

Radford University Faculty Senate

Motions

2024-2025

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Faculty Senate Membership by College (<https://www.radford.edu/faculty-senate/contact.html>)

Artis College of Science and Technology

at-large	Kim Lane	ktlane@radford.edu	2024-2026
at-large	Tara Pelletier	tpelletier@radford.edu	2024-2026
Anthropological Sciences	Jake Fox	jfox32@radford.edu	2023-2025
Biology	Matt Close	mclose2@radford.edu	2023-2025
Computing & Information Sciences	Ian Barland	ibarland@radford.edu	2024-2026
Chemistry	Sarah Kennedy	skennedy25@radford.edu	2024-2026
	Tim Fuhrer	tfuhrer@radford.edu	Fall 2024
Geospatial & Earth Sciences	Naveen Joseph	njoseph2@radford.edu	2024-2026
Mathematics/Statistics	Eric Choate	echoate2@radford.edu	2023-2025
Physics	Rhett Herman	rherman@radford.edu	2024-2026

Davis College of Business and Economics

at-large	Mike Chatham	mdchatham@radford.edu	2024-2026
Accounting, Finance & Information Systems	Liang Shao	lshao@radford.edu	2024-2026
Economics	Eftila Tanellari	etanellari@radford.edu	2023-2025
Management	Jae Jeong	jjjeong5@radford.edu	2024-2026
Marketing	Luke Liska	lliska@radford.edu	2024-2026

College of Education and Human Development

at-large	Roofia Galeshi	rgaleshi@radford.edu	2023-2025
at-large	Wendy Eckenrod-Green	weckenrodgre@radford.edu	2023-2025
Counselor Education	Bethany Lanier	blaine@radford.edu	2023-2025
	Carrie Sanders	csanders27@radford.edu	Spring 2025
Health & Human Performance	Dave Sallee	dsallee@radford.edu	2024-2026
Recreation, Parks & Tourism	Susan Van Patten	svanpatt@radford.edu	2024-2026
School of Teacher Education	Ryan Smith	rsmith630@radford.edu	2024-2026

College of Humanities and Behavioral Sciences

at-large	Kevin Farrell	kfarrell2@radford.edu	2024-2026
at-large	John Brummette	jbrummett@radford.edu	2023-2025
Communication	Scott Dunn	swdunn@radford.edu	2024-2026
Criminal Justice	Rachel Santos	rsantos5@radford.edu	2024-2026
History	Kurt Gingrich	kgingric@radford.edu	2023-2025
Philosophy & Religious Studies	Geoff Pollick	gpollick@radford.edu	2024-2026
Political Science	Daniel Reed	dreed33@radford.edu	2024-2026

Psychology	Eric Mesmer	emesmer@radford.edu	2024-2026
Sociology	Roby Page	erpage@radford.edu	2023-2025
Writing, Language & Literature	Kim Gainer	kgainer@radford.edu	2024-2026

College of Visual and Performing Arts

at-large	Will Sawyer	wwsawyer@radford.edu	2024-2026
Art	Brent Webb	bwebb18@radford.edu	2024-2026
Dance	Inessa Plekhanova	iplekhano@radford.edu	2024-2026
Interior Design & Fashion	Tammy Robinson	trrobinso@radford.edu	2023-2025
Music	Rachel Rotert	rrotert@radford.edu	2024-2026
Theatre & Cinema	Camilla Morrison	cmorrison1@radford.edu	2023-2025

RU Libraries

at-large	Alyssa Archer	aarcher2@radford.edu	2023-2025
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College of Nursing

at-large	Judy Jenks	jbjenks@radford.edu	2024-2026
at-large	Kereen Mullenbach	krmullenb@radford.edu	2024-2026
at-large	Tara Chitwood	tmchitwood@radford.edu	2024-2026
at-large	Marjorie Young	myoung67@radford.edu	2023-2025

Waldron College of Health and Human Services

at-large	Jake Stewart	jstewart23@radford.edu	2024-2026
at-large	Brian Buccola	bbuccola@radford.edu	2023-2025
Clinical Health Professions	John Cook	jcook85@radford.edu	2023-2025
	Elliot Carhart	ecarhart@radford.edu	Spring 2025
Communication Science & Disorders	Michelle Lenhart	mlehart@radford.edu	2024-2026
Occupational Therapy	Tara Riddle	tbrown140@radford.edu	2023-2025
	Jason Browning	jtbrowning@radford.edu	FALL 2024
Physical Therapy	Stephen Glass	smglass1@radford.edu	2024-2026
Physician Assistant Studies	Judy Smith	jsmith182@radford.edu	2023-2025
Public Health & Healthcare Leadership	Kim Baskette	kgbaskette@radford.edu	2023-2025
Social Work	Sarah Rakes	srakes3@radford.edu	2024-2026

Representative Senators

Adjunct/FT Temp at-large CHBS			2024-2025
Adjunct/FT Temp at-large CoN			2024-2025

Governance Structure of the 2024-2025 Faculty Senate

Faculty Senate Executive Council

President—Matthew Close
Vice-President—Jake Fox
Secretary—Geoffrey Pollick
At-Large—Alyssa Archer
At-Large—Kevin Farrell
Ex officio—Kurt Gingrich

Campus Environment

Kim Baskette	WCHHS
Mike Chatham	DCOBE
Jake Fox	ACSAT
Sarah Kennedy	ACSAT
Tim Fuhrer (Fall 2024)	ACSAT
Michelle Lenhart	WCHHS
Inessa Plekhanova	CVPA
Rachel Rotert	CVPA
Rachel Santos, Secretary	CHBS
Ryan Smith, Chair	CEHD

Curriculum

Alyssa Archer, Secretary	RU Libraries
Eric Choate, Chair	ACSAT
Tara Chitwood	CoN
Kim Lane	ACSAT
Roby Page	CHBS
Geoff Pollick	CHBS

Sarah Rakes	WCHHS
Will Sawyer	CVPA
Eftila Tanellari	DCOBE
Susan Van Patten	CEHD

Faculty Issues

Elliot Carhart	WCHHS
Wendy Eckenrod-Green	CEHD
Kevin Farrell, Chair	CHBS
Rhett Herman	ACSAT
Judy Jenks	CoN
Jae Jeong	DCOBE
Eric Mesmer	CHBS
Camilla Morrison	CVPA
David Sallee	CEHD
Judy Smith, Secretary	WCHHS

Governance

Brian Buccola	WCHHS
Scott Dunn, Secretary	CHBS
Kim Gainer	CHBS
Stephen Glass	WCHHS
Naveen Joseph	ACSAT
Kereen Mullenbach, Chair	CoN
Daniel Reed	CHBS
Tammy Robinson	CVPA
Carrie Sanders	CEHD
Liang Shao	DCOBE

Resource Allocation

Ian Barland	ACSAT
John Brummette	CHBS
Roofia Galeshi	CEHD
Kurt Gingrich, Chair	CHBS
Luke Liska	DCOBE
Tara Pelletier, Secretary	ACSAT
Tara Riddle	WCHHS
Jason Browning (Fall 2024)	WCHHS
Jake Stewart	WCHHS
Brent Webb	CVPA
Marjorie Young	CoN

Committee Objectives for 2024-2025 are listed at <https://www.radford.edu/faculty-senate/committees/2024-2025-objectives.html>.

Status of Motions of the 2024-2025 Faculty Senate

Date	Title	Sponsor	Outcome
2024-2025			
24-25.01	Motion to Revise the Department Structure of the College of Nursing	Governance	Passed, 08/29/2024
24-25.02	Motion to Revise T&R Faculty Handbook on Search Committees to Select Deans	Governance	Passed, 10/17/2024
24-25.03	Motion to Remove Upper-level Course Requirements from the REAL Curriculum	Curriculum	Failed, 10/31/2024
24-25.04	Motion concerning Proposed Changes to the Academic Calendar	Faculty Issues	Passed, 11/14/2024
24-25.05	Motion to Revise T&R Faculty Handbook on Evaluation Procedures for Tenured Faculty	Faculty Issues	Failed, 11/14/2024
24-25.06	Motion to Create the New Course CLEA 480 Citizen Leader: Special Topics	Curriculum	Postponed until 2/20/2025
24-25.07	Motion to Create the New Course CLEA 498 Citizen Leader: Independent Study	Curriculum	Postponed until 2/20/2025
24-25.08	Motion to Revise T&R Faculty Handbook on Term Limits for Chairs and Directors	Senator Fox	
24-25.09	Motion to Update the Membership Composition of the Faculty Appeals Committee as described in <i>Academic Governance at Radford University</i>	Governance	
24-25.10	Motion to Update the Membership Composition of the Faculty Grievance Committee as described in <i>Academic Governance at Radford University</i>	Governance	
24-25.11	Motion to Create the Master of Science in Clinical Psychology	Curriculum	

24-25.01: Motion to Revise the Department Structure of the College of Nursing

Referred by: Governance Committee

MOTION:

The Faculty Senate supports the College of Nursing's proposed revision of its organizational structure to two departments

1. Department of Undergraduate Nursing
2. Department of Graduate Nursing

RATIONALE:

This proposal was approved by a vote of the College of Nursing faculty on August 12, 2024. Although the College of Nursing was formed in January 2024, the college does not align with the structure of other colleges and departments at Radford University. Functionally, the college has three units with "chairs," known as academic unit heads. Thus, the creation of departments within the college more appropriately aligns with the administrative structure of a college and with the *Radford University Teaching & Research Faculty Handbook*.

In order to accommodate the very large number of students and faculty in the BSN degree program (CIP 51.3801), the Undergraduate Nursing department will have two co-chairs – one for pre-licensure BSN and one for post-licensure RN to BSN. The Graduate Nursing department would only have one chair to house the graduate nursing CIP codes (51.3802, 51.3805, 51.3818).

The change to the proposed departmental structure has a net-neutral effect on the budget. Associate Dean, Assistant Dean, and Chair stipends will come from funds already provided to the university for nursing education by the Commonwealth but not yet allocated.

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

- Department of Undergraduate Nursing
 - Faculty: 40
 - Students: **1,242**
- Department of Graduate Nursing
 - Faculty: 13
 - Students: 130

The college also has a significant number of adjuncts throughout all programs, primarily for the clinical components of courses and online post licensure and graduate courses.

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24-25.02: Motion to Revise T&R Faculty Handbook on Search Committees to Select Deans

Referred by: Governance Committee

MOTION:

The Faculty Senate approves the addition of language (red type and blue type) and the deletion of language (stricken through) in Section 1.3.3 of the T&R Faculty Handbook.

1.3.3 Selection of Deans

Composition of Dean Search Committee

When a vacancy occurs in an academic Deanship, the Provost will, in consultation with the President and upon their approval, call for the formation of a Search Committee composed of **at least six (6) faculty from the college seeking a Dean, one (1) faculty member from outside the college, two (2) students majoring in the programs in the college, and a member of the administration, one (1) Dean from outside the college who will chair the committee in a nonvoting capacity, one (1) classified staff member who is past their probationary period, and one (1) partner who is external to the university.**

Method of Populating Dean Search Committee

1. **Faculty members from the College:** (a) ~~There shall be at least five (5) faculty members of the Search Committee.~~ Each department or school in the college shall elect by secret ballot one (1) representative to the search committee. (b) Should this result in fewer than ~~five (5)~~ **six (6) internal** faculty members of the Search Committee, then ~~at a college meeting chaired by the provost, the faculty of the college shall elect by secret ballot~~ **the provost shall ask the faculty of the college to nominate and elect** a sufficient number of at-large college faculty representatives to bring the total number of faculty representatives **from the College** to ~~five (5)~~ **six (6)**.
2. **Faculty member from outside the College:** The Faculty Senate Executive Council (FSEC) shall nominate three faculty members who are external to the College that is seeking a Dean. The Provost will make the final appointment from the names submitted by the FSEC.
3. **Student members from programs in the College:** ~~The student members (2) shall be recommended by the Student Government Association and/or the Graduate Student Council as appropriate.~~ The Student Government Association ~~or the Graduate Student Council~~ **and the Office of Graduate Affairs** shall **each** propose a list containing at

- least ~~six~~ **three (3)** names and submit its list to the Provost, who will make the final appointments ~~of one (1) undergraduate and one (1) graduate student from the College.~~
4. **Dean from outside the College:** The provost shall appoint a Dean from outside the College who has a permanent appointment to their Deanship.
 5. **Classified staff:** The Provost will request that the College's classified staff meet and nominate at least three but no more than six classified staff members who are past the probationary period. The Provost will make the final appointment from the names submitted by the College's classified staff.
 6. **External partner:** The ~~Office~~ **Division of Advancement and Alumni Relations** shall name a minimum of two (2) and a maximum of three (3) nominees for the external partner, ~~and Advancement shall name a minimum of two (2) and a maximum of three (3) nominees for the external partner.~~ The Provost will make the final appointment of one (1) external partner from the names submitted by ~~these two offices~~ **this division.**

~~The administrative member (1) shall be appointed by the Provost. The Search Committee shall elect its own chair.~~

RATIONALE:

The purpose of this motion is to modify the composition of the dean search committee while, consistent with the principles of shared governance, preserving the role of faculty in the process of selecting deans who will be both their colleagues and their leaders.

Currently, deans at Radford University interact with and serve multiple constituencies. They supervise faculty and classified staff; serve on college-wide leadership councils; collaborate with faculty and leadership in other colleges; address student issues and interact with student leaders; play a role in recruitment by interacting with admissions and advisory staff and with prospective students and their families; and interact with state and local leaders, leaders of other educational institutions, alumni, donors, and the public at large. Recognition of the multifaceted role of the Radford University dean has led to this motion to modify the dean search committee so that there is an opportunity for representatives from constituencies with which deans interact to offer their perspectives on candidates for the position. At the same time, the motion mandates that the majority of voting seats on the dean search committee will be held by faculty, maintaining the principle that academicians must play a pivotal role in choosing a college's chief academician.

- The motion continues to guarantee majority representation of faculty, with a minimum of six seats reserved for faculty from the college, and with the external faculty member, a minimum of seven faculty seats overall. Faculty from the college will be selected by their colleagues; chairs and directors within the College will nominate appropriate faculty from outside the college.

- The motion recognizes the importance of the dean’s collaboration with the classified staff who are vital to the day-to-day functioning of a college by assuring that their perspective is represented by the allocation of a seat to that constituency. Classified staff within the College will nominate appropriate classified staff representatives.
- The motion allows for the perspective of a faculty member from outside the college with knowledge about the college’s priorities and about ongoing collaborations between colleges. The Faculty Senate Executive Council will nominate appropriate external faculty.
- The motion recognizes the role that deans play in fundraising and representing the college beyond campus borders by allowing for the perspective of an outside representative, such as a member of a college’s alumni advisory board or a member of an organization with which the college has or hopes to have a mutually beneficial relationship. Advancement and the Office of Alumni Relations will nominate appropriate external partners.
- The motion continues to allow for the student perspective by allocating seats to students. A representative student body (SGA) will send nominations to the Provost. The Graduate Student Council has been stricken as it is no longer active, and nominations will instead be submitted by the Office of Graduate Affairs.
- The motion allows for the perspective of peer leadership by allocating a seat to a dean from another college who, while nonvoting, will chair the search committee and provide advice and guidance. The *T & R Faculty Handbook* currently calls for “a member of the administration,” language that will be replaced with language referencing the external dean. The Provost will select the external dean from among deans with permanent appointments to their deanships.

The allocation of seats will allow for filling one existing seat (the “member of the administration”) with one nonvoting member (the external dean chairing the committee) and the addition of three voting members (one member external to the university, one faculty member from an outside college, and one member of the classified staff). At the same time, college faculty voting membership will never fall below six, and depending on the number of departments and schools in a college, may be greater than six, with total voting faculty membership never falling below seven. The motion therefore accommodates the perspectives of constituencies that do have a stake in the selection of a college’s dean while preserving the traditional faculty prerogative that it chooses its leadership.

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24-25.03: Motion to Remove Upper-level Course Requirements from the REAL Curriculum

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends deletion of language (~~stricken through~~) in the section REAL Curriculum of the 2024-2025 Undergraduate Catalog and relevant prior catalogs, beginning immediately. These changes retroactively eliminate the 300-level or higher course requirement from the REAL Curriculum. This applies to the Writing Intensive requirement, REAL Studies minors, and any major/minor that fulfills a REAL Area requirement.

The REAL Curriculum requirements address several competency categories:

- Foundational Writing (3 hours)
- Foundational Math (3 hours)
- Writing Intensive (6 hours ~~—at least 3 hours at the 300 level or higher~~)
- Scientific and Quantitative Reasoning (major or minor hours will vary)
- Humanistic or Artistic Expression (major or minor hours will vary)
- Cultural or Behavioral Analysis (major or minor hours will vary)
- Applied Learning (major or minor hours will vary)

REAL Studies Minor in Scientific and Quantitative Reasoning (R)

A minimum of 15 credits in courses designated “R” within the REAL Curriculum, ~~with at least 3 credits at the 300-400 level.~~

REAL Studies Minor in Humanistic or Artistic Expression (E)

A minimum of 15 credits in courses designated “E” within the REAL Curriculum, ~~with at least 3 credits at the 300-400 level.~~

REAL Studies Minor in Cultural or Behavioral Analysis (A)

A minimum of 15 credits in courses designated “A” within the REAL Curriculum, ~~with at least 3 credits at the 300-400 level.~~

REAL Studies Minor in Applied Learning (L)

A minimum of 15 credits in courses designated “L” within the REAL Curriculum, ~~with at least 3 credits at the 300-400 level.~~

Any major or minor that fulfills a REAL area must include at least 9 unique credit hours, ~~with at least 3 credit hours at the 300 level or above~~ for the area covered.

RATIONALE:

This motion is supported by the following arguments and data.

1. Radford University Should Adhere to the Principles of General Education

SACS requires that [general education](#) “ensures *breadth* of knowledge” [emphasis added] with “courses that do not narrowly focus on skills, techniques, and procedures specific to a particular occupation or profession.” There must also be at least one course in humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The decision to require 300 level or higher courses in the REAL curriculum was made by Radford University to incorporate *breadth* and *depth*, not to fulfill an accreditation or SCHEV standard.

While there is some expectation that upper division courses cover topics in more depth, the course numbering system is arbitrary. There are numerous examples of lower division courses within the [Virginia Community College System](#) (VCCS) that meet Radford University’s upper division REAL requirement (e.g., CRJU 341, BIOL 310, CHEM 301, THEA 350, ITEC 345, STAT 301, MUSC 311, PSYC 439, and SOCY 341).

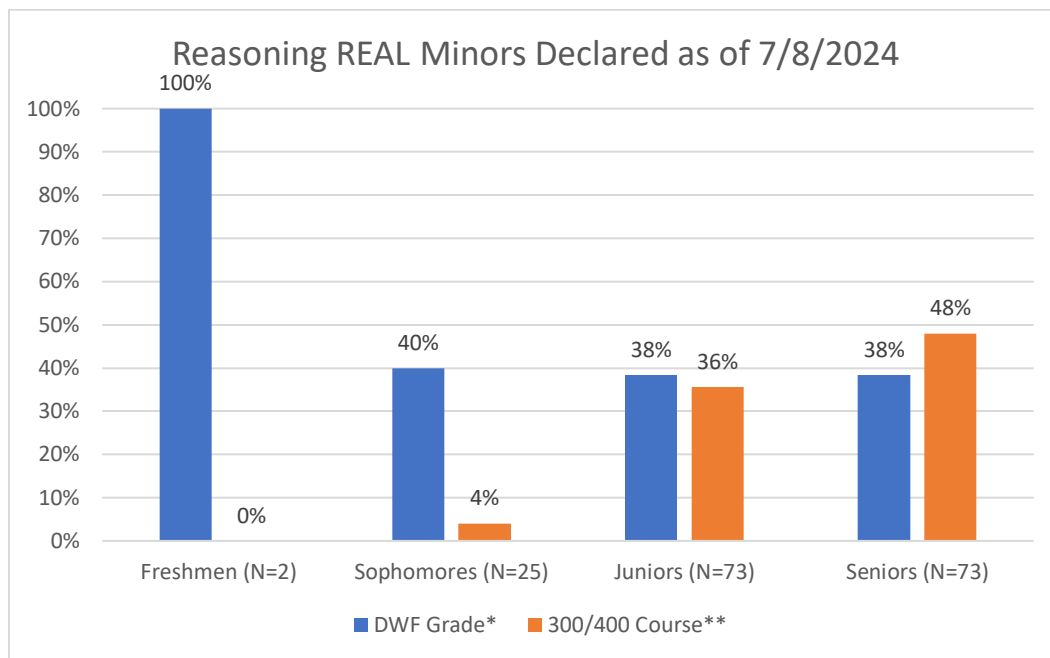
In Spring 2024, the Biology Department put forth curriculum proposals to change Anatomy & Physiology (BIOL 310/311) from 300 to 200 level courses “to more accurately reflect the stage at which students are ready for [these courses] and match when most students already take [them].” They withdrew their proposals after multiple Department Chairs and Directors expressed concern over losing R designation because these courses were how their majors and minors met the 300 level or higher REAL requirement. As a result, Radford University continues to teach courses at the 300 level that are 100 level in VCCS.

2. Radford University Should Promote Student Success and Timely Graduation

There is evidence that the 300 level or higher requirement is impeding students’ ability to complete REAL requirements, especially within certain REAL Studies minors. The Reasoning REAL Studies minor was the third most popular minor in [Fall 2023](#) with 142 students. An analysis of degree audits of 173 students enrolled in Fall 2024 showed that completion rates are low. Approximately 48% of seniors have successfully completed a 300/400 level course for the minor. That drops to 36% for juniors and 4% for sophomores. Fourteen students have not taken or successfully completed a single course in the minor (two freshmen, nine sophomores, and three juniors).

As students attempt to complete the 300 level or higher REAL requirement, they could choose from over 50 classes approved for R in 2023-2024. However, only six of those courses are offered on the main Radford campus without a prerequisite. Only three of those six courses were offered in Fall 2024: COMS 326 (full at 12), COSD 316 (14 of 35 seats available), and PHSC 350 (full at 24). This places an unfair burden on students.

Furthermore, many students are struggling in the minor. Nearly 40% had a DWF grade in a course, most commonly STAT 130/200, ANSC 101, GEOL 120, and BIOL 310. On average, the minor GPA was 0.74 points below cumulative GPA. For sophomores, the average cumulative GPA was 2.72 while the minor GPA was 1.27, a difference of -1.44. This is a concern for recruitment and retention.

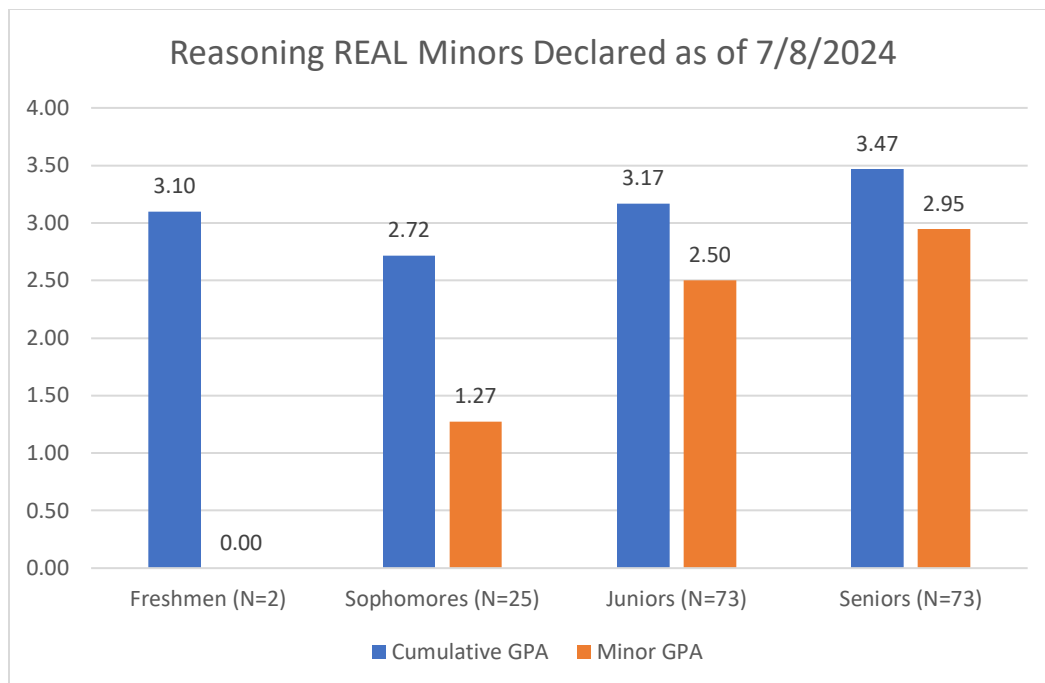


* At least one DWF grade within the Reasoning REAL Minor

** 300/400 Level R course completed with a passing grade

Prior to the REAL Curriculum many students struggled with general education requirements in mathematical and natural sciences so seeing high DWF rates is unsurprising. What is different under the REAL Curriculum is the expectation of success in upper division classes. Having troubles at lower levels precludes students from being able to take upper divisions courses as many are prerequisites. This is now an impediment to graduation.

According to the Undergraduate Catalog: “To graduate with a minor, a student must have a 2.0 or higher GPA in all courses required for the minor.” The general understanding, although not university policy, is this applies to minor GPA and not individual courses. Additionally, a student who completed all necessary courses with a minor GPA below 2.0 would satisfy REAL requirements, but the minor would not be awarded. This situation is problematic and applies to a quarter of students currently pursuing the Reasoning REAL Studies minor.



3. Radford University Should Simplify Course Scheduling

Of 132 minors in Fall 2023, over half had less than 10 declared students. This makes course planning difficult for departments, advisors, and students. For example, [Social Justice \(E A\)](#) is the 12th most popular minor with 58 students. The 300 level or higher course requirement to satisfy A is met through one of these ten courses. None were offered in Fall 2024.

- ENGL 453 - The Female Literary Tradition
- HIST 364 - American Slavery (US) (WI)
- HIST 375 - American Immigration (US)
- HIST 381 - Recent America (US) (WI)
- POSC 340 - Law and Social Change
- SOCY 331 - Race and Ethnicity
- SOCY 340 - Appalachian Health Culture
- SOCY 341 - Sociology of Health and Medicine
- SOCY 370 - Environmental Sociology
- SOWK 321 - Social Welfare Policy

The 300 level or higher course requirement to satisfy E is met through one of these ten courses. Two were offered in Fall 2024 (PHIL 385 and RELN 313) with 40 seats combined. All seats were filled.

- ANSC 305 - Principles of Ethnography (GE)
- COMS 433 - Communication and Social Change

- HIST 304 - Environmental History (EU, GL) (WI)
- HIST 307 - Women in World History (EU, GL)
- PHIL 342 - Philosophy, Science, and Values (WI)
- PHIL 385 - Social and Political Philosophy (GE) – 20 seats, full
- POSC 354 - Ethics in International Affairs
- RELN 313 - Religion and Culture (GE) – 20 seats, full
- RELN 314 - Social Problems and the Bible
- RELN 375 - Religious Freedom, Law, and American Identities

Furthermore, the degree audit does not specify that one course must be at the 300/400 level for the Humanistic or Artistic Expression Electives creating further confusion that could delay graduation. This is a problem with several other REAL minors in the degree audit.

A similar issue is happening with [Leadership \(E L\)](#), the 11th most popular minor in [Fall 2023](#) with 60 students. The 300 level or higher course requirement to satisfy L is met through one of these eight courses. None were offered in Fall 2024.

- POSC 410 - Demystifying Leadership
- POSC 336 - Public Organization Theory and Leadership
- POSC 337 - Contemporary Problems in Public Administration
- POSC 350 - US Foreign Policy (IR)
- POSC 351 - Model United Nations (IR)
- POSC 352 - International Development (CG/IR)
- POSC 355 - Global Terrorism (CG/IR)
- POSC 485 - Internships in Political Science and Public Administration

The 300 level or higher course requirement to satisfy E is met through one of these three courses. None were offered in Fall 2024.

- COMS 414 - Critical Analysis of Public Discourse
- COMS 433 - Communication and Social Change
- POSC 354 - Ethics in International Affairs

An analysis of academic petitions in the new Quali system shows 16 petitions for course substitutions in the Leadership minor. That is an academic petition for every one in four students in the minor. Furthermore, 13 of the 16 petitions violated a REAL criterion. This included substituting classes with no REAL designation or a different designation and lower division for upper division classes. Only one of these petitions went through the Director of Undergraduate Curriculum as it is not required.

There were 54 petitions relating to academic minors in the Quali system. Of the 49 requesting a course substitution, 18% used a 100/200 level course for a 300/400 level requirement. The

justification for many of these petitions was course unavailability that prevented students from graduating or progressing in their major.

Conclusion

Retroactively eliminating the 300 level or higher requirement for REAL majors and minors will have an immediate impact on the REAL Studies minors and allow departments greater curricular flexibility. This elimination will also “fix” degree audits that do not specify this requirement. Requiring upper division courses outside of a student's major is needlessly hurting our students and should be eliminated.

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24-25.04: Motion concerning Proposed Changes to the Academic Calendar

Referred by: Faculty Issues Committee

MOTION:

The Faculty Senate, on behalf of the Teaching and Research Faculty whom it represents, recommends the University delay implementation of the proposed academic calendar models, pending further study and assessment.

RATIONALE:

On Thursday, October 3, University Provost Bethany Usher and University Registrar Katie Piper officially presented three prospective academic calendars for 2025-2026, each of which divides the academic year into three fifteen-week semesters (Fall, Spring, and Summer). On October 9 and October 10, Open Forums were held in Roanoke and Radford, respectively, during which members of the campus community raised questions and shared perspectives about the proposed calendar options.

These calendars, as currently written, represent significant changes to the academic and working culture of Radford University, and may thus have significant implications for faculty, staff, and students.

Our primary concern is that these potential implications necessitate further consideration. While we appreciate the opportunity to share our feedback, both at the scheduled forums and via the Qualtrics survey, we fear that the timeline for implementation is insufficient to hear from all stakeholders and to gather all pertinent information.

We acknowledge the complexities inherent in creating an academic calendar that suits all cohorts, and we appreciate that our purview on this matter is only to “revise and recommend,” rather than to create academic policy. It is in that capacity, and in the spirit of shared governance, that we respectfully urge the University to suspend any plans to implement the proposed calendar until such a time as it has been more thoroughly vetted.

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24-25.05: Motion to Revise T&R Faculty Handbook on Evaluation Procedures for Tenured Faculty

Referred by: Faculty Issues Committee

MOTION:

The Faculty Senate approves the addition of language (red type) in Section 1.4.1.4.1 Subsection 3 and Section 1.4.1.6 of the T & R Faculty Handbook:

Section 1.4.1.4.1, Subsection 3:

A tenured faculty member whose overall evaluation rating falls below 3.0, or whose teaching rating falls below 3.0, or whose service rating or professional contributions rating falls below 2.0, is subject to post-tenure review which, after due process, may result in sanctions up to and including dismissal.”

1.4.1.6 Post Tenure Review Policy

If the result of the annual evaluation process for a tenured faculty member is an overall rating of less than 3.0 on the 5.0 scale (i.e.; below “meets expectations”), or the rating in the evaluation category of “teaching” is below 3.0 on the 5.0 scale, or the rating in the categories of service or professional contributions is below 2.0 on the 5.0 scale, an in-depth evaluation will proceed immediately as described below.

1. By the last day of final examinations of the semester during which the overall evaluation rating of a tenured faculty member falls below 3.0, or in which the teaching rating falls below 3.0, or in which the service or professional contributions rating falls below a 2.0, an in-depth evaluation will be initiated by an ad hoc committee consisting of three tenured faculty members mutually agreed upon by the chair and the tenured faculty member being evaluated. The members of the ad hoc committee need not be from the department of the tenured faculty member being evaluated, but must be from the individual’s college. If the tenured faculty member and the chair cannot agree on the committee’s membership, the committee shall consist of one faculty member selected by the chair, one faculty member selected by the individual being evaluated, and one faculty member selected by the college dean.
2. Within 30 days of the last day of final examinations of the semester in which the committee is formed, the ad hoc committee will develop, in consultation with the tenured faculty member and department chair, a strategic plan designed to remedy performance deficiencies. The plan will:
 - a. Identify specific weaknesses;

- b. Define specific actions to help the tenured faculty member overcome those weaknesses;
- c. Set an appropriate time line for improvement to be achieved as soon as possible, but in no case more than two years following the end of the evaluation period in which the original overall rating of less than 3.0, ~~or~~ the original teaching evaluation of less than 3.0, or the original service or professional contributions rating of less than 2.0 was received;
- d. Indicate measures to assess improved performance;
- e. Identify institutional resources that should be used to assist the tenured faculty member in achieving the specified improvement.

RATIONALE:

Teaching and Research faculty members have, as expectations of their employment, three areas of expectation:

Teaching (40% - 75% of their evaluation), Professional Contributions (15% - 40%), and University Service (5% - 30%). The numerical evaluations of these areas are defined in the Handbook as Outstanding (4.5 - 5.0), Above Expectations (3.5 - 4.49), Meets Expectations (3.0 - 3.49, Below Expectations (2.0 - 2.99), and Unacceptable (Below 2.0). Since Teaching is the category of greatest weight, and is considered the primary function of a faculty member, it makes sense to require this area to be, at a minimum, in the “Meets Expectations” range. However, faculty members who are evaluated as “Unacceptable” in either of the other two categories of their employment need to have a mechanism by which this evaluation is raised to at least a 2.0. This mechanism is the post-tenure review process.

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24-25.06: Motion to Create the New Course CLEA 480 Citizen Leader: Special Topics

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends creation of the new course CLEA 480 Citizen Leader: Special Topics in the Curriculog proposal <https://radford.curriculog.com/proposal:2424/form>

RATIONALE:

This course will add more flexibility for students to complete the 6 credit hours required to graduate with distinction from the Citizen Leader Program. The course is particularly useful for transfer students and students whose majors lack a Citizen Leader designated course. The student has the option to choose this course as an elective.

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24-25.07: Motion to Create the New Course CLEA 498 Citizen Leader: Independent Study

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends creation of the new course CLEA 498 Citizen Leader: Independent Study in the Curriculog proposal <https://radford.curriculog.com/proposal:2422/form>

RATIONALE:

This course will add more flexibility for students to complete the 6 credit hours required to graduate with distinction from the Citizen Leader Program. The course is particularly useful for transfer students and students whose majors lack a Citizen Leader designated course. The student has the option to choose this course as an elective.

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24-25.08: Motion to Revise T&R Faculty Handbook on Term Limits for Chairs and Directors

Referred by: Senator Jake Fox

MOTION:

The Faculty Senate approves the addition of language (red type) in Section 1.3.2.1 of the Teaching and Research Handbook

1.3.2.1 Term of Service as Department Chair or School Director

Department Chairs and School Directors will be appointed for renewable four-year terms. During the spring of the third year, an in-depth formal evaluation shall be conducted by the Dean in consultation with the faculty of the department or school. (See section 1.4.2, evaluation of Chairs and Directors.) Terms of Department Chairs and School Directors may be renewed, with additional in-depth evaluations to take place in the third year of each term. **No limit is placed on the number of terms that a Department Chair or School Director can serve consecutively.**

RATIONALE:

Although it is implied that there are no term limits for a chair or director, this motion clarifies that there are no term limits on the number of terms that a chair can serve consecutively. A term limit for chairs or directors would also hinder the hiring of chairs outside of the university.

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24-25.09: Motion to Update the Membership Composition of the Faculty Appeals Committee as described in *Academic Governance at Radford University*

Referred by: Governance Committee

MOTION:

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 the document *Academic Governance at Radford University*.

Membership Composition:

- ~~• Ten elected tenured faculty members consisting of;~~
- ~~• three members from the College of Humanities and Behavioral Sciences,~~
- ~~• one member from the College of Business and Economics,~~
- ~~• two members from the College of Education and Human Development,~~
- ~~• one member from the Waldron College of Health and Human Services,~~
- ~~• one member from the College of Visual and Performing Arts, and~~
- ~~• two members from the Artis College of Science and Technology.~~
- **One elected tenured faculty member from each college, and**
- one alternate from each college elected from a department other than that of the principal representative.

RATIONALE:

Faculty Appeals is one of only two academic governance committees with proportionate representation by college. (The other is Faculty Grievance.) One-to-one representation by college should instead be employed to populate this committee for the following reasons:

- Given the committee's purpose, proportionate representation is unnecessary. Proportionality may be important for a parliamentary body like a senate whose deliberations could be said to be 'political'. This committee's deliberations take place in a different context. Cases brought forward by individual faculty are considered irrespective of department or college affiliation.
- Changing faculty head counts continually throw committee membership out of proportion. If proportionality were to be meaningful, reallocation of seats would need to be frequent, even annual, requiring continual amendment to the governance document.
- The current system can make populating the committee difficult. Only tenured faculty can serve; from within that pool, any department can have only one representative to avoid a situation that triggers recusal by more than one college representative. For some colleges, that means securing representatives from three to four separate departments.

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24-25.10: Motion to Update the Membership Composition of the Faculty Grievance Committee as described in *Academic Governance at Radford University*

Referred by: Governance Committee

MOTION:

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 the document *Teaching and Research Faculty Handbook*.

1.9.5 Composition of Faculty Grievance Committee

The Faculty Grievance Committee shall consist of ~~ten elected tenured faculty members~~. Representation is as follows: ~~three representatives elected from the College of Humanities and Behavioral Sciences, one from the College of Business and Economics, one from the College of Education and Human Development, one from the College of Visual and Performing Arts, two from the College of Science and Technology, and one from the Waldron College of Health and Human Services~~ **one elected tenured faculty member from each college, and one alternate from each college elected from a department other than that of the principal representative(s)**. ~~One faculty member will be elected at large by the University faculty.~~

RATIONALE:

Faculty Grievance is one of only two academic governance committees with proportionate representation by college. (The other is Faculty Appeals.) One-to-one representation by college should instead be employed to populate this committee for the following reasons:

- Given the committee's purpose, proportionate representation is unnecessary. Proportionality may be important for a parliamentary body like a senate whose deliberations could be said to be 'political'. This committee's deliberations take place in a different context. Cases brought forward by individual faculty are considered irrespective of department or college affiliation.
- Changing faculty head counts continually throw committee membership out of proportion. If proportionality were to be meaningful, reallocation of seats would need to be frequent, even annual, requiring continual amendment to the *Teaching and Research Faculty Handbook*.
- The current system can make populating the committee difficult. Only tenured faculty can serve; from within that pool, any department can have only one representative to avoid a situation that triggers recusal by more than one college representative. For some colleges, that means securing representatives from three to four separate departments. The *Teaching and Research Faculty Handbook* retains a reference to an at-large representative, a position eliminated when the *Academic Governance at Radford University* document was approved. This motion removes that vestigial reference.

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24-25.11: Motion to Create the Master of Science in Clinical Psychology

Referred by: Curriculum Committee

MOTION:

Faculty Senate recommends creating the new Master of Science in Clinical Psychology degree.
<https://radford.curriculog.com/proposal:2485/form>

RATIONALE:

The Faculty Senate recommends the creation of this new Master of Science program in Clinical Psychology. There is a shortage of licensed mental health practitioners in the Commonwealth, which is even worse in Southwest Virginia. This caused the Commonwealth to be concerned over the closure of our Doctor of Psychology program.

However, the American Psychological Association recently developed accreditation standards for master's-level programs that can lead to licensure, and the Virginia Board of Psychology is developing standards for graduates of accredited master's programs to be licensed as psychological practitioners. No other university in the Commonwealth is working to create a program that would qualify graduates for this new licensure, and so we see this as an opportunity to fill this niche with resources that were previously used to support the Psy.D. program.

This support does come with concerns that this new program could potentially harm our existing programs in Counselor Education and Social Work that prepared master's-level graduates for work in mental health fields. We encourage these programs to work together, when possible, to share resources, including both resources on campus and opportunities for required practicum positions off campus, which can be scarce in our local community. A memorandum of understanding between these programs would be helpful.

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