Section 1.8.4 to add and delete language in the composition and membership of the Faculty Appeals Committee (Attachment D)
 - T&R Faculty Handbook Section 1.9.5 to add and delete language in the composition and membership of the Faculty Grievance Committee (Attachment E)

AESSC Attachments C, D, E

New Program Proposal: Bachelor of Science in Applied Biotechnology



- Offering a professional degree program with a focus on regulatory affairs, best practices, intellectual property, and employment after graduation
- Designed a distinctive interdisciplinary program in collaboration with Virginia Western Community College and regional biotechnology companies
- Complements degree programs on Main Campus

Board Action Item: Bachelor of Science in Applied Biotechnology

- Provides a pathway Virginia Western CC biotech transfer students
- Pathway for Radford Science students wanting a Professional Program
- Prepare students for the growing biotechnology industry in Roanoke and nation; or graduate school.



Board Action Item: Bachelor of Science in Applied Biotechnology (SCHEV required items)

- Biotechnology jobs are expected to grow at a rate of 7.3% in Virginia
- 10 jobs in Virginia in related occupations for every graduate from a related degree program in Virginia
- No duplicate programs at Radford, only related Commonwealth BS at JMU
- National average ROI for biotechnology undergraduate degree is \$741,286



Board Action Item: Resolution to honor the naming of the College of Business and Economics as the Sandra C. Davis and William C. Davis College of Business and Economics



AESSC Attachment G

Discussion

Appendix

Data details for Two-year Plan

81% of 2024 graduating undergraduate students completed at least one high-impact experiential learning activity



23 Activities



7 Categories



7 Data Sources

Top 3 Unique Student Experiences

76.1%

- Undergraduate Research

41.2%

- Special Trainings/Fieldwork + Apprenticeships + Capstones

23%

- Internships

Student Success Outcomes

First Destination Outcomes 2024 Cohort - Undergraduate

6 Months Post-graduation	Employed %	Grad School %	Military %	Seeking %	Knowledge Rate %	Total Placement %
	67.89%	23.71%	0.97%	7.44%	71.38%	92.56%

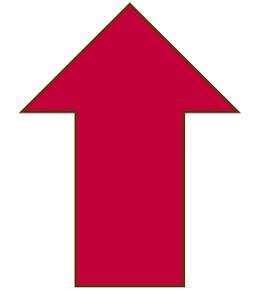
First Destination Outcomes 2023 Cohort - Undergraduate

6 Months Post-graduation	Employed %	Grad School %	Military %	Seeking %	Knowledge Rate %	Total Placement %
	65.99%	16.33%	0.27%	17.41%	47.18%	82.59%

Successful Course Completion = final course grade of A, B, or C

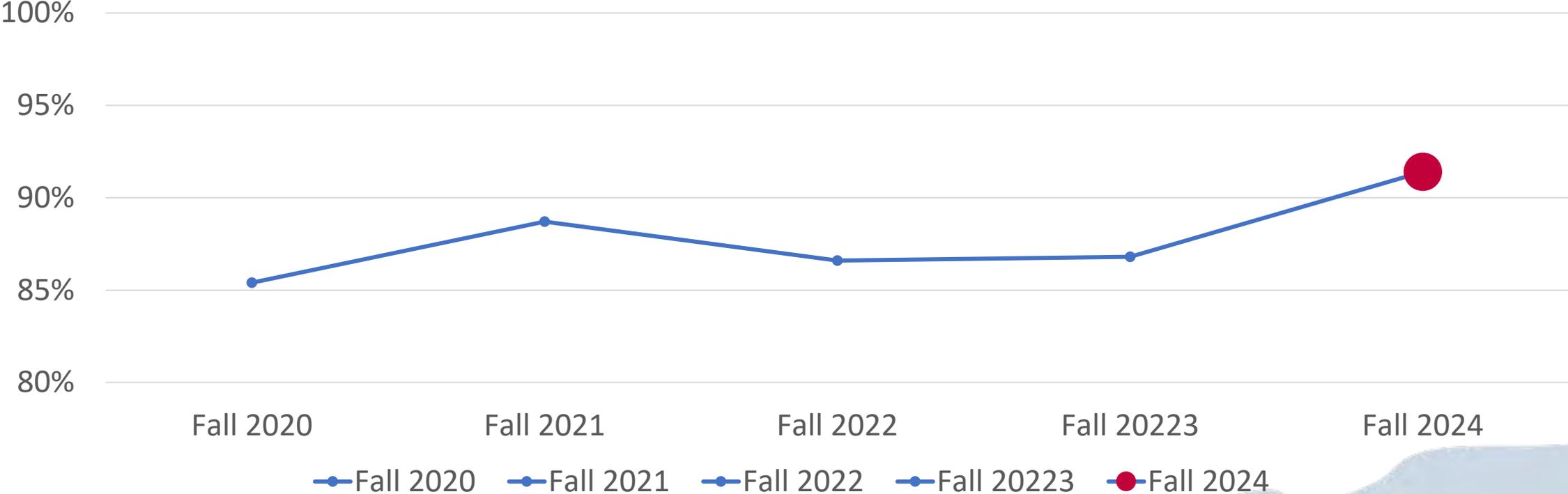


Course Level	Pre-RISE Rates	Post RISE Rates
100 level	73%	79%
200 level	79%	82%

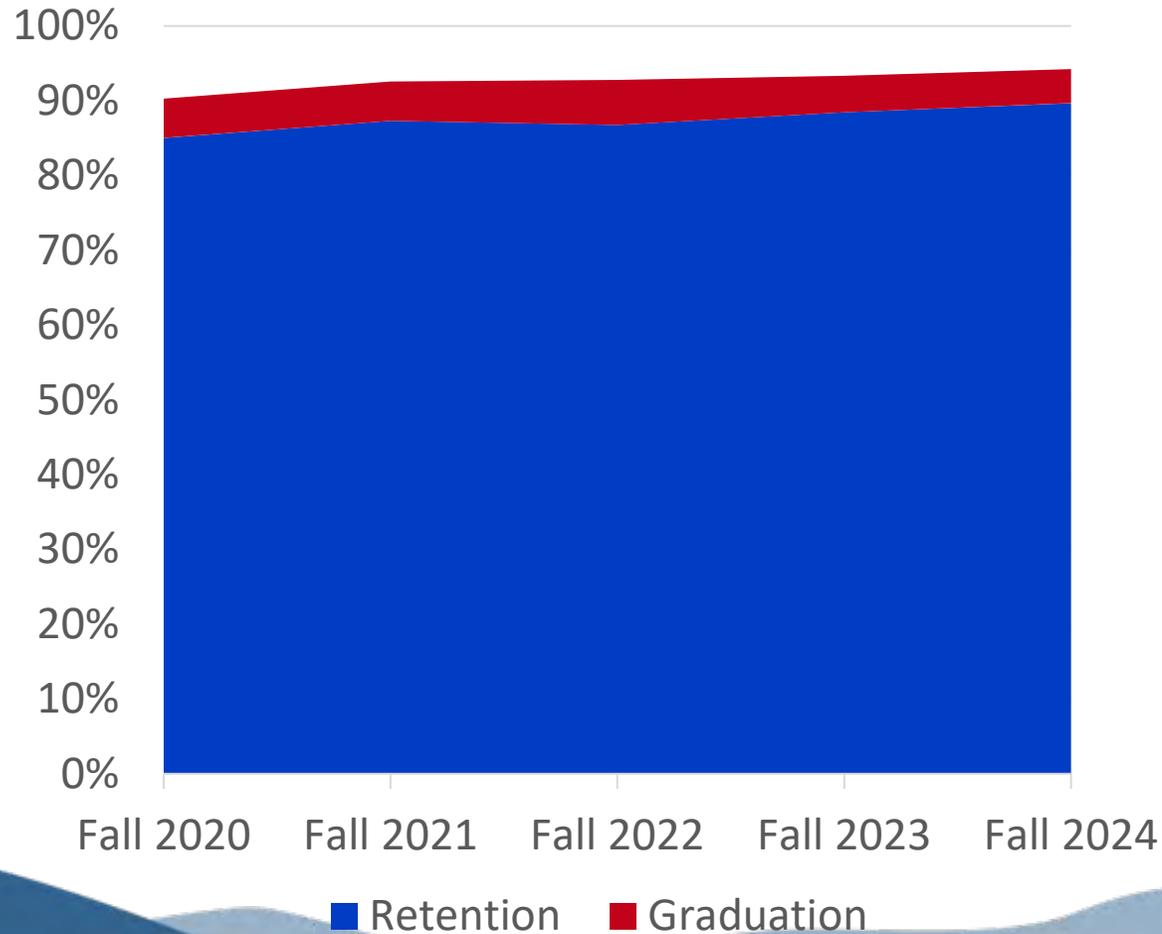


Improvements for courses in all colleges

First-Time-in-College Fall-to-Spring Retention= 91%

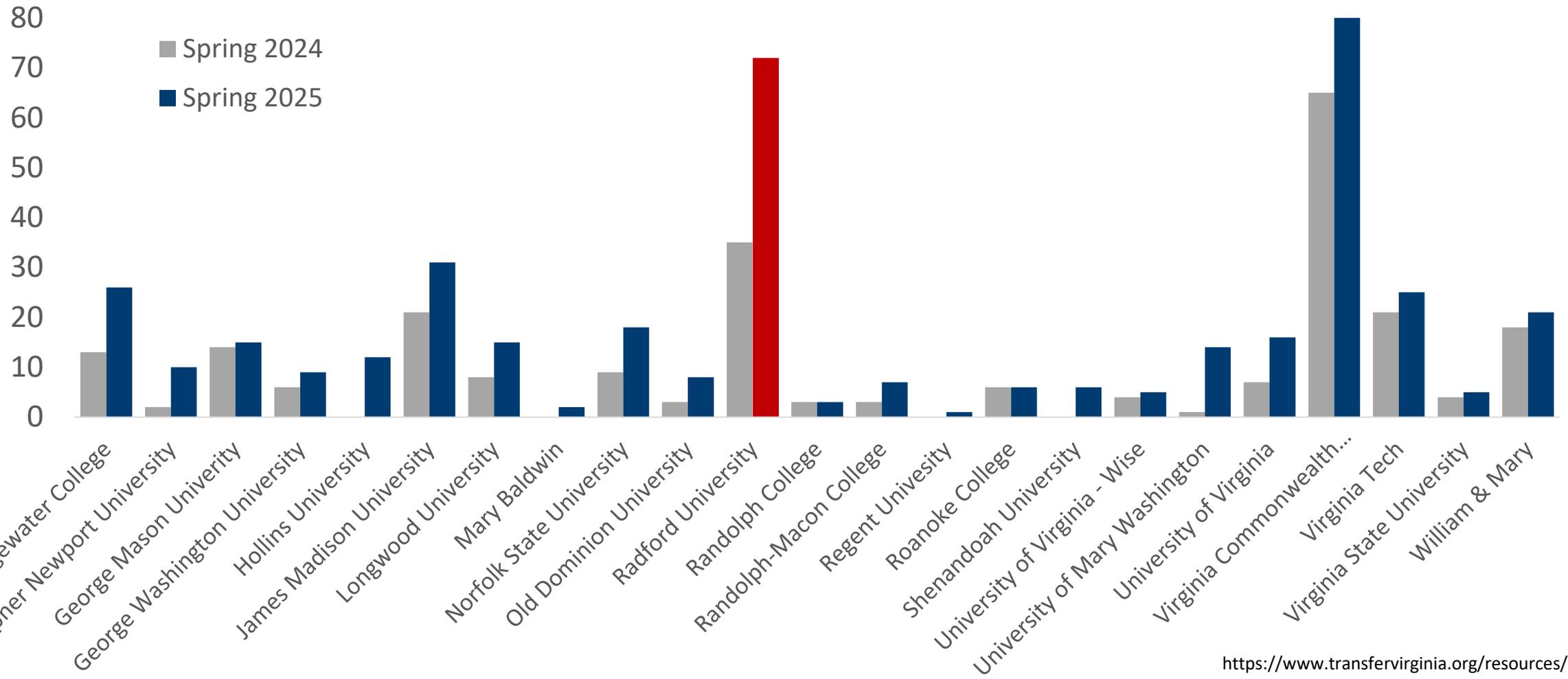


Fall to Spring Progression



94%
Overall Retention+Graduation Rate

Transfer Virginia Major Guides



<https://www.transfervirginia.org/resources/>

**RADFORD UNIVERSITY
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE
June 5, 2025**

EMERITUS FACULTY

Based on recommendations from the Department Personnel Committee, the Department Chair, the College Dean, and the Provost, the President has awarded emeritus status to the following retired faculty members:

Professor Kim Gainer	School of Writing, Language, & Literature
Associate Professor Gary Schirr	Department of Marketing
Professor Carol Bienstock	Department of Marketing
Professor Hsin-Min Tong	Department of Marketing
Professor John O'Connor	Department of Art
Professor Ian Barland	School of Computing and Information Sciences
Professor James Newman	Department of Recreation, Parks & Tourism

- Criteria for the awarding of emeritus faculty status are:
 - A minimum of ten years of service to Radford University;
 - Evidence of effective teaching; and
 - Significant professional contributions.

- The privileges and responsibilities attached to emeritus status include:
 - Use of the library;
 - Use of those athletic facilities available to regular faculty;
 - Use of a university computer account;
 - A Radford University identification card and special event discounts available with it; and
 - Attendance at University functions that are open to all regular faculty.

**RADFORD UNIVERSITY
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE
JUNE 5, 2025**

RESOLUTION OF TENURE RECOMMENDATIONS

WHEREAS, the tenure-track faculty are appointed initially on one-year contracts and throughout the probationary period, which is normally six years, they are subject to reappointment annually upon recommendation by the Department Personnel Committee, the Department Chair, the College Dean, the Provost, and the President; and

WHEREAS, no later than the beginning of the fall semester of the sixth year of full-time appointment, tenure-track faculty are notified by their Department Chairs of their eligibility for consideration for award of tenure and candidates for tenure must submit to their Department Personnel Committees pertinent information regarding their qualification for tenure, including a statement justifying the granting of tenure, all past performance evaluations, including a summary of student evaluations and any peer evaluations, a current curriculum vita, and any other relevant documentation; and

WHEREAS, criteria for the award of tenure include: the continuing need for the individual’s expertise; the individual’s teaching effectiveness; effectiveness as an advisor; professional development; participation in University co-curricular activities; committee work; cooperation with colleagues; and contributions towards the objectives of the department, college, and University; and

WHEREAS, upon consideration of the candidate’s achievement of the above criteria, the Department Personnel Committee submits its recommendation to the Department Chair, who in turn submits his or her recommendation to the College Dean. The Dean submits his or her recommendation to the Provost, and the Provost submits their recommendation in each case to the President. At each stage, the recommendation is added to the previous recommendations, and all are transmitted to the next level. Copies of each recommendation, together with justification, are sent to the faculty member, who has the right to appeal negative recommendations to the Faculty Grievance Committee; and

WHEREAS, the final authority for awarding or denying tenure lies with the Board of Visitors and all of the faculty members listed below have met the criteria for award of tenure;

COLLEGE OF VISUAL AND PERFORMING ARTS

Name	Department
Rachel Williams	Department of Art

THEREFORE, BE IT RESOLVED, that the Academic Excellence and Student Success Committee recommends that the Board of Visitors approve the faculty Tenure recommendations listed above to become effective the beginning of the 2025-2026 academic year.

**RADFORD UNIVERSITY
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE**

JUNE 5, 2025

**RESOLUTION TO AMEND THE
TEACHING AND RESEARCH FACULTY HANDBOOK**

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors of Radford University hereby approves in accordance with §5.0 of the *Teaching and Research Faculty Handbook*, **Section 1.4.1.3: Faculty Issues Committee** of the *Teaching and Research Faculty Handbook* as hereby amended. Said sections are to now read as follows (additions are in **red**):

[Motion to Update the Membership Composition of the Faculty Appeals Committee as described in Academic Governance at Radford University](#)

Referred by: Faculty Issues Committee

MOTION:

The Faculty Senate approves the addition of language (**red type**) and the deletion of language (~~stricken through~~) in *Section 1.4.1.3 of the T & R Faculty Handbook*.

1.4.1.3 Student Evaluations of Faculty

For courses housed in departments, the Department Personnel Committee is responsible for the ~~administration, collection and delivery~~ **coordination** of the University-wide student evaluations ~~forms~~ for all teaching faculty in the department. **For courses not housed in departments (e.g., courses with a Women's Studies prefix), the Program Director is responsible for the coordination of the University-wide student evaluations. Evaluation results will be distributed electronically to the faculty member who is the subject of the evaluation, the faculty member's Department Chair, and the Chair of faculty member's Department Personnel Committee.** ~~The Personnel Committee is responsible for distribution of the results of student evaluations to the Department Chair and the faculty member who is the subject of the evaluation.~~ The University-wide ~~form~~ **student evaluation**, along with any department-specific additions, shall be considered the official source of student evaluation of teaching. However, use of this **evaluation form** does not preclude the use and report of additional assessments of teaching at the discretion of each faculty member.

~~For courses not housed in departments (e.g., courses with a Women's Studies prefix), the program director is responsible for the administration, collection and delivery of the Universitywide student evaluation forms for all instructors. The program director is responsible for distribution of the results of student evaluations to each instructor's Department Chair, if relevant, and to the faculty member who is the subject of the evaluation. The University wide form, along with any program specific additions, shall be considered the official source of student evaluation of teaching. However, use of this form does not preclude the use and report of additional assessments of teaching at the discretion of each faculty member.~~

Procedures:

1. Student evaluations for full-semester courses shall be conducted during the last two weeks of classes. For any course shorter than a full semester, student evaluations shall be conducted during the last week of [that] classes, prior to the day of the final exam. ~~In the case of evaluations of online courses, the faculty member may designate a 24-hour period during the course evaluation time frame.~~
2. ~~The department personnel committee~~ **Department Personnel Committee** or course supervisor shall determine who is responsible for ~~administering~~ **facilitating** the course evaluations. Under no circumstances shall the actual instructor of the course ~~administer~~ **facilitate** their own evaluations.
3. ~~For All evaluations administered in the classroom, the packet of evaluations given to faculty must include the standard university wide instruction statement (see below). All administrators of the evaluations must read the statement aloud.~~ The statement addresses the conditions under which the evaluations are conducted, how they should be completed by students, and why they are important.

To ensure standardized administration of student evaluations, PLEASE READ THE FOLLOWING TO THE CLASS **(do not omit or add anything):**

For all evaluations: Please read this before you begin.

Student evaluations are an important part of each faculty member's overall evaluation. Professors will use comments you make to help them improve their teaching and classroom procedures. You are asked to be honest, professional, and thoughtful in your responses. Please be professional in your evaluation. Offensive comments (whether related to race, gender, age, disability, or culture) reflect poorly on you as an individual and on the Radford University community as a whole. This is not an image that we support or encourage. No discussions should take place while you are completing the evaluation: each student provides his/her independent assessment of the course and the instructor.

These evaluations are entirely confidential and they cannot be traced back to the people who complete them. Instructors will not see the results of these evaluations until after course grades have been submitted. Your comments are very important; consider them carefully.

Schedules

The schedules for administration of student evaluations are as follows.

- a. Tenured faculty: The Personnel Committee shall ~~administer~~ **coordinate** student evaluations:
 - during the second ~~semester~~ **term** that a tenured faculty member teaches a course, in all sections of that course
 - whenever the most recent evaluations for that course and instructor are more than five ~~semesters~~ **terms** old
- b. All other faculty, **including both full-time and adjunct faculty**: ~~s~~Student evaluations shall be ~~conducted~~ **coordinated** by the Personnel Committee ~~in~~ **for** all courses, ~~every semester~~.

Exceptions to these cycles of student evaluations may be made under the following circumstances.

- a. A faculty member may request that the Personnel Committee ~~conduct~~ **coordinate** student evaluations **to be conducted** in their own courses more frequently.
- b. The President, Provost, Dean, or Chair may request, in writing, that the Personnel Committee ~~conduct~~ **coordinate** student evaluations **to be conducted** for a specific faculty member during any semester or summer session. This provision is not meant to be invoked to cover all faculty or any department's or college's faculty as a whole.

Distribution and Archiving of Results

The Chair of the Personnel Committee shall insure ~~distribution~~ of numerical and subjective summary data for an evaluated course **is available** to both the faculty member and the Department Chair within 10 days after this material is made available by the Office of ~~Academic Assessment~~ **Institutional Effectiveness and Quality Improvement**.

Summaries of data from student evaluations ~~collected by the Personnel Committee~~ shall be kept by the Chair of the Personnel Committee for 7 years after collection, ~~either in printed or electronic form~~. Original data collection forms, including scan sheets and comments sheets, shall be kept for at least 1

~~year after data collection. All records no longer retained by the department shall be returned to the faculty member.~~

Complaint Procedures for Prejudicial Evaluations

If a faculty member concludes that comments in the student evaluation data point to the presence of prejudicial evaluations, ~~under current E.E.O.C definitions of “prejudicial,”~~ he or she has ~~they have~~ the right to request the actual copies of the evaluations (not the summary statistics). ~~“Prejudicial” as defined by the E.E.O.C. refers to language and actions “based on stereotypes or assumptions about the abilities, traits, or performance of individuals of a certain sex, race, age, religion, or ethnic group, or individuals with disabilities.”~~ Following receipt of the evaluations, the faculty member may ask for a meeting with the ~~department~~ **Department** chair **Chair** and the chair of the ~~personnel~~ **Personnel** committee **Committee**. If review of the evaluation comments concludes that the evaluations are prejudicial, those evaluations ~~sheets~~ will be removed from the completed ~~forms~~ **evaluations** and the statistics ~~must~~ **will** then be recalculated using the remaining evaluations. If the issue remains unresolved after this meeting, the faculty member may then appeal to the Dean. If this does not lead to resolution of the complaint, the next step is to bring the appeal to the Faculty Appeals committee. These strategies for recourse are necessary and important given the role of student evaluation data in making decisions determining reappointment, tenure, promotion and merit awards.

RATIONALE:

This motion seeks to update handbook language to match current procedures for Student Evaluations of Faculty.

**RADFORD UNIVERSITY
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE**

JUNE 5, 2025

**RESOLUTION TO AMEND THE
TEACHING AND RESEARCH FACULTY HANDBOOK**

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors of Radford University hereby approves in accordance with §5.0 of the *Teaching and Research Faculty Handbook*, **Section 1.8.4: Faculty Appeals** of the *Teaching and Research Faculty Handbook* as hereby amended. Said sections are to now read as follows (additions are in **red**):

[Motion to Update the Membership Composition of the Faculty Appeals Committee as described in Academic Governance at Radford University](#)

Referred by: Governance Committee

Motion 25-26.01: The Faculty Senate approves the addition of language (red type) and the deletion of language (stricken through) in the Membership Composition of the **Faculty Appeals Committee** in Section 1.8.4 of the *Radford University Teaching and Research Faculty Handbook*.

1.8.4 Composition of Faculty Appeals Committees

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

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

Rationale: In 2024, the School of Nursing was elevated to the College of Nursing which requires a reallocation of seats in the Faculty Appeals Committee to include a member from nursing and an alternate. The 2024-2025 Faculty Senate approved a motion to change the Faculty Appeals Committee composition in the *Internal Governance at Radford University* document, and this *Teaching and Research Faculty Handbook* change follows those approved changes to ensure agreement between the two documents.

**RADFORD UNIVERSITY
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE**

JUNE 5, 2025

**RESOLUTION TO AMEND THE
TEACHING AND RESEARCH FACULTY HANDBOOK**

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors of Radford University hereby approves in accordance with §5.0 of the *Teaching and Research Faculty Handbook*, **Section 1.9.5: Faculty Grievances** of the *Teaching and Research Faculty Handbook* as hereby amended. Said sections are to now read as follows (additions are in **red**):

[Motion to Update the Membership Composition of the Faculty Appeals Committee as described in Academic Governance at Radford University](#)

Referred by: Governance Committee

Motion 25-26.02: The Faculty Senate approves the addition of language (red type) and the deletion of language (stricken through) in the Membership Composition of the **Faculty Grievance Committee** in section 1.9.5 of *the Radford University Teaching and Research Faculty Handbook*.

1.9.5 Composition of Faculty Grievance Committee

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

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

Rationale: In 2024, the School of Nursing was elevated to the College of Nursing which requires a reallocation of seats in the Faculty Grievance Committee to include a member from Nursing and an alternate. The 2024-2025 Faculty Senate approved a motion to change the Faculty Grievance Committee composition in the *Internal Governance at Radford University* document, and this *Teaching and Research Faculty Handbook* change follows those approved changes to ensure agreement between the two documents.

**RADFORD UNIVERSITY
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE**

JUNE 5, 2025

**RESOLUTION TO CREATE A NEW BACHELOR OF SCIENCE (B.S.) IN APPLIED
BIOTECHNOLOGY DEGREE PROGRAM**

WHEREAS, Faculty Senate approved the creation of the new Bachelor of Science in Applied Biotechnology degree program; and

WHEREAS, Southwest Virginia, especially in the Roanoke Valley, is promoting a vision of becoming a biotechnology corridor. Radford University intends to expand its footprint in Roanoke to help support that vision; and

WHEREAS, Virginia Western Community College in Roanoke launched a biotechnology associates degree in 2023 and Virginia Tech has a vibrant graduate program at the Fralin Institute in Roanoke. Thus, there exists an opportunity to fill the gap by providing an avenue for students with an associate's degree to obtain a bachelor's degree that can provide entry into industry or an advanced degree; and

WHEREAS, jobs in the field of biotechnology are expected to grow in Virginia at a rate of 7.3% and there are 10 jobs in Virginia in related occupations for every graduate from a related degree program in Virginia; and

WHEREAS, biotechnology industry leaders have expressed a need for new employees to have a background in science and instrumentation and, especially, industry regulations and intellectual property protection; and

WHEREAS, the new degree program is projected to have a minimal effect on the budget;

NOW, THEREFORE, BE IT RESOLVED, that the Academic Excellence and Student Success Committee recommends that the Board of Visitors approve the creation of the new Bachelor of Science in Applied Biotechnology degree;

BE IT FURTHER RESOLVED, that the President and/or designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of the new degree program to the State Council of Higher Education for Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Selected text from the SCHEV Proposal

Duplication

There is currently only one degree program at the bachelor's level using the 26.1201 CIP code in Virginia Public Institutions, namely at James Madison University.

Relationship to and Effect on Existing Degree Programs

Radford University offers an array of Bachelor of Sciences degrees in the physical and biological sciences. The closest degree program is the B.S. in Biology. The current Bachelor's degree in Biomedical Sciences is slated to be terminated, with a biomedical sciences concentration added to the biology degree. All of the physical and biological science degree programs offered at main campus of Radford University include a research component, whether as part of a class and/or directly supervised by a faculty mentor.

The proposed Applied Biotechnology degree will be offered as a two-year junior and senior program exclusively in Roanoke. It is designed for transfer students from a community college, particularly Virginia Western, or for students who begin at main campus. The curriculum includes some advanced biotechnology instrumentation and techniques with a strong focus on industry and government regulations, best practices, and intellectual property. A key component is the required internship, which can take advantage of the growing presence of biotechnology companies in the Roanoke and New River Valleys and research programs at Virginia Tech. This curriculum complements the programs at main campus, offering an alternative, more professional-oriented degree, that may prove enticing for health science students who find the more research-oriented degree programs to be less of interest.

Program Distinctions:

- **Accreditation:**
 - None applicable

- **Certificates:**
 - There are a number of certificate opportunities that can be combined or incorporated into the program. We will explore those that best complement the program and offer significant value to our students. Examples include Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC), Good Clinical Practice (GCP), Good Laboratory Practice (GLP), Good Manufacturing Practice (GMP), and Biosecurity and Biosafety.

Employment Outcomes:

- Graduates from the Applied Biotechnology program will be very well prepared for entry-level positions in a laboratory in the biotechnology, pharmaceutical, or chemical manufacturing industries. They will be trained in best practices, regulation, and intellectual property issues that are distinct from any other program in our region.

The institution has analyzed the effect of student enrollment and determined that the program will not negatively impact the resources available to other degree programs. Collaborative opportunities for students and faculty across programs may increase, particularly in interdisciplinary training settings, especially once the new facility in Roanoke is completed.

ROI

SCHEV has a new requirement that degree program proposals use “return on investment” from the Foundation for Research on Equal Opportunity at <https://freeopp.org/roi-landing/>

As there are so few current programs of this nature in Virginia, there is no ROI data to report. These are the ROI data for public institutions in other states with Bachelor degree programs in Biotechnology:

State	Institution	Earnings 1 year after completion	Earnings 10 years after completion	Return on investment (assuming on-time graduation)	Return on investment (including risk of dropping out)
CA	California State Polytechnic University-Pomona	43,449	87,614	987,064	617,241
CA	California State University-Northridge	40,399	80,580	851,517	418,894
CA	California State University-San Marcos	43,449	72,226	616,977	266,873
CA	University of California-Davis	50,236	94,278	1,170,750	974,330
KY	University of Kentucky	27,351	48,151	52,368	-12,597
MA	Worcester State University	51,692	89,181	1,013,735	705,151
NE	University of Nebraska at Omaha	39,724	65,193	411,693	240,319
NJ	Rutgers University-New Brunswick	48,246	92,482	1,006,588	891,253
TX	University of Houston	36,481	77,233	727,668	429,005
UT	Utah Valley University	45,862	74,751	574,495	137,851

**RADFORD UNIVERSITY
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE**

JUNE 5, 2025

**RESOLUTION TO HONOR THE NAMING OF THE
COLLEGE OF BUSINESS AND ECONOMICS
AS THE**

SANDRA C. DAVIS AND WILLIAM C. DAVIS COLLEGE OF BUSINESS AND ECONOMICS

WHEREAS, Sandra C. Davis and William C. “Jack” Davis have demonstrated exceptional leadership, philanthropy, and commitment to higher education and the advancement of Radford University; and

WHEREAS, Mrs. Davis, a successful entrepreneur and alumna of the University of Virginia’s School of Bank Management, co-founded BCR Property Management in 1981 and has made a lasting impact on the New River Valley community through her business, civic involvement, and service; and

WHEREAS, Mrs. Davis and her late husband, Patrick D. Cupp, were long-term and generous supporters of Radford University, whose contributions helped to establish the Patrick D. Cupp Stadium and resulted in the creation of scholarships at Radford University in his memory; and

WHEREAS, Mr. Davis is a distinguished historian and retired professor at Virginia Tech, where he directed the Virginia Center for Civil War Studies and was twice nominated for the Pulitzer Prize in History, and where he authored or edited more than 40 books and numerous screenplays; and

WHEREAS, the Davises are esteemed members of the philanthropic community, having served on numerous boards and steering committees, including Radford University’s TOGETHER Campaign Steering Committee, and are recognized members of the President’s Circle at Radford; and

WHEREAS, in 2018, Sandy and Jack Davis made a transformational commitment of \$8 million to Radford University in support of student scholarships in the College of Visual and Performing Arts and the College of Business and Economics, leading to the naming of the Sandra C. Davis and William C. Davis College of Business and Economics and the Sandra C. Davis and William C. Davis Performance Hall in the Covington Center; and

WHEREAS, the Davises’ gift is one of the most significant in Radford University’s history and exemplifies their belief in the power of education, the importance of student support, and their long-standing dedication to the University’s mission; and

WHEREAS, Mrs. Davis has further demonstrated her commitment to Radford University through her service as a former member of the Board of Visitors and her ongoing involvement in university events, campaigns, and community initiatives, including her leadership in the New River Valley region, where she was recognized as Citizen of the Valley in 2024;

WHEREAS, Mr. Davis has further demonstrated his commitment to Radford University through his service as a current member of the Board of Visitors;

NOW, THEREFORE, BE IT RESOLVED, that the Radford University Board of Visitors formally recognizes and honors Sandra C. Davis and William C. Davis for their outstanding contributions to the University and the broader community; and

BE IT FURTHER RESOLVED, that the Board recognizes the official naming of the **Sandra C. Davis and William C. Davis College of Business and Economics** as a lasting tribute to their extraordinary generosity, leadership, and impact on generations of students to come.

Adopted this 6th day of June 2025



Radford
UNIVERSITY

Faculty Senate President's Report

Dr. Matthew Close, President of the Faculty Senate

June 5, 2025

Page 70 of 24

Faculty Senate President's Report-Governance



- **University Governance**

- 10 motions from Faculty Senate to revise the Academic Governance at Radford University Document (IG Document)
- All motions were subsequently approved by University Internal Governance Review Committee (UIGRC)
- Faculty Appeals and Faculty Grievances Committees (IG Document Revisions → T&R Faculty Handbook Revisions)

- **Faculty Senate Governance and the Curriculum Lifecycle Improvement Task Force**

Faculty Senate President's Report-Curriculum



- **General Education Improvement**
 - 24-25.20: Motion to Revise the General Education Curriculum (34Y/11N/3A)
 - Implementation
- **B.S. in Applied Biotechnology (47Y/0N/1A)**

Faculty Senate President's Report-Campus Environment



- **Faculty Morale Surveys (FMS)**
 - 2023-24 FMS results to be presented at Full Board Meeting tomorrow (6/6/2025)
 - Board materials available for preview

- 2024-25 COACHE survey completed
 - 53.8% completion rate vs. 49.8% for all participating institutions
 - Communication of results begins in Fall 2025

Minutes



Radford
UNIVERSITY



Academic Excellence and Student Success Committee
9:45 a.m.
March 20, 2025
Mary Ann Jennings Hovis Memorial Board Room
Martin Hall, Radford, VA

DRAFT
MINUTES

Committee Members Present

Ms. Jeanne Armentrout, Chair
Mr. Dale S. Ardizzone
Mr. William C. Davis
Ms. Lisa Pompa attending via Zoom
Dr. Matt Close, (Non-Voting Faculty Advisory Representative)

Ms. Lisa W. Pompa contacted Board of Visitors Rector Marquett Smith prior to the meeting to inform him that a personal matter would prevent her from attending the meeting in person. Ms. Pompa participated by electronic communication from her temporary remote work location in California.

Committee Member Absent

Ms. Betsy D. Beamer

Board Members Present

Mr. Marquett Smith, Rector
Mr. Tyler W. Lester, Vice Rector
Ms. Joann S. Craig
Ms. Callie M. Dalton
Dr. Betty Jo Foster
Ms. Jennifer Wishon Gilbert
Mr. George Mendiola Jr.
Mr. David A. Smith
Mr. Jonathan Sweet
Mr. James C. Turk

Others Present

Dr. Bret Danilowicz, President
Dr. Bethany M. Usher, Provost and Senior Vice President for Academic Affairs

Dr. Dannette Beane, Vice President for Enrollment Management and Strategic Communications
Dr. Rob Hoover, Vice President for Finance and Administration
Dr. Angela Joyner, Vice President for Economic Development and Corporate Education
Dr. Susan Trageser, Vice President for Student Affairs
Ms. Penny Helms White, Vice President for Advancement and Alumni Relations
Ms. Karen Casteel, Secretary to the Board of Visitors and Special Assistant to the President
Ms. Susan Richardson, University Counsel

Call to Order

Ms. Jeanne Armentrout, Chair, formally called the meeting to order at 9:45 a.m. in Martin Hall Board Room on the campus of Radford University.

Approval of Agenda

Ms. Armentrout asked for a motion to approve the March 20, 2025 agenda. Mr. Dale Ardizzone so moved, Mr. William C. Davis seconded, and the motion was carried unanimously.

Approval of Minutes

Ms. Armentrout asked for a motion to approve December 5, 2024 minutes. Mr. William C. Davis so moved, Mr. Dale Ardizzone seconded, and the motion carried unanimously.

Academic Affairs Updates

Provost and Senior Vice President for Academic Affairs Bethany M. Usher delivered updates from across Academic Affairs. The key highlights of her presentation were:

- Points of Pride
 - Events
 - Awards
 - Research
 - Public Service
 - Nursing
- Two-Year Plan Updates
 - REAL/Gen Ed Reform Update (Shared by Dr. Matthew Close)
 - A Proposal for General Education
 - Experiential Learning and Student Outcomes (Shared by Dr. Jeanne Mekolichick)
 - RISE Quality Enhancement Plan (Shared by Dr. Jessica Stowell)
 - Increasing Retention and Progression Rates (Shared by Dr. Jerel Benton)
 - Banded Tuition Proposal
 - Adjust for 18 credits
- New Master of Science in Clinical Psychology (Shared by Dr. Jeffery Aspelmeier)

An update was given on the Dean Searches for the College of Humanities and Behavioral Sciences and for the College of Visual and Performing Arts. Both searches are being handled through the Office of the Provost and with the help of Buffkin Baker Search Firm.

Information Item

Provost Usher announced as an informational item the faculty members who were awarded promotions.

Recommendations and Action Items

Recommendation to Approve Faculty Tenure

Provost Usher discussed the Tenure Recommendations for 2025-26. Ms. Jeanne Armentrout asked for a motion to recommend to the full Board. Mr. Dale S. Ardizzone so moved, Mr. William C. Davis seconded, and the motion carried unanimously. A copy of the proposed resolution is attached hereto as *Attachment A* and is made a part hereof.

Recommendation to Approve M.S. in Clinical Psychology

Provost Usher discussed the recommendation to create a new Master of Science in Clinical Psychology. Ms. Jeanne Armentrout asked for a motion to recommend to the full Board. Mr. Dale Ardizzone so moved, Mr. William C. Davis seconded, and the motion carried unanimously. A copy of the proposed resolution is attached hereto as *Attachment B* and is made a part hereof.

Faculty Senate Report

A Faculty Senate Update was provided by Faculty Senate President, Dr. Matthew Close. Highlights from this report were:

- General Education Improvement
- Master of Science in Clinical Psychology
- Faculty Morale Surveys
- University Governance Internal Review/Reform (UIGRC)

Adjournment

Ms. Armentrout asked for a motion to adjourn the March 20, 2025, Academic Excellence and Student Success Committee Meeting. Mr. Dale Ardizzone so moved, Mr. William C. Davis seconded, and the motion was carried unanimously. The meeting was adjourned at 10:45 a.m.

Respectfully submitted,

Karen Montgomery

Executive Assistant to the Provost and Senior Vice President of Academic Affairs

**RADFORD UNIVERSITY
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE
MARCH 20, 2025**

RESOLUTION OF TENURE RECOMMENDATIONS

WHEREAS, the tenure-track faculty are appointed initially on one-year contracts and throughout the probationary period, which is normally six years, they are subject to reappointment annually upon recommendation by the Department Personnel Committee, the Department Chair, the College Dean, the Provost, and the President; and

WHEREAS, no later than the beginning of the fall semester of the sixth year of full-time appointment, tenure-track faculty are notified by their Department Chairs of their eligibility for consideration for award of tenure and candidates for tenure must submit to their Department Personnel Committees pertinent information regarding their qualification for tenure, including a statement justifying the granting of tenure, all past performance evaluations, including a summary of student evaluations and any peer evaluations, a current curriculum vita, and any other relevant documentation; and

WHEREAS, criteria for the award of tenure include: the continuing need for the individual's expertise; the individual's teaching effectiveness; effectiveness as an advisor; professional development; participation in University co-curricular activities; committee work; cooperation with colleagues; and contributions towards the objectives of the department, college, and University; and

WHEREAS, upon consideration of the candidate's achievement of the above criteria, the Department Personnel Committee submits its recommendation to the Department Chair, who in turn submits his or her recommendation to the College Dean. The Dean submits his or her recommendation to the Provost, and the Provost submits their recommendation in each case to the President. At each stage, the recommendation is added to the previous recommendations, and all are transmitted to the next level. Copies of each recommendation, together with justification, are sent to the faculty member, who has the right to appeal negative recommendations to the Faculty Grievance Committee; and

WHEREAS, the final authority for awarding or denying tenure lies with the Board of Visitors and all of the faculty members listed below have met the criteria for award of tenure;

ARTIS COLLEGE OF SCIENCE AND TECHNOLOGY

<u>Name</u>	<u>Department</u>
Sandra Liss	Department of Physics

COLLEGE OF NURSING

<u>Name</u>	<u>Department</u>
Sara Simpson Brown	College of Nursing
Carey A Cole	College of Nursing

COLLEGE OF VISUAL AND PERFORMING ARTS

<u>Name</u>	<u>Department</u>
Bruce Parsons	Department of Design

DAVIS COLLEGE OF BUSINESS AND ECONI

<u>Name</u>	<u>Department</u>
Yiwen Li	Department of Accounting, Finance and Information Systems

WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES

<u>Name</u>	<u>Department</u>
Kimberly Grimes Baskette	RUC-Department of Public Health & Healthcare Leadership
Thomas Scott Castor	RUC-Department of Public Health & Healthcare Leadership
Rebecca F McIntyre	RUC-Department of Public Health & Healthcare Leadership
Sarah E Rakes	School of Social Work
Stephen Michael Glass	RUC-Department of Physical Therapy
Kevin M Parcetich	RUC-Department of Physical Therapy
Kenneth Keith Gentry	Department of Occupational Therapy
Chase Raymond Poulsen	RUC-Department of Clinical Health Professions-Respiratory Therapy
Sara Linkenhoker Nicely	RUC-Department of Physician Assistant

THEREFORE, BE IT RESOLVED, that the Academic Excellence and Student Success Committee recommends that the Board of Visitors approve the faculty Tenure recommendations listed above to become effective the beginning of the 2025-2026 academic year.

**RADFORD UNIVERSITY
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE**

MARCH 21, 2025

RESOLUTION TO CREATE A NEW MASTER OF SCIENCE (MS) IN CLINICAL PSYCHOLOGY DEGREE PROGRAM

WHEREAS, Faculty Senate approved the creation of the new Master of Science in Clinical Psychology degree program; and

WHEREAS, Southwest Virginia has a severe shortage of mental health resources. Thirty-eight counties and cities in the area, including Giles, Bland, Wythe, Galax City, Grayson, Smyth, Buchanan, Dickenson, Russell, and Tazewell Counties, are all designated as “High Need Mental Health Professional Shortage Areas.” Furthermore, Mental Health America ranks Virginia 34th in terms of access to mental health services; and

WHEREAS, jobs in the field of Clinical Psychology are expected to grow in Virginia at a rate of 9%, faster than the average for all occupations; and

WHEREAS, The American Psychological Association (APA) has developed guidelines and processes for the accreditation of master’s-level psychology programs that can lead to licensure, including Clinical Psychology, Counseling Psychology, and School Psychology. The APA Council on Accreditation (APA-COA) is finalizing these guidelines and processes and has initiated a pilot group of programs currently undergoing accreditation; Furthermore, the state legislature and Governor have granted the Virginia Board of Psychology (VABP) authority to license Psychological Practitioners who are graduates of master’s programs in Clinical and Counseling Psychology; and

WHEREAS, the new degree program is projected to have a net-neutral effect on the budget and be more cost effective than the PsyD program;

NOW, THEREFORE, BE IT RESOLVED, that the Academic Excellence and Student Success Committee recommends that the Board of Visitors approve the creation of the new Master of Science in Clinical Psychology degree;

BE IT FURTHER RESOLVED, that the President and/or designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of the new degree program to the State Council of Higher Education for Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Selected text from the SCHEV Proposal

Duplication

There are currently no degree programs at the master's level using the 42.2801 CIP code in Virginia Public Institutions. This program would be the first of its kind in Virginia.

Relationship to and Effect on Existing Degree Programs

Radford University offers related programs: Counseling and Human Development, with two concentrations, clinical mental health counseling and school counseling (M.S.) and Social Work (MSW). Although there is overlap in behavioral health training, key distinctions exist. Historically, Radford's Psychology Department had a Clinical-Counseling concentration, preparing students for licensure as Licensed Professional Counselors (LPC). However, in 2009, the Virginia Board of Counseling changed its regulations regarding eligibility to become an LPC.

These changes made it impossible for students earning a Master's degree in psychology to obtain licensure as an LPC in Virginia. After years of unsuccessful applications and appeals by graduates of the program, it was for this reason that the Clinical-Counseling Psychology Master's concentration stopped admitting students in the Fall of 2019. At that point, the American Psychological Association (APA) was in the early stages of developing policies for accrediting Master's level mental health programs (clinical psychology, counseling psychology, and school psychology) but there was no timeline for the completion of that process. The hope was that the Clinical-Counseling concentration could be reactivated once a path to licensure for graduates of psychology Master's programs was established. However, the final version of the Master's-level accreditation requirements outlined by the APA and the guidance provided by the Virginia Board of Psychology could not be accommodated within the existing Clinical-Counseling Psychology concentration because of limitations on concentrations established by SCHEV (e.g., 50% overlap in coursework with other program concentrations). Instead, a separate program had to be established to meet accreditation, licensure, and SCHEV requirements. Additionally, when the Department of Psychology chose to discontinue the Doctor Psychology (Psy.D.) in Counseling Psychology Program, part of the intent was to redirect resources from the existing doctoral program to a Master's-level training program. The proposed Master's program is less resource intensive than the Psy.D. program, requiring fewer faculty and serving a larger number of fee-paying students.

Now, with APA accreditation for Master's programs and the Virginia Board of Psychology (BoP) authorizing licensure for Master's-level psychology graduates as Licensed Psychological Practitioners (LPP), a new program has been proposed. This program is distinct and cannot be accommodated as a concentration due to existing SCHEV limitations.

Program Distinctions:

- **Licensure:**
 - Counselor Education: LPC (Virginia Board of Counseling)
 - Social Work: LCSW (Virginia Board of Social Work)
 - Clinical Psychology: LPP (Virginia Board of Psychology)
- **Accreditation:**

- Counselor Education: Council for Accreditation of Counseling and Related Educational Programs
- Social Work: Council on Social Work Education
- Clinical Psychology: American Psychological Association Commission on Accreditation
- **Eligibility:**
 - Each program leads to distinct licensure, with graduates ineligible for the other licenses.
- **Orientation:**
 - Although all programs train behavioral health providers, they emphasize different approaches and opportunities.

Employment Outcomes:

- Clinical Psychology graduates may be most appropriate for research settings, hospitals, and federally qualified health centers.
- Counselor Education graduates may thrive in community mental health settings and schools.
- Social Work graduates work in various settings, including hospitals, community mental health, and government agencies.

The region's mental health professional shortage necessitates all three programs. The proposed program complements existing programs, enhances training options, and strengthens community impact. The Master of Science in Clinical Psychology program is designed to complement, not compete with, Radford University's existing Master of Social Work (MSW) and Counselor Education (M.S.) programs. No degree programs will close as a result of this initiative.

The proposed program will enhance the university's behavioral health training portfolio, offering a distinct path to licensure as a Licensed Psychological Practitioner (LPP), which is unavailable through existing programs. This differentiation will attract an additional applicant pool, potentially increasing overall enrollment in behavioral health programs.

The institution has analyzed the effect of student enrollment and determined that the program will not negatively impact the resources available to other degree programs. Collaborative opportunities for students and faculty across programs may increase, particularly in interdisciplinary training settings.

The historical co-existence of Radford's Master's in Clinical-Counseling Psychology with current programs, without incident, supports the expectation of a harmonious integration. The new program addresses a critical workforce need and provides a licensure pathway previously unavailable, further strengthening Radford's commitment to mental health education.

ROI

SCHEV has a new requirement that degree program proposals use "return on investment" from the Foundation for Research on Equal Opportunity at <https://freeopp.org/roi-landing/>. As there are no current programs of this nature in Virginia, there is no ROI data to report. The website also did not have any Doctoral Clinical Psychology programs in Virginia to use as comparison. Our existing master's in psychology degree has ROI numbers as follows:

Institution	Level	Field of Study	Earnings (1 year)	Earnings (10 years)	ROI (on time completion)	ROI (non-completion)
Radford University	Master's	Psychology, General	\$57,374	\$73,335	\$329,835	\$261,826

End of Board of Visitors Materials

