

Minutes
West Virginia University Faculty Senate
Monday, June 8, 2015

1. Jennifer Orlikoff, Faculty Senate Chair, called the meeting to order at 3:16 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Abate, M.	Cottrell, L.	Hauser, D.	McTeer, M.	Salm, A.
Ameri, S.	Cronin, A.	Hileman, S.	Merrifield, J.	Sand-Jecklin, K.
Atkins, C.	Davari, A.	Hostuttler, L.	Murphy, E.	Sowards, A.
Bastress, R.	Deshler, J.	Ibrahim, M.	Orlikoff, J.	Sperow, M.
Bernardes, E.	DiBartolomeo, L.	Jacknowitz, A.	Proudfoot, C.	Srivastava, A.
Billings, H.	Dietz, M.	Kirby, B.	Prudhomme, J.	Stolzenberg, A.
Bonner, D.	Donley, D.	Kleist, V.	Reddy, R.	Turton, R.
Boone, D.	Downes, M.	Kromar, R.	Reymond, R.	Utzman, R.
Bowen, E.	Etheredge, S.	Lofaso, A.	Riedel, B.	Vester, M.
Brock, R.	Famouri, P.	Matak, K.	Rose, T.	Waterson, R.
Brooks, R.	Fint-Clark, R.	Maynor, L.	Rowlands, A.	Weihman, L.
Bryner, R.	Gilleland, D.	Mays, M.	Ruscello, D.	Wilcox, G.
Campbell, L.	Griffith, R.	McCusker, B.	Ryan, K.	Yang, H.
Clement, D.	Harner, J.			

Members Excused:

Anderson, K.	Crosno, J.	Graves, C.	Li, B.	Rockett, I.
Bass, A.	Davis, D.	Haines, K.	Montgomery-Downs, H.	Scott, D.
Brazaitis, M.	Elmore, S.	Harris, T.	Murray, P.	Tou, J.
Claycomb, R.	Ferrara, L.	Hornsby, G.	Nutter, R.	Valenti, M.
Cohen, S.	Funk, A.	Jaczynski, J.	Petty, T.	Walter, S.
Connors, J.	Giacobbi, P.	Kale, U.	Regier, M.	Weed, S.

Members Absent:

Attaallah, A.	Eschen, E.	Johnston, A.	Miltenberger, M.	Sherlock, L.
Baldwin, C.	Finkel, M.	Johnstone, R.	Mucino, V.	Tippets, W.
Balian, A.	Fisher, S.	Lively, M.	Perna, N.	Tveter, K.
Bergner, G.	Hartley, D.	Lorimer, D.	Rishel, C.	Vona-Davis, L.
Burnside, J.	Hutson, Z.	Mandich, M.	Sadler, J.	Whiteman, C.

Faculty Senate Officers Present:

DiBartolomeo, L.	Orlikoff, J.	Stolzenberg, A.	Titolo, M.	Turton, R.
Griffith, R.	Proudfoot, C.			

2. Chair Orlikoff moved for approval of the [minutes](#) from the Monday, May 11, 2015 meeting.
Motion carried.
3. President E. Gordon Gee reported the following:
 - He thanked Jennifer Orlikoff for the great job she has done as Faculty Senate Chair.
 - We completed the purchase of the Beckley campus. He believes this is an enormous investment in the State and an opportunity for the University to create programs of value for every West Virginian.

- He is in the process of starting his summer county tours. He promises to visit every county every other year. He intends to carry the message of the University, to learn more about the challenges and opportunities we face, and to meet with friends, alumni, prospective students, and legislators.
- The academic calendar proposal that is before the Senate will bring our students in for orientation on Sunday and Monday. This is part of a calculated plan for our calendar to be more focused on student success.
- He will provide the keynote address at the annual DC Alumni Luncheon on June 16, 2015. He looks forward to spending time with so many friends of the institution and providing an update on the state of the University.
- The Hazel Ruby McQuain Charitable Trust has established a presidential endowment with a \$3 million gift to provide critically needed funds to advance the student experience, recognize faculty and staff, support student outreach and scholarships, and bring renowned scholars and dignitaries to campus. The Trust also announced a \$6.7 million gift to transform our equine educational facilities at the Reedsville Experiment Farm into a modern teaching, research, and extension center.
- The four newest members of the Order of Vandalia are Bill Douglas, former dean of the School of Physical Education; John Fisher II, former dean of the College of Law; Kenneth Gray, former vice president of Student Affairs; and Arthur Jackowitz, professor and former chair of the Department of Clinical Pharmacy.
- Our student recruiting is going very well. We have nearly doubled the number of honors students since last year, and have had to open a second residence hall as an honors dorm.

4. Provost Joyce McConnell reported the following:

- The faculty incentives and rewards group is continuing its work. She and the president are both very committed to hiring at market and ending salary compression.
- The Board of Governors gave final approval to the budget. If the tuition increase is approved by HEPC, there is a 3% raise pool built into the budget to be distributed according to merit.
- She thanked everyone who applied to the academic fellows program. There was widespread interest in the program, and a large number of qualified applicants. Lesley Cottrell will be working with Katherine Karraker, the Associate Provost for Graduate Education. Lisa DiBartolomeo will be working with Provost McConnell and Russ Dean, Vice Provost. Michael Ibrahim will be working with C.B. Wilson, Associate Provost for Academic Personnel. Jennifer Orlikoff and Jennifer Steele will be working with Elizabeth Dooley, the Associate Provost for Undergraduate Academic Affairs.
- We are looking at the academic calendar with an eye towards being able to better support our students. We care deeply about making sure they are oriented into an academic culture when they arrive on campus. This is part of a push to attract and retain students, and make them active participants in culture change.
- She highlighted several faculty accomplishments. This year, WVU faculty won seven early career NSF grants. As a comparison, the University of Texas at Austin, with double the research funding of WVU, received only eleven. On the humanities side, Josh Arthurs received the Rome Fellowship, Marilyn Francus received the Jane Austen Society of North America International Visitor Fellowship, Glenn Taylor and Harry Carpenter are both publishing novels, and Brian Luskey and Natalie Shook received the Eberly College's

Outstanding Researcher Awards. In addition, the University received a \$1 million award, its first Mellon grant. We are also making progress on the idea of a Humanities Institute.

- She recognized Rudy Almasy, who is retiring on June 30, 2015 after 40 years with WVU. He has served as a faculty member, in various administrative positions, and as an interim dean five times in the Eberly and Davis colleges.
- She is starting her own 55 county tour. She visited seven counties last week.

5. Chair Orlikoff reported the following:

- The following Senators were elected to serve on the 2015-16 Faculty Senate Executive Committee: Virginia Kleist, Bob Bastress, Lisa DiBartolomeo, Lesley Cottrell, Sam Ameri, Becca Fint-Clark, and Sandy Elmore.
- She attended the HEPC and ACF meetings on May 29 in place of Roy Nutter. The meetings were held at Shepherd University. The chair of HEPC addressed budgetary issues, and said that only three states had cut their budgets to higher education, including West Virginia. He expressed the need to work with legislators to make sure they understand the importance and the necessity of higher education in our state. For the ACF meeting, Chancellor Paul Hill and Vice Chancellor for Academic Affairs Corley Dennison were both in attendance for a portion of the meeting to speak with members. The most critical item on the agenda was the transferability of credit codified in HB 2867, which takes effect June 12, 2015. There will be a campus safety summit in Charleston on June 24 to address sexual assault, Title IX, suicide prevention, and infectious diseases. Also discussed was the common core curriculum, which HEPC and ACF both endorse, as well online courses, quality matters, and participating in the State Authorization Reciprocity Agreement (SARA).
- A GEF workshop took place on June 3 with 20 selected members who will serve as pioneers in applying LEAP outcomes to their GEF course syllabi. She congratulated the GEF committee and Academic Innovations for such a successful event.
- She thanked President Gee, Provost McConnell, Vice Provost Russ Dean for their support and responsiveness to faculty issues, and for truly embracing the concept of shared governance. She also thanked the parliamentarians, Chad Proudfoot and Matt Titolo; past chair Lisa DiBartolomeo and chair-elect Richard Turton; our faculty representatives to the Board of Governors, Bob Griffith and Lisa DiBartolomeo; our ACF representative Roy Nutter; chairs of the Faculty Senate committees; Faculty Senators; Dan Hamilton and his technical support team; and the Faculty Senate Office.

6. Jim Harner, Chair, Curriculum Committee, moved for approval of the following reports:

[Annex I](#), New Courses Report. Motion carried.

[Annex II](#), Course Changes Report. Motion carried.

[Annex III](#), Monthly Alterations Report. Accepted following removal of ACCT 311 from the report.

Dr. Harner also presented resource documents prepared by the Transparency Subcommittee, [Annex IV](#), [Annex V](#), and [Annex VI](#) for information. The documents will be posted on the Faculty Senate web site.

7. Lena Maynor, Chair, General Education Curriculum Oversight Committee, moved for approval of the following reports:

[Annex VII](#), GEC Actions. Motion carried.

[Annex VIII](#), GEC Audits. Accepted.

[Annex IX](#), 2014-15 Committee Report and 2015-16 Goals. Accepted.

Dr. Maynor also presented [Annex IXA](#), Master List of GEF Course Assignments, for information. Gerry Wilcox raised a concern over students being able fulfill the Science and Technology requirement by taking only CS 101. Although CS 101 is a fine course, he believes students should be required to complete additional science coursework.

8. Art Jackowitz, on behalf of the Committee of Retired Faculty, submitted the following report for acceptance:

[Annex X](#), 2014-15 Committee Report and 2015-16 Goals. Accepted.

9. Marie Abate, Chair, Faculty Welfare Committee, submitted the following report for acceptance:

[Annex XI](#), 2014-15 Committee Report and 2015-16 Goals. Accepted.

10. Beverly Kirby, Chair-Elect, Library Committee, submitted the following report for acceptance:

[Annex XII](#), 2014-15 Committee Report and 2015-16 Goals. Accepted.

Dr. Kirby also presented [Annex XIII](#), What's Happening in the WVU Libraries, for information.

11. Mike Mays, Chair, Research Integrity Committee, submitted the following report for acceptance:

[Annex XIV](#), 2014-15 Committee Report and 2015-16 Goals. Accepted.

12. Stan Hileman, Chair, Research and Scholarship Committee, submitted the following report for acceptance:

[Annex XV](#), 2014-15 Committee Report and 2015-16 Goals. Accepted.

13. Carolyn Atkins, Chair, Committee on Committees, Membership and Constituencies, submitted the following report for acceptance:

[Annex XVA](#), 2014-15 Committee Report and 2015-16 Goals. Accepted.

14. Becca Fint-Clark, Chair-Elect, Service Committee, submitted the following report for acceptance:

[Annex XVB](#), 2014-15 Committee Report and 2015-16 Goals. Accepted.

15. Parviz Famouri, Chair, Student Rights and Responsibilities Committee, submitted the following report for acceptance:

[Annex XVC](#), 2014-15 Committee Report and 2015-16 Goals. Accepted.

16. Heather Billings, Chair, Teaching and Assessment Committee, submitted the following report for acceptance:

[Annex XVD](#), 2014-15 Committee Report and 2015-16 Goals. Accepted.

17. Elizabeth Dooley, Associate Provost for Undergraduate Academic Affairs, and chair of the calendar committee, presented two academic calendar options for 2016-17, [Annex XVI](#) and [Annex XVII](#). A paper ballot was distributed for Senators to select an option. Annex XVII, the version without a fall break, was approved.
18. Robert Griffith, BOG representative, reported that the Board of Governors approved the following:
 - A \$1.04 billion budget for the fiscal year beginning July 1.
 - A master plan for infrastructure improvements to the Health Sciences Center, which will primarily involve improving HVAC and electrical systems.
 - The issuance of up to \$31 million in bonds to improve the PRT.
 - A Bachelor of Science degree in Public Health.
19. Chair Orlikoff presented the Preferred Name Policy, [Annex XVIII](#), for approval. Following discussion, the proposed policy was returned to committee for further consideration.
20. Richard Turton assumed the chair to close out the meeting. He commended Chair Orlikoff for her outstanding leadership, poise, and expediency.
21. The meeting adjourned at 4:35 p.m. to reconvene on Monday, September 14, 2015.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
 From: Jim Harner, Chair, Senate Curriculum Committee
 Date: May 18, 2015
 Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
POLS 322: Race, Ethnicity & US Politics	Arts and Sciences	3		Examines the influence of race and ethnicity on U.S. politics, including contemporary scientific research on minority politics. The focus is on African American politics, and, to a lesser extent, Latino or Hispanic politics, but other racial and ethnic groups are also discussed.	This course will build on lower-level broad-based political science courses, and students will make use of the concepts introduced and skills developed in those courses to study a specific area of research in greater depth. The study of racial and ethnic politics constitutes a large and important subfield of political science research. In the context of U.S. politics, the influence of race and ethnicity on politics is not easily captured or adequately described by broad, ostensibly race-neutral theories of public opinion and political behavior. The history of race relations in the United States has also resulted in a political system that is often influenced by race-related considerations at the local, state, and national levels. West Virginia University does not currently offer a course devoted to the distinctive contemporary politics of racial and ethnic minorities. This course would fill that void. It would also contribute to efforts at the university level to encourage communication and understanding between students of various races and ethnicity and to increase diversity on campus. The course received positive reviews after being offered as a special topics course in the Spring 2014 semester.
POLS 323: Religion & Politics	Arts and Sciences	3		Examines how religion and religious institutions affect political outcomes and vice versa. The focus is on American politics, but the effects of religion on politics in other nations will also be discussed.	This course will build on lower-level broad-based political science courses, and students will make use of the concepts introduced and skills developed in those courses to study a specific area of research in greater depth. In recent years, the influence of religion on politics in the United States has received increasing attention from both scholars and the popular media. Many observers feel the role of religion in political advocacy and policy making has expanded, the constitutional separation of religion and government has been frequently re-examined, and incidents of religious violence have brought increasing attention to interactions between religion and the state. The volume and sophistication of the scholarly literature on politics and religion has increased dramatically as well, with work on religion and politics frequently appearing in leading political science journals in recent years. The Department of Political Science does not currently offer a course that focuses on this important and growing subfield.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PSYC 367: Introduction to Clinical Psychology	Arts and Sciences	3	PSYC 202 and Junior or Senior standing	Surveys field of clinical psychology, including its development, important issues regarding the training and practice of clinical psychologists, some of the politics of the profession, and future directions for the field.	Clinical psychology attracts the largest number of graduate students in psychology across the country, but our undergraduate students have limited exposure to the field. Psychology 362 (Psychological Assessment) and Psychology 281 (Abnormal Psychology) cover two elements of the field but do not address prevention, treatment, the various subspecialties of the field (e.g., Forensic Psychology, Health Psychology, Geropsychology, Clinical Child Psychology, Neuropsychology), and clinical research methods. The proposed course provides an overview of the development of the field of clinical psychology, current issues, and an integration of material covered in Psychology 281 and Psychology 362 with the additional topics noted above. This will be a particularly useful course for students seeking graduate training in clinical, counseling, and school psychology.
SOCA 600: Becoming a Sociologist	Arts and Sciences	1		The purpose of this seminar is to socialize students into the discipline and profession of sociology. Students will receive instruction and practical experience in the skills needed to become a professional scholar and independent researcher. Students are required to take this course during their first semester in the program.	The underlying goal of the proposed PhD program is to train students to work as professional sociologists in academia, government positions, community agencies, or private industry. SOCA 600, Professional Development Pro-seminar, is one of three pro-seminars aimed at helping students make the transition from student to professional scholar. This seminar, the first in the series, is designed to introduce students to the program, inform them about the research strengths of the department, and help them begin building a research agenda of their own.
SOCA 601: Professional Research/Writing	Arts and Sciences	1	SOCA 600	This course is focused on the successful completion of independent research. Topics include selecting a major professor/committee, navigating the IRB approval process, understanding how to write a scholarly journal article, expectations for conference presentations, and time management skills for successful completion of a research project.	The underlying goal of the proposed PhD program is to train students to work as professional sociologists in academia, government positions, community agencies, or private industry. SOCA 601, Research and Writing Pro-seminar, is one of three pro-seminars aimed at helping students make the transition from student to scholar. This seminar, the second in the series, is designed to improve students' writing and communication skills and inform them about the practical steps to completing an independent research project.
SOCA 700: Navigating the Job Market	Arts and Sciences	1	EXPH 386 must be completed with a grade of D- or higher and EXPH 388 must be completed with a grade of D- or higher.	This course is designed to help students successfully navigate the job market. There are four main topic areas covered in this course. These include 1) getting started, 2) the interview process, 3) getting the job, and 4) surviving the first year as a faculty member. Students will take this class in the same semester they defend their dissertation proposal.	The underlying goal of the proposed PhD program is to train students to work as professional sociologists in academia, government positions, community agencies, or private industry. SOCA 700, Navigating the Job Market, is one of three pro-seminars aimed at helping students make the transition from student to professional. This seminar, the third in the series, is designed to help students be successful in the job market after completing the program.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
SOCA 715: Advanced Statistical Methods for Sociology	Arts and Sciences	3	SOCA 615 & SOCA 616	Course covers statistical methods beyond basic descriptive and inferential analysis. Topics may include categorical analysis, structural equation modeling and/or hierarchical linear models. The use of statistical software is also discussed.	A myriad of social phenomenon require statistical methods beyond basic t-tests and regression analyses for valid conclusions to be reached. For example, research in education often requires analysis at three-levels: Students nested within classrooms that are nested within school districts that are nested within states. Basic regression techniques cannot adequately capture such complex data structures. A course covering such advanced methods, including categorical data analysis, structural equation modeling and/or hierarchical linear modeling, will give sociology PhD students an extended toolkit for statistical analysis, thereby providing a competitive advantage on the job market.
SOCA 720: Sociological Survey Methods	Arts and Sciences	3	SOCA 620	Provides students with tools to critically evaluate and design survey research projects in sociology. Key topics include relationships among sampling, questionnaire construction, and mode choice. Course designed around types of error in surveys and ways to minimize.	A core objective of the proposed PhD program in sociology is for students to gain the ability to critically evaluate published studies and design research independently. Students need these skills in order to carry out two of the program's main requirements for graduation: the master's thesis and the dissertation. The proposed course – SOCA 720, Survey Research Methods – is a specialized methods course that builds on SOCA 620, Sociological Research Methods. It is intended for students who are carrying out quantitative studies or preparing for a career as a data analyst in the government or private sectors.
SOCA 727: Demographic Research Methods	Arts and Sciences	3	SOCA 620	This course will comprise an overview of demographic data and methods commonly used by professionals in public health practice and research. The course is a graduate level seminar.	This is an advanced research methods class that will supplement basic research methods training in the doctoral curriculum. It will be most appropriate for students who want to work for the federal government or pursue academic work in the area of demography.
SOCA 729: Experimental Design and Analysis for Sociology	Arts and Sciences	3	SOCA 620	This course examines how to design, carry out, and analyze experiments. Various designs are discussed and their respective differences, advantages, and disadvantages are noted. The use of statistical software to conduct analysis is also explored.	A core objective of the proposed PhD program in sociology is for students to gain the ability to critically evaluate published studies and design research independently. Students need these skills in order to carry out two of the program's main requirements for graduation: the master's thesis and the dissertation. The proposed course – SOCA 729, Experimental Design and Analysis – is a specialized methods course that builds on SOCA 620, Sociological Research Methods. It is intended primarily for students who are working on experimental studies or training for a research career in the government or private sectors.
SOCA 740: Theories of Crime and Deviance	Arts and Sciences	3	SOCA 610	This seminar offers a graduate-level foundation of theory and new empirical research in sociological criminology. Our focus is definitive statements from important theoretical traditions and critical empirical tests of these theories. In addition, we consider critiques of the theories or the research generated by them and attempts to translate theories into policy and action.	The proposed PhD program in sociology is designed to provide training in three specialty areas of the discipline – crime, community, and culture. A baseline requirement for all PhD students is to demonstrate advanced knowledge of the canonical literature in their chosen area. In service of this objective, one required course has been developed in each of specialization areas. This course serves as a foundational course for students who are specializing in crime.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
ECON 465: Health Economics	Business and Economics	3	First professional year standing or consent.	Health economics applies the tools of economics and econometrics to issues of the organization, delivery and financing of health care.	Health Economics is an important and rapidly growing field within economics. Indeed, it is one of the University "mountains of excellence" initiatives. It is also a subject that should be of interest to students across multiple colleges and departments within WVU.
ARHS 541: Art of the Review	Creative Arts	3	Junior or senior standing and ARHS 120 (C- or higher) and ARHS 160 (C- or higher); or graduate status.	This advanced readings and discussion-based seminar is designed to introduce students to the role of art criticism in the arts professions and to develop skill with writing for the unique format of the short exhibition review.	This course, intended for graduate-level or advanced undergraduates, will help build students' skills of observation, writing, and conceptual analysis that are essential for success in the arts. No other course in the Art History or Art curriculum focuses on how to approach the task of the written exhibition review. Additionally, the course is intended to help prepare undergraduates for writing their senior thesis and graduates for writing their master's thesis. Students are required to hone their research skills, especially in relation to the contemporary artists under examination, to meet the expectation of excellence in research and creative activity for upper-level and graduate students, as indicated in the goals of the university's strategic plan. As an advanced seminar, the course intends to engage students in a challenging academic environment that models the competitive nature of writing for professional arts publications. The editorial process is mimicked in professor/student interaction and assignments address the rapidly changing print and on-line academic publishing environment. The goal is to prepare students to be successful in persuasive writing about art as they complete their degree program and to set them up for career success achieved through stronger writing.
MUSC 612: Music Product Advancement	Creative Arts	3	MUSC 611	Practices, tools, and creative concepts of music product advancement in today's music market place. Methods and organization of music product content, commercial communication, and distribution. Integrated music product advancement strategies and techniques.	Methods and practices of the music product advancement and market placement are vital components of the music industry commerce and trade, and should therefore be learned and mastered by all the music industry professionals, regardless of their particular music industry field. The Music Product Advancement course offers such academic training, and is thus one of the required courses for the MA in Music Industry, as well as for the Graduate Certificate in Music Industry Program.
MUSC 613: Music Performance Organization and Commerce	Creative Arts	3	MUSC 611	Advanced study of strategies, methods, and practices in the contemporary commercial music performance field. Regulations, organization and compliance procedures. Commercial production standards and processes.	The live music industry is the oldest and one of the most significant branches of the today's music industry in general. Management, organization, and commerce of live music events are a crucial part of the professional activities in that branch of the music industry, and are thus covered under this course. The Music Performance Organization and Commerce course is one of the required courses for the MA in Music Industry, as well as for the Graduate Certificate in Music Industry Program.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
MUSC 614: Advanced Recording Industry	Creative Arts	3	MUSC 611	Administration, regulations, and commercial strategies of today's recording industry. Recorded music product production planning, budgeting, organization, advancement, and sales in the digital and physical market place.	Representing a significant portion of the music industry today, the recording industry's systems, methods, and practices must be mastered by anyone who desires to successfully participate in it as a professional. Recorded music products and recording artists, as the central focus of the recording industry's commerce and trade, are managed and administered within the context of the contemporary record company structures through an ever expanding set of means and processes. The Advanced Recording Industry course covers these contemporary systems, structures, processes and means, and is thus one of the required courses for the MA in Music Industry, as well as for the Graduate Certificate in Music Industry Program.
EXPH 387: Advanced Physiology of Exercise 2	Medicine	3	ECON 201 and (ECON 225 or STAT 211)	A study of the functioning of body systems during exercise and the acute and chronic adaptations that occur from exercise stress. Special focus is given to the endocrine system, obesity and body composition, exercise throughout the lifespan, environmental exercise stress, and clinical exercise physiology	This course serves as the second in a series of two courses (EXPH 386 being the first) with the primary mission is to teach the foundations of exercise physiology in the exercise physiology undergraduate curriculum. It builds on the information learned in EXPH 386 primarily focusing on clinical applications.
EXPH 389: Advanced Physiology of Exercise Lab 2	Medicine	1	EXPH 386 and EXPH 388	A study of the laboratory techniques and methods used in clinical and athletic settings by exercise professionals specifically as they relate to those topics covered in EXPH 387.	EXPH 389: Physiology of Exercise Lab II, is one of two foundational laboratory courses within the Exercise Physiology undergraduate curriculum. It was previously taught with the lecture component over one-semester. However, based on student surveys, the Exercise Physiology Curriculum Committee unanimously agreed that students needed more hands-on experience in order to stay current with new advances pertaining to exercise physiology. Therefore, in conjunction with the lecture (EXPH 387), this lab was split into two parts to be taught over two semesters. This lab will be the study of techniques and methods used by exercise professionals specifically as they relate to topics covered in lecture (EXPH 387).
OTH 309: The Brain and Occupation in Occupational Therapy	Medicine	1		OTH 309 The Brain and Occupation in OT 1 cr Introduction to brain-behavior relationships and the study of cognitive, behavioral, and perceptual impairments that accompany common adult neurological conditions. Emphasis is on these impairments and the manner in which such they impact human occupation and societal participation.	The course is being added to meet the newly adopted education standards implemented by the Accreditation Council for Occupational Therapy Education. Neuro-rehabilitation is also an identified area of emphasis in the Occupational therapy curriculum and this additional course is needed to provide students critical information in neuro-rehabilitation prior to the first clinical experience.
PHAR 811: Foundational Pharmacy Skills	Pharmacy	1	First professional year standing or consent.	Provide students with foundational skills necessary for the provision of patient care including physical assessment, point of care testing, and oral and written communication. Many skills learned during this course will be further strengthened throughout pharmacy school.	This is a required course in the revised Doctor of Pharmacy curriculum. It is a critical component to the curriculum as it teaches students basic physical assessment skills (such as blood pressure, heart rate) and patient care skills (such as communications). Demonstration that students can master skills is a component of the new Doctor of Pharmacy accreditation standards.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PHAR 812: Drug Chemistry and Biotechnology	Pharmacy	3		Introduces principles of chemical stability and chemical properties as they relate to drugs and to the basic metabolic processes observed for drug molecules. Biotechnology will focus on pharmaceutical applications of cell and molecular biotechnology.	This is a required course in the revised PharmD curriculum. It provides a strong foundation on drug chemistry that first year students will utilize in subsequent courses.
PHAR 815: Self-Care	Pharmacy	3	First professional year standing or consent.	Provides an introduction to nonprescription medications and the application to patient care. Learners will assess the patient, make appropriate recommendations, and educate the patient on self-care treatment options for commonly encountered disease states and patient complaints.	This course is a required course in the revised Doctor of Pharmacy curriculum. The content is instrumental in pharmacy practice as it focuses on non-prescription medications and the importance of educating patients on self-care. It was previously taught in the third year of the curriculum. The faculty believe this content should be taught earlier in the curriculum.

To: Faculty Senate Executive Committee
 From: James Harner, Chair, Senate Curriculum Committee
 Date: May 18, 2015
 Re: Course Changes Report

SOCA 615: Sociological Data Analysis and Interpretation 1		
Field	Old	New
Course Long Title	Data Analysis	Sociological Data Analysis and Interpretation 1
Course Code	SOCA 517	SOCA 615
Course Number	517	615
Course Short Title	Data Analysis	Socio Data Analysis/Intrprt 1
Course Description	Using social science survey data, this course integrates statistics, computer usage, and social science theory to examine alternative methods of analyzing social science data. Makes extensive use of SPSS software package.	Univariate, bivariate, and multivariate analyses of social science data. Topics include descriptive statistics, elementary statistical inference, and linear regression. The use of statistical software to conduct data analysis is also explored.
Course Catalog Prerequisites	STAT 211 or equivalent.	
Course Curriculum Based Rationale		One of the key objectives of the proposed PhD program in sociology is to train students in advanced statistics and data analysis. Graduates of the program will need these skills in order to develop their own research program, assess social problems, and critically analyze previous studies on a given topic. The proposed course – SOCA 615, Sociological Data Analysis and Interpretation I – is part of two-course series that provides students with the skills they need to achieve these program aims.

SOCA 616: Sociological Data Analysis and Interpretation 2		
Field	Old	New
Course Long Title	Data Analysis	Sociological Data Analysis and Interpretation 2
Course Code	SOCA 518	SOCA 616
Course Number	518	616
Course Short Title	Data Analysis	Socio Data Analysis/Intrprt 2
Course Description	Continuation of SOCA 517.	Advanced regression-based analysis of social science data. Topics include nonlinear regression, mediation and path analysis, methods for analyzing panel data, and techniques for examining categorical dependent variables. The use of statistical software is also explored.
Course Catalog Prerequisites	SOCA 517.	SOCA 615
Course Curriculum Based Rationale		One of the key objectives of the proposed PhD program in sociology is to train students in advanced statistics and data analysis. Graduates of the program will need these skills in order to develop their own research program, assess social problems, and critically analyze previous studies on a given topic. The proposed course – SOCA 615, Sociological Data Analysis and Interpretation II – is part of two-course series that provides students with the skills they need to achieve these program aims.

NSG 728: Nursing Science Theory/Philosophy		
Field	Old	New
Course Long Title	Theoretical Basis of Nursing	Nursing Science Theory/Philosophy
Course Short Title	Theoretical Basis of Nursing	Nsg Science Theory/Philosophy
Course Credits	3	4

Field	Old	New
Course Catalog Prerequisites	NSG 722.	None
Course Curriculum Based Rationale		The course is being changed from 3 credits to 4 credits and will include philosophical foundations essential for the development of the nurse scientist. The previous course focused on nursing theory and conceptual foundations, but did not include philosophical foundations essential for a PhD in nursing.

To: Faculty Senate Executive Committee
 From: Matthew Valenti, SCC Chair Elect
 Date: 5/18/2015
 RE: Alterations Report

Action: Course Alterations (Minor Changes).**Effective Term: Spring 2016**

Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale
ADV 403	Change course prerequisite.	ADV 403. Media Planning/Strategy. 3 Hours. PR: STCM 215. Theory, evaluation and selection of advertising media for a variety of market situations. Market analysis, media characteristics, sources of media data, and development of a media plan.	ADV 403. Media Planning/Strategy. 3 Hours. PR: STCM 215 or ADV 215. Theory, evaluation and selection of advertising media for a variety of market situations. Market analysis, media characteristics, sources of media data, and development of a media plan.	Added an Advertising major course equivalent to STCM 215 as the prerequisite option.
ECON 202	Change course prerequisite.	ECON 202. Principles of Macroeconomics. 3 Hours. PR: ECON 201. Introductory macroeconomics analysis. Aggregate demand and supply, saving, investment, the level of employment and national income determination, monetary and fiscal policy. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	ECON 202. Principles of Macroeconomics. 3 Hours. PR: ECON 201 or ARE 150. Introductory macroeconomics analysis. Aggregate demand and supply, saving, investment, the level of employment and national income determination, monetary and fiscal policy. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	Adding ARE 150 as an alternative prerequisite. Content of ARE 150 is sufficient to provide necessary background knowledge for Econ 202. Change is being made after a request by ARE and follow-up discussion. This eases what we have agreed is an unnecessary restriction for the ARE students who take the ARE 150 course.
ENGL 101	Change course title and description. Rephrase prerequisite.	ENGL 101. Composition And Rhetoric. 3 Hours. A course in writing non-fiction prose, principally the expository essay. Required of all bachelor's degree candidates unless the requirement is waived under regulations prevailing at the time of admission. (Note: Entering freshmen who score 18 or below on the ACT English (or 450 or below on the SAT verbal) may not register for ENGL 101 until they demonstrate requisite skills on the English department's writing placement test. Because of anticipated revisions in SAT or ACT scores, these scores are subject to change. Students should contact the English department for more current information.) Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	ENGL 101. Introduction to Composition and Rhetoric. 3 Hours. PR: Satisfactory ACT/SAT score. Studies the logical, rhetorical, and linguistic structures of expository prose; develops strategies for analyzing purposes, audiences, and conventions; emphasizes processes for drafting, revising, and editing. Required of all bachelor's degree candidates unless equivalent transfer credit or portfolio credit applies. Qualified students may complete ENGL 103 in place of ENGL 101 and 102.	The course content is not changing at all. Instead, the goal of this minor alteration is to update the catalog language while also using this moment to distinguish between the English 101 and 102 course titles slightly. (Right now, both 101 and 102 are called Composition and Rhetoric; we propose Introduction to Composition and Rhetoric for English 101 and Composition, Rhetoric, and Research for English 102.) We have discussed these minor alterations with our colleagues at WVU Tech and WVU Potomac State and attach e-mails from those campuses in support of the changes to the catalog descriptions.

ENGL 102	Change course title and description.	ENGL 102. Composition And Rhetoric. 3 Hours. PR: ENGL 101 or equiv. Writing college-level research papers based on argumentative models. Precision in footnotes, bibliographies, usage, punctuation, and stylistics assumed. Required of all bachelor's degree candidates unless the requirement is waived under regulations prevailing at the time of admission.	ENGL 102. Composition, Rhetoric, and Research. 3 Hours. PR: ENGL 101 or equiv. Builds on the writing abilities earned in English 101 (or the equivalent). Focuses on the research process, argumentation, and critical inquiry; emphasizes structures, language, documentation, and formats appropriate for specific audiences and purposes. Required of all bachelor's degree candidates unless equivalent transfer credit or portfolio credit applies.	The course content is not changing at all. Instead, the goal of this minor alteration is to update the catalog language while also using this moment to distinguish between the English 101 and 102 course titles slightly. (Right now, both 101 and 102 are called Composition and Rhetoric; we propose Introduction to Composition and Rhetoric for English 101 and Composition, Rhetoric, and Research for English 102.) We have discussed these minor alterations with our colleagues at WVU Tech and WVU Potomac State and attach e-mails from those campuses in support of the changes to the catalog descriptions.
ENGL 103	Change course description.	ENGL 103. Accelerated Academic Writing. 3 Hours. PR: Consent. An accelerated 3-credit hour composition course for students who have already demonstrated a certain level of writing proficiency. English 103 satisfies WVU's introductory writing requirement by emphasizing both expository writing and researched argumentative writing.	ENGL 103. Accelerated Academic Writing. 3 Hours. PR: Qualifying ACT/SAT verbal score. For students who qualify based on high ACT/SAT verbal scores, English 103 satisfies WVU's introductory writing requirement (English 101 and 102) in a single course. English 103 emphasizes both expository writing and researched argument writing. Students develop the organization, revision, and editing strategies needed to respond to a variety of writing situations, audiences, and purposes.	The course content is not changing at all. Instead, the goal of this minor alteration is to update the catalog language. We have discussed this alteration with our colleagues at WVU Tech and WVU Potomac State and attach e-mails from those campuses in support of minor course alterations to the English 101, 102, and 103 catalog descriptions.
JRL 431	Change course prerequisite.	JRL 431. Multimedia Reporting. 3 Hours. PR: JRL 225 or consent. Reporting/production for online media. Ethics and role of visual journalist. Software basics and use of audio, video and still photography in online reporting.	JRL 431. Multimedia Reporting. 3 Hours. PR: JRL 220. Reporting/production for online media. Ethics and role of visual journalist. Software basics and use of audio, video and still photography in online reporting.	Changing the prerequisite for this course from JRL 225 to JRL 220: In teaching the course, the professors realized that JRL 225 did not adequately prepare students for the heavy photojournalism/visual component of the course. Therefore, they requested--and faculty agreed--that JRL 220 (intro to photojournalism) was a more appropriate prerequisite.
LAW 612	Change course title and description.	LAW 612. Agriculture/Rural Land Use. 2-3 Hours. A consideration of the impact of various aspects of law and policy (e.g., land use regulation, environmental law, property rights, subsidies) on agricultural and other rural lands and the resulting effect on the food system.	LAW 612. Agriculture & Food Law. 2-3 Hours. A consideration of the impact of law and policy (e.g., environmental law, property rights, subsidies, alternative production methods) on agricultural and the food system.	This course was originally approved with the title, "Agriculture and Rural Land Use". However, now that LAW 635 (Land Use & Resilience) has been approved and is offered as a distinct land use course, the focus of LAW 612 has shifted to a focus on agriculture as an aspect of food law from farm to plate. An alteration of the title and course description will more accurately describe the course content and goals.

MAE 211	Change course prerequisite.	MAE 211. Mechatronics. 3 Hours. PR: ENGR 102. Selection of mechanical and electronic components and integration of these components into complex systems. Hands-on laboratory and design experiments with components and measurement equipment used in the design of mechatronic products. (2 hr. lec., 3 hr. lab.).	MAE 211. Mechatronics. 3 Hours. PR: ENGR 102 or ChE 102 or MAE 102. Selection of mechanical and electronic components and integration of these components into complex systems. Hands-on laboratory and design experiments with components and measurement equipment used in the design of mechatronic products. (2 hr. lec., 3 hr. lab.)	ChE 102 and MAE 102 are equivalent courses to the ENGR 102 course but are taught in the Chemical Engineering and Mechanical and Aerospace Engineering Departments, respectively. The alteration is to update the pre-requisite to MAE 211 to reflect these equivalent courses.
MAE 215	Change course prerequisite.	MAE 215. Intro to Aerospace Engineering. 3 Hours. PR: ENGR 102 and (MATH 154 or MATH 155 with grade of C or higher. Fundamental physical quantities of a flowing gas, standard atmosphere, basic aerodynamic equations, airfoil nomenclature, lift, drag and aircraft performance. Digital computer usage applied to aerodynamic and performance problems and aircraft design. (3 hr. lec.).	MAE 215. Intro to Aerospace Engineering. 3 Hours. PR: (ENGR 102 or ChE 102 or MAE 102) and (MATH 154 or MATH 155 with grade of C- or higher). Fundamental physical quantities of a flowing gas, standard atmosphere, basic aerodynamic equations, airfoil nomenclature, lift, drag and aircraft performance. Digital computer usage applied to aerodynamic and performance problems and aircraft design. (3 hr. lec.)	ChE 102 and MAE 102 are equivalent courses to the ENGR 102 course but are taught in the Chemical Engineering and Mechanical and Aerospace Engineering Departments, respectively. The alteration is to update the pre-requisite to MAE 215 to reflect these equivalent courses.
MAE 316	Change course prerequisite.	MAE 316. Analysis-Engineering Systems. 3 Hours. PR: MATH 261 with a grade of C or better and ENGR 102 and MAE 242. Analytical, numerical, and computational techniques to analyze and solve engineering problems. Mathematical modeling, solution strategies, and analysis of results. Statistical techniques including probability distribution functions, regression analysis, and curve fitting.	MAE 316. Analysis-Engineering Systems. 3 Hours. PR: MATH 261 with a grade of C- or better, (ENGR 102 or ChE 102 or MAE 102), and MAE 242. Analytical, numerical, and computational techniques to analyze and solve engineering problems. Mathematical modeling, solution strategies, and analysis of results. Statistical techniques including probability distribution functions, regression analysis, and curve fitting.	ChE 102 and MAE 102 are equivalent courses to the ENGR 102 course but are taught in the Chemical Engineering and Mechanical and Aerospace Engineering Departments, respectively. The alteration is to update the pre-requisite to MAE 316 to reflect these equivalent courses.

MAE 472	Change course prerequisite.	MAE 472. Engineering Systems Design. 3 Hours. PR: MAE 471. Identification and solution of challenging engineering problems through rational analysis and creative synthesis. Planning, designing, and reporting on complex systems on individual and group basis. (6 hr. lab.).	MAE 472. Engineering Systems Design. 3 Hours. PR: MAE 320, MAE 331, MAE 342, and MAE 343. Identification and solution of challenging engineering problems through rational analysis and creative synthesis. Planning, designing, and reporting on complex systems on individual and group basis. (6 hr. lab.)	Historically, MAE 471 was a fall (senior year) design capstone design course and MAE 472 was a spring (senior year) capstone hands-on build course and had MAE 471 as the only pre-requisite. The MAE 472 capstone design requirement was dropped from the curriculum approximately 15 years ago. Since then, the MAE 472 course has been a technical elective that students may take to complement their MAE 471 capstone experiences. The instructors of the MAE 471/472 design courses believe it is advantageous for some of the students to complete the MAE 472 course, as a technical elective, in the spring semester where they will gain the hands-on experience before they take the MAE 471 design course in the subsequent fall semester. This would provide insight into the design aspect of the MAE 471 course since the students who took the MAE 472 course first would have seen what worked and what did not work in practice. The MAE 472 pre-requisites are being specified the same as the MAE 471 to ensure students enrolled in either course have the same level of knowledge.
MUSC 226	Change course description.	MUSC 226. Applied Music: Voice. 1-4 Hours. Audition for placement required. (May be repeated for a max of 8 hr.) Continuation of MUSC 126. Credit and length of lesson varies dependent on curriculum. Weekly lesson to develop technical, artistic and pedagogical aspects of music.	MUSC 226. Applied Music: Voice. 1-4 Hours. Audition for placement required. (May be repeated for a max of 8 credit hours.) Continuation of MUSC 126. Credit and length of lesson varies dependent on curriculum. Weekly lesson to develop technical, artistic and pedagogical aspects of music.	To clarify, changed "may be repeated for a max of 8 hours" to "may be repeated for a max of 8 credit hours".
MUSC 304	Change course description, number of credits, and number of repeatable credits.	MUSC 304. Introduction To Opera Theatre. 0-2 Hours. PR: Consent (May be repeated for a maximum of 16 credit hours.) Practical work in all aspects of lyric theatre production. Development of lyric theatre stage technique through movement studies, performance in major and minor roles and operatic scenes, and advanced production techniques.	MUSC 304. Introduction To Opera Theatre. 1 Hour. PR: Consent. (May be repeated for a maximum of 4 credit hours.) Practical work in the development of basic lyric theatre stage technique through movement studies, and in-class, studio performances of operatic scenes.	This course will now be designed for sophomores who are beginners in the art of staged musical drama. We propose changing the credit level from 0-2 to 1 credit because it will now be required of beginners in this medium, designed as a training course rather than a performance class. One credit is the appropriate number of credits for such a course.

MUSC 426	Change course description.	MUSC 426. Applied Music: Voice. 1-4 Hours. Audition for placement required. (May be repeated for a max of 8 hours.) Continuation of MUSC 326. Credit and length of lesson varies dependent on curriculum. Weekly lesson to develop technical, artistic and pedagogical aspects of music.	MUSC 426. Applied Music: Voice. 1-4 Hours. Audition for placement required. (May be repeated for a max of 8 credit hours.) Continuation of MUSC 326. Credit and length of lesson varies dependent on curriculum. Weekly lesson to develop technical, artistic and pedagogical aspects of music.	To clarify, changed "may be repeated for a max of 8 hours" to "may be repeated for a max of 8 credit hours".
PR 412	Change course prerequisite.	PR 412. IMC for Sport. 3 Hours. PR: ADV 201 or ADV 215 or PR 215. Describes the essential role of public relations in integrated marketing communication using sport-specific examples to examine the attributes of successful IMC campaigns and "the campaign mindset" as it applies to sport promotion and communications.	PR 412. IMC for Sport. 3 Hours. PR: ADV 201 or ADV 215 or PR 215 or STCM 215. Describes the essential role of public relations in integrated marketing communication using sport-specific examples to examine the attributes of successful IMC campaigns and the campaign mindset as it applies to sport promotion and communications.	Added a new course (STCM 215) as a prerequisite option that is considered a college equivalent to the other 215 courses listed (ADV 215 and PR 215).
SPAN 350	Change course prerequisite.	SPAN 350. Phonetics and Pronunciation. 3 Hours. PR: (SPAN 301 and SPAN 302 and SPAN 303 and SPAN 304) and LING 311 or consent. Introduces key concepts and terminology associated with the sound system of Spanish and prepares students to improve their pronunciation.	SPAN 350. Phonetics and Pronunciation. 3 Hours. PR: Two of the following: SPAN 310, SPAN 311, SPAN 312, SPAN 313, SPAN 314, or consent. Introduces key concepts and terminology associated with the sound system of Spanish and prepares students to improve their pronunciation.	Previous pre-req courses (SPAN 301, 302, 303, 304) are inactive, replaced in curriculum with the newer courses.
WMAN 446	Change course title and prerequisite.	WMAN 446. Limnology. 4 Hours. PR: (BIOL 101 and BIOL 103) or WMAN 224 or consent. Physical, chemical, and biological characteristics of inland waters with emphasis on the structure and function of stream ecosystems.	WMAN 446. Freshwater Ecology. 4 Hours. PR: (BIOL 101 and BIOL 102 and BIOL 103 and BIOL 104) or BIOL 115 or WMAN 224 or consent. Physical, chemical, and biological characteristics of inland waters with emphasis on the structure and function of stream ecosystems.	The name change better reflects the content of the class and have more meaning to students. The textbook used in the class is titled "Freshwater Ecology." Course content is not changing. The change in pre-reqs in Banner aligns with current equivalencies. (BIOL 101-104 has been made equivalent and anti-requisite to BIOL 115. The change here reflects that change in the biology department.

Deactivations

MINE 327	MINE 327 is one of old courses. It was already been converted to a new course, MINE 427 Coal Preparation, many years ago. Thus, we would like to drop MINE 327 from the catalog.
MINE 381	MINE 381 is one of the old courses. This course already been converted to MINE 461 Applied Mineral Computer Meth. many years ago. Therefore, we would like to drop this MINE 381 from WVU catalog.

MINE 482	MINE 482 Mine Design has been replaced by MINE 483 Mine Design-Exploration Mapping, and MINE 484 Mine Design Report - Capstone (W). There is no need of MINE 482 Mine Design. We would like to drop MINE 482 from the catalog.
OTH 300	The curriculum is being revised and anatomy and Kinesiology are being combined into a single course. We will not be teaching this course again.
LS 403	The Library Science program was terminated in the 1990's. This course changed to Reading 403.
OTH 406	This course is no longer offered. It was eliminated in a previous curriculum redesign.
OTH 505	This course was reclassified as Upper Extremity Rehabilitation OTH 405 in previous Faculty senate action. This course number is no longer offered.
OTH 306	We are making changes in the curriculum and the content of this course is being combined with anatomy and a new course created. We are no longer offering this course.
OTH 414	We no longer offer this course. It was eliminated in a previous curriculum redesign due to a change in accreditation standards.
OTH 302	We no longer offer this course. It was eliminated in a previous curriculum redesign.

Rubric for Evaluating a Course Proposal*A tool for faculty to self-check and Senate Curriculum Committee Members*

Course number and title: _____

	Meets	Does not meet
Curriculum-based rationale	The rationale is curriculum-based and offers a compelling argument for why the course needs to be added to the university's curriculum	The rationale is not curriculum-based:
Content—basic information	<p>The syllabus includes all of the necessary elements including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Course title <input type="checkbox"/> Course number <input type="checkbox"/> Semester (can be TBD) <input type="checkbox"/> Credit hours <ul style="list-style-type: none"> o Do the number of credit hours reflect the amount of work, i.e., 45 hours of combined class time and out-of-class time per credit? (135 hours for 3 credits) <input type="checkbox"/> Format or Method of instruction <input type="checkbox"/> Class meeting day(s)/time or TBA <input type="checkbox"/> Instructor contact information (e-mail, phone, office hours) <input type="checkbox"/> Course pre-requisites (if any) <input type="checkbox"/> Course description that is clear, organized and easy to follow <input type="checkbox"/> Required materials (materials to which students need access) <input type="checkbox"/> If the course can be repeated, is this indicated? Up to how many times? Or, up to how many credits? 	<p>The syllabus is missing one or more of these items: List:</p>

Learning Outcomes	<p>The learning outcomes are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> “Action-oriented” (see Bloom’s Taxonomy) <input type="checkbox"/> Measurable <input type="checkbox"/> Consistent with the level of the course 	The learning outcomes need to be revised:
Elements for grade/Assignments/Assessments	<p>The composition of the final grade is clear:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The assignments are clearly explained <input type="checkbox"/> The grading criteria are presented, either fully (e.g., a rubric is included) or more generally (i.e., “Your project will be evaluated on content, organization, and clarity) <input type="checkbox"/> The assessments are consistent with the level of the course <input type="checkbox"/> A detailed calendar of assignments and assessments is included 	One or more of the elements for the grade are unclear or are not consistent with the level of the course:
Points/percentages	<ul style="list-style-type: none"> <input type="checkbox"/> The points or percentages are clear, logical, and correct <input type="checkbox"/> The final grading scale is included <input type="checkbox"/> The grade type is clear, e.g., standard letter grades, pass/fail or satisfactory/unsatisfactory 	The points or percentages are not clear, logical, and correct:
Attendance policy	<ul style="list-style-type: none"> <input type="checkbox"/> The attendance policy is clearly stated, even if the policy is to not take attendance <input type="checkbox"/> If attendance is taken, the consequences of missing class are clearly defined <input type="checkbox"/> The attendance policy is separate from the participation grade if there is a grade for participation 	The attendance policy is unclear:

Excused absences	A statement about excused, university-sanctioned absences (or days of special concern) is included	Not included
Participation	If participation is going to be evaluated, the grading criteria are clearly explained	It is unclear how participation is evaluated (if it is):
Late work policy	If late work will or will not be accepted, the details are clear	Late work not addressed
Make up policy	A make up statement is included, (whether or not missed work or assessments can be made up)	Not included
Optional syllabus statements	If the syllabus includes the optional statements, they are the correct and up-to-date	The correct statements are needed:
Tone	The tone is positive, clear, and inviting	The tone is harsh and uninviting:
Overall	The syllabus is clear, well organized, easy to follow and consistent with the level of the course	The syllabus is difficult to follow, is inconsistent, or is not well organized:

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Developing Course Learning Outcomes

Definition of a Learning Outcome

Learning outcomes state those **skills/abilities that are measurable** and which the instructor expects **each student to have mastered at the end of the course**.

What is the difference between course objectives and expected learning outcomes?

Course objectives describe the topics and activities provided in the course curriculum.

- While Instructors may choose to include course objectives in their syllabus, objectives are NOT required by the WVU Faculty Senate.

Rationale for Review of Assessable Learning Outcomes at the Faculty Senate Level

Basically, accreditation bodies for higher education have mandated that learning outcomes be assessable. WVU has a policy of bringing courses and curricula in line with this requirement. Although individual faculty, programs, and departments should play a primary role in developing assessment methods for their courses and curricula, other WVU administrative bodies are charged with examining course-level student learning outcomes. The Faculty Senate Curriculum Committee examines course-level learning outcomes to ensure, to the best of our ability, that they accord with national standards. **Therefore, we ask that learning outcomes be measurable and reflective of the course level (e.g., higher order for graduate courses).**

Format for Learning Outcomes at WVU

The current standard for writing measurable outcomes adheres to the following format:

- Each set of learning outcome begins with the phrase:
“The student will be able to” OR
“By the end of this course, the student will be able to:...” OR something similar.
- Each learning outcome then follows (preferably numbered), starting with an action verb that is measurable.
 - The level of the verbs used should reflect the level of the course (e.g., UG lower, 600 higher and 700 more advanced).
 - Refer to Bloom’s Taxonomy for assistance with selecting verbs (see below).

Examples Current Course Learning Outcomes

Women’s Studies 250: Women in Science

After completing this course, the student will be able to:

1. Discuss women’s experiences with science, including personal and social dimensions, and use this knowledge to explain the origins and persistence of current issues facing women in science in the U.S.
2. Analyze how gender affects the representation of scientists in popular culture.
3. Apply techniques from feminist science studies to a scientific field.
4. Present ideas in written formats.
5. Find and evaluate information appropriate to research topics.

Marketing 440: Export Management

After completing this course, students will be able to:

1. Work in a team of business professionals

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Developing Course Learning Outcomes

2. Work directly with a company interested in venturing into the exporting business or expanding their existing exporting business.
3. Develop an Export Business Plan.
4. Identify existing local, state, and federal exporting resources.
5. Demonstrate an understanding of cultural diversity in the Export Business Plan.
6. Describe the role that governments play in international business transactions.
7. Demonstrate, using the Export Business Plan, how domestic marketing strategies are impacted and may have to change, when doing business on an international scale.

Forensic Identification Program 401: Professional Forensic Communications

Upon successful completion of the course, students will be able to:

1. Define and produce legally defensible documentation.
2. Demonstrate the proper methods of documenting crime scenes and evidence through notes and logs.
3. Demonstrate the proper procedures for creating and maintaining chain-of custody of evidence.
4. Demonstrate the proper procedures for documenting laboratory work using logs and notes.
5. Demonstrate preparation of a standard operating procedure.
6. Create a professional quality poster presentation.
7. Write a report summarizing forensic laboratory results for a non-scientist such as a police officer or attorney.

HPML680– Performance and Economic Evaluation for Public Health

By the end of this course, students should be able to:

1. Synthesize the skills and knowledge required in conducting performance and economic evaluation.
2. Compare and contrast the most prevalent forms of economic evaluation: 'cost effectiveness analysis (CEA), cost utility analysis (CUA), and cost benefit analysis (CBA) used in public health.
3. Derive the value of public health programs and policies to justify investment by business organizations.

EPID 712 : Quantitative Methods-Epidemiology

Upon completion of this course, students will be able to:

- 1) Link appropriate analytic models with public health research questions and epidemiologic study designs.
- 2) Interpret epidemiologic analyses from a range of multivariable models (including linear, logistic, Poisson, and Cox regression models)
- 3) Implement both stratified approaches and multivariable regression to account for the presence of confounding bias
- 4) Critically evaluate different approaches to modeling complex exposures including dose-response relationships & time-varying exposures.

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Bloom's Taxonomy—A More Detailed Theory of Learning Outcomes:

Student Learning Outcomes should describe what students should know, be able to do and/or be like (dispositions) by the end of the defined course. These types of Student Learning Outcomes are typically linked to domains. The common domains of learning include cognitive, affective and psychomotor. Benjamin Bloom is credited with identifying the Taxonomy of the Cognitive Domain.

Resources for Identifying and Selecting Appropriate Verbs Based on Bloom's Taxonomy
(there are many more not listed here)

http://www.utar.edu.my/fegt/file/Revised_Blooms_Info.pdf

<http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/>

<http://www.gcssk12.net/fullpanel/uploads/files/revised-blooms-chart.pdf>

<http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives>

Many higher education and professional degree-granting bodies have developed their own guidelines for formulating measurable learning outcomes.

For example, the **American Association of Law Libraries** has a helpful on-line document clarifying the rationale for learning outcomes and providing suggestions for how to formulate them: <http://www.aallnet.org/prodev/outcomes.asp> .

Perhaps your discipline has its own established guidelines. Please feel free to use those guidelines, while keeping in mind the WVU FS CC requirements that learning outcomes be measurable.

These elements do NOT have to be in this order. Those with an asterisk (*) indicate they are also required on the CIM Course Application Form.

Rationale: Required only on CIM form: critical for course approval. see <http://faculty senate.wvu.edu/curriculum-dev>

Met	Not Met	Missing	Required Syllabus Elements	
Basic Information				
			Course Title*	
			Course Number*	
			Semester Offered*	list semester being approved for
			Credit Hours*	is this repeatable?
			Method of Instruction*	(on-line, lecture, lab, etc.)
			Class Meeting Day, Time and Location	may be TBA (To Be Announced)
			Instructor Name and Contact Information	credentials and title; phone, e-mail
			Instructor Office Location	
			Instructor Office Hours	specify hours or "contact to make appointment"
			Course Pre- or Co-requisite(s) (if applicable)*	
			Expected Learning Outcomes*	see http://faculty senate.wvu.edu/curriculum-dev
Course Resources				
			Textbooks, Journal Articles, Software, Websites, etc.	- specify if required and/or optional - authors and version
Course Requirements				
			Class Schedule (course topics, activities, assignments, quizzes and exams)	list weeks numbered 1 through 15, with a final (where appropriate); see sample syllabi at http://faculty senate.wvu.edu/curriculum-dev
			Assignment Description/Details and Due Dates	
			Attendance Statement (describe expectations for attendance)	refer to academic affairs policy, link found at http://faculty senate.wvu.edu/curriculum-dev
			Capstones should require students to: 1. Gather material independently. 2. Think critically and integrate knowledge and skills acquired through undergraduate careers. 3. Reflect on the ethical issues that are implicit in their project and/or their project's design.	refer to http://registrar.wvu.edu/current_students/capstone_courses
Evaluation/Grading				
			Weights of Graded Activities	
			Grade Scale	how points/percentages correspond to letter grades
			Evaluation of Attendance (if part of grade)	
			Evaluation of Participation (if part of grade)	
			Evaluation Criteria for Assignments	
WVU Course Policies/Statements				
WVU statements are optional. If you include them (noted with an asterisk) on your syllabus, you MUST use the WVU Faculty Senate approved version. Exceptions would include approved school/college, departmental or program statements.				
			WVU Academic Integrity Statement *	http://faculty senate.wvu.edu/curriculum-dev
			WVU Inclusivity Statement *	http://faculty senate.wvu.edu/curriculum-dev
			WVU Adverse Weather Commitment*	http://faculty senate.wvu.edu/curriculum-dev
			SEI statement	Eberly College's statement can be used. Found at http://eberly.wvu.edu/r/download/14558
			Incomplete Grade Statement	http://faculty senate.wvu.edu/curriculum-dev
			Sexual Misconduct and Resources statement	http://faculty senate.wvu.edu/curriculum-dev

To: Faculty Senate Executive Committee
From: Lena Maynor, Chair, GEC Oversight Committee
Date: May 18, 2015
Re: GEC Actions

The GEC Oversight Committee met on April 20 and May 4, 2015 and recommends the following courses for Faculty Senate approval:

Title	Course Type	GEC Objectives
ENGL 212: Creative Writing:Fiction	New GEC	5. Artistic Expression
ENGL 214: Creative Writing:Non-Fiction	New GEC	5. Artistic Expression

To: Faculty Senate Executive Committee
From: Lena Maynor, Chair, GEC Oversight Committee
Date: May 18, 2015
Re: GEC Audits

The GEC Oversight Committee met on April 20 and May 4, 2015 and passed the following course for GEC audit:

Title	Audit Type	GEC Objectives
PSYC 232: Sex Roles and Behavior	GEC Audit	6. The Individual in Society 7. American Culture

General Education Curriculum Oversight Committee
Annual Report
May 6, 2015
Lena Maynor

Members

Ilkin Bilgesu	Kartik Motwani, SGA Student Representative
Robert Brock	Beth Nardella
Lesley Cottrell	Gayle Neldon
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David Hauser, Chair-elect	Garth Thomas, WVU-Tech
Kristen Matak,	Lisa Weihman
Lena Maynor, Chair	Elizabeth Dooley, ex officio
Jennifer Merrifield, Potomac State	Richard Turton, ex officio

Committee Charge

The General Education Curriculum Oversight Committee has four purposes:

1. It is to review applications for new GEC courses as well as for new Writing courses.
2. It is to initiate and conduct a five-year audit of all GEC courses in which approximately 20% of GEC courses are audited every academic year to ensure that they address the GEC Objectives to which they have been assigned and are taking appropriate measures of the students' abilities to engage critically with relevant subject matter as well as with the broader learning outcomes of the relevant GEC Objectives.
3. It is to collaborate closely with other committees on outcomes assessment of the GEC.
4. It is to address in a timely fashion any other issues pertinent to the success of the GEC.

Summary

The primary goal of the 2014-2015 GECO Committee was to review new courses for approval in the General Education Curriculum and complete five year reviews of existing GEC courses. Administrative support was provided by Judy Hamilton. The Committee would like to express its sincere gratitude to Judy for her efforts in maintaining accurate records of GECO actions, managing meeting agendas, preparation of reports on GEC actions and audits, and maintaining ongoing communication with the other Senate committees and the Office of the University Registrar (OUR).

The GECO Committee met 12 times during the 2014-2015 academic year and reviewed 93 courses. The results of the reviews are summarized as follows:

Action	Number of Courses
New GEC course approved	10
New Writing course approved	2
5-year GEC audit	68
Writing audit	6
Course dropped from GEC	7

In addition to course review, the GECO Committee worked to prepare for the transition to the new General Education Foundations (GEF). As part of this preparation, the GECO Committee moved that new Writing course applications and Writing course audits be suspended beginning in August 2014, as the Writing designation will not be part of the new GEF. The Committee made a concerted effort to resolve overdue GEC audits and was able to obtain audits or confirm with individual units that course in question should be dropped from the GEC for most overdue audits. Extensions were granted for the remaining overdue audits based on specific needs of the departments or colleges.

The GECO Committee worked in collaboration with GEF Implementation (GEFI) Team in transition planning for the new GEF. The GECO Committee developed proposals specific to the committee charges and forwarded those proposals to the GEFI Team for input. The GECO Committee proposed new GEF Learning Goals, based upon LEAP outcomes, for inclusion in new GEF courses, criteria for GEF courses, and application instructions for new GEF course and GEF course audits.

Additionally, the GECO Committee proposed a moratorium on GEC course applications and audits from June 1, 2015 to January 1, 2016 to allow for finalization for GEF course criteria, application/audit forms in the Course Inventory Management (CIM) system, education for faculty whose courses populate the GEF, and program level changes for some departments, schools, and colleges. A motion related to the moratorium was approved by the Faculty Senate Executive Committee on April 27, 2015 and will be presented to the Faculty Senate on May 11, 2015.

Goals for 2015-2016

- Provide input to the GEFI Team for programmatic assessment of the GEF.
- Obtain final approval for GECO Committee proposals for new GEF learning goals, GEF course criteria, and GEF application/audit instructions through the Faculty Senate.
- Assist with procedural changes needed for the implementation of the GEF, as they relate to committee charges or processes.
- Work with divisional campuses to facilitate submission of GEC/GEF applications and audits using the CIM system.
- Address any other GEC/GEF issues that may arise during the 2015-2016 academic year.

Master List of GEF Course Assignments

1. ENGLISH
 2. SCIENCE & TECHNOLOGY
 3. MATHEMATICS & QUANTITATIVE SKILLS
 4. SOCIETY & CONNECTIONS
 5. HUMAN INQUIRY & THE PAST
 6. THE ARTS & CREATIVITY
 7. GLOBAL STUDIES & DIVERSITY
-
- 1. COMPOSITION & RHETORIC (6 HRS)**
 ENGL 101 (Composition and Rhetoric)
 ENGL 102 (Composition and Rhetoric)
 (or ENGL 103) (Accelerated Academic Writing)

 - 2. SCIENCE & TECHNOLOGY (4 HRS-6 HRS)**
 AEM 341 (General Microbiology)
 ARE 187 (Energy Resource)
 ASTR 106 (Descriptive Astronomy)
 ASTR 110 (Explosion in Space)
 BIOL 101 (General Biology)
 BIOL 102 (General Biology)
 BIOL 103 (General Biology Laboratory)
 BIOL 104 (General Biology Laboratory)
 BIOL 105 (Environmental Biology)
 BIOL 106 (Environmental Biology Lab)
 BIOL 107 (Biotechnology and Society)
 BIOL 111 (General Biology) (WVU Tech course)
 BIOL 112 (General Biology Lab) (WVU Tech course)
 BIOL 115 (Principles of Biology)
 BIOL 117 (Introductory Physiology)
 CHEM 111 (Survey of Chemistry)
 CHEM 112 (Survey of Chemistry)
 CHEM 115 (Fundamentals of Chemistry)
 CHEM 116 (Fundamentals of Chemistry)
 CHEM 117 (Principles of Chemistry)
 CHEM 118 (Principles of Chemistry)
 CS 101 (Intro-Computer Applications)
 DSGN 340 (Design for Energy Efficiency)
 ENVP 119 (Soil in the City)
 ENVP 155 (Elements-Environment Protection)
 ENGR 140 (Engineering in History)
 FDST 200 (Food Science and Technology)
 FIS 201 (Intro-Forensic Identification)
 FOR 140 (W Va Natural Resources)
 GEN 101 (Beginner's Guide-Genetics)

GEOG 106 (Physical Geography Laboratory)
 GEOG 107 (Physical Geography)
 GEOG 110 (Environmental Geoscience)
 GEOG 111 (Environmental Geoscience Lab)
 GEOG 149 (Digital Earth Lab)
 GEOG 150 (Digital Earth)
 GEOG 207 (Climate And Environment)
 GEOL 101 (Planet Earth)
 GEOL 102 (Planet Earth Laboratory)
 GEOL 103 (Earth Through Time)
 GEOL 104 (Earth Through Time Laboratory)
 GEOL 110 (Environmental Geoscience)
 GEOL 111 (Environmental Geoscience Lab)
 GEOL 230 (Fossils and Evolution)
 HN&F 171 (Intro to Nutrition)
 PHSC 101 (Introductory Physical Science 1)
 PHSC 102 (Introductory Physical Science 2)
 PHYS 101 (Introductory Physics)
 PHYS 102 (Introductory Physics)
 PHYS 105 (Conceptual Physics)
 PHYS 107 (Physics Of Music)
 PHYS 111 (General Physics)
 PHYS 112 (General Physics)
 PLSC 105 (Plants/People:Past/Present)
 PLSC 206 (Principles of Plant Science)
 SOCA 252 (Physical Anthropology)
 WMAN 175 (Introduction to Wildlife and Fisheries)

3. MATH & QUANTITATIVE SKILLS (3 HRS)

CDFS 250 (Research Methods/Data Analysis)
 ECON 225 (Elementary Business/Economics Stat)
 MATH 121 (Intro Concepts of Mathematics)
 MATH 123 (Finite Math 1) (WVU Tech course)
 MATH 128 (Plane Trigonometry)
 MATH 129 (Pre-Calculus Mathematics)
 MATH 150 (Applied Calculus)
 MATH 153 (Calculus 1a with Precalculus)
 MATH 154 (Calculus 1b with Precalculus)
 MATH 155 (Calculus 1)
 MATH 156 (Calculus 2)
 MATH 218 (History of Mathematics)
 MATH 126A (College Algebra 5-Day)
 MATH 126B (College Algebra 4-Day)
 MATH 126C (College Algebra 3-Day)
 PHIL 260 (Intro to Symbolic Logic)

STAT 111 (Understanding Statistics)
 STAT 201 (Applied Statistical Modeling)
 STAT 211 (Elementary Statistical Inference)
 STAT 215 (Intro Probability & Statistics)

4. SOCIETY & CONNECTIONS

ADV 201 (Advertising and Society)
 AGEE 220 (Group Organization/Leadership)
 ARE 150 (Intro Agri & Agribusiness Econ)
 ARE 220 (Intro Environmntl/Resource Econ)
 A&VS 275 (Companion Animal Sci)
 BIOL 122 (Human Sexuality)
 BUSA 201 (Survey of Economics)
 CDFS 110 (Families Across the Life Span)
 CDFS 112 (Introduction to Marriage and Family)
 COMM 100 (Principles-Human Communication)
 COMM 102 (Human Comm-Interprsnl Context)
 COMM 105 (Introduction to the Mass Media)
 COMM 112 (Small Group Communication)
 COMM 122 (Human Comm-Contemprary Society)
 COMM 306 (Communication-Orgnznstns/Instutn)
 COMM 308 (Nonverbal Communication)
 COMM 309 (Health Communication)
 COMM 410 (Family Communication)
 CSAD 270 (Effective Public Speaking)
 COUN 230 (Life Choices)
 DSGN 280 (Sustainable Design & Develop)
 ECON 201 (Principles of Microeconomics)
 ECON 202 (Principles of Macroeconomics)
 ECON 401 (Managerial Economics) (WVU Tech course)
 GEOG 205 (Natural Resources)
 GEOG 210 (Urban Geography)
 GEOG 240 (United States and Canada)
 HN&F 126 (Society and Food)
 JRL 101 (Media and Society)
 JRL 235 (Electronic Media & Society)
 LING 101 (Introduction To Language)
 MILS 101 (Military Science)
 MILS 102 (Military Science)
 MILS 201 (Military Science)
 MILS 202 (Military Science)
 PET 101 (Games in American Culture)
 POLS 102 (Intro American Government)
 POLS 210 (Law and the Legal System)
 POLS 220 (State and Local Government)
 POLS 373 (American Political Philosophy)

PSYC 101 (Introduction to Psychology)
 PSYC 241 (Intro to Human Development)
 PSYC 251 (Intro to Social Psychology)
 RPTR 140 (Adventure West Virginia)
 SEP 271 (Sport in American Society)
 SEP 272 (Psychological Perspectives-Sprt)
 SOCA 101 (Introduction to Sociology)
 SOCA 221 (Families and Society)
 SOCA 232 (Criminology) (WVU Tech course)
 SOWK 105 (Social Welfare Institutions)
 SPED 304 (SPED in Contemporary Society)
 USAF 131 (Foundations of US Air Force 1)
 USAF 132 (Foundations of US Air Force 2)
 USAF 251 (Air and Space Power 1)
 USAF 252 (Air and Space Power 2)
 USAF 371 (Leadership Studies 1)
 USAF 372 (Leadership Studies 2)

5. HUMAN INQUIRY & THE PAST (3 HRS)

CLAS 101 (Elementary Latin 1)
 CLAS 102 (Elementary Latin 2)
 CLAS 203 (Intermediate Latin 1)
 CLAS 204 (Intermediate Latin 2)
 CLAS 231 (Greek & Roman Civilization Cultr)
 CLAS 232 (Greek And Roman Myths)
 COMM 104 (Public Communication)
 COMM 314 (Nonviolence-Comm Behavior)
 HIST 101 (W Civilization:Antiquity-1600)
 HIST 102 (W Civilization:1600-Present)
 HIST 108 (North America:Past and Present)
 HIST 152 (Growth-American Nation to 1865)
 HIST 153 (Making Modern Amrca:1865-Prsnt)
 HIST 203 (Introduction to Medieval Europe)
 HIST 204 (Renaissance & Reformation)
 HIST 205 (Absolutism & Enlightenment)
 HIST 207 (Revolutionary Europe)
 HIST 209 (Twentieth Century Europe)
 HIST 210 (Modern Military History)
 HIST 217 (History of Russia to 1917)
 HIST 218 (History of Russia:1900-Present)
 HIST 221 (History of Modern Germany)
 HIST 257 (Antebellum America:1781-1861)
 HIST 259 (The United States:1865-1918)
 HIST 261 (Recent America:U.S. since 1918)
 HIST 264 (American Indian History)
 HIST 277 (Revolutions—Science/Technology) (WVU Tech course)

HIST 281 (The Agrarian Transformation)
 HN&F 350 (Cross-Culture Cuisine)
 HONR 210 (City – As – Text – Morgantown)
 HUM 112 (Humanities of Greece)
 PHIL 100 (Problems of Philosophy)
 PHIL 130 (Current Moral Problems)
 PHIL 140 (Historical Intro to Philosophy)
 PHIL 170 (Intro to Critical Reasoning)
 PHIL 212 (Philosophy of Sport)
 PHIL 244 (History of Ancient Philosophy)
 PHIL 248 (History of Modern Philosophy)
 PHIL 301 (Metaphysics)
 PHIL 302 (Theory of Knowledge)
 PHIL 306 (Philosophy of Mind)
 PHIL 308 (Philosophy of Religion)
 PHIL 310 (Philosophy of Science)
 PHIL 321 (Ethical Theory)
 PHIL 323 (Social/Political Philosophy)
 PHIL 325 (Philosophy of Law)
 PHIL 331 (Health Care Ethics)
 PHIL 346 (History of Ethics)
 PHIL 351 (Topics in Medieval Philosophy)
 PHIL 354 (Themes/Continental Philosophy)
 PHIL 355 (Existentialism)
 RELG 219 (The History of Christianity)
 RELG 222 (Origins of Judaism)
 RELG 223 (Christianity in America)
 RELG 303 (Studies in Christian Scripture)
 RELG 304 (Studies in Hebrew Scriptures)
 SOCA 258 (Introduction to Archaeology)
 WDSC 100 (Forest Resources in US History)
 WMAN 100 (The Tradition of Hunting)

6. THE ARTS & CREATIVITY (3 HRS)

ARHS 101 (Landmarks of World Art)
 ARHS 120 (Survey of Art History 1)
 ARHS 160 (Survey of Art History 2)
 ARHS 181 (World Architecture 4:1850-Pres)
 ARHS 382 (Architect Frank Lloyd Wright)
 ARHS 388 (The Art of Andy Warhol)
 ART 109 (Basic Drawing 1 for Non Majors)
 ART 110 (Basic Drawing 2 for Non Majors)
 COMM 305 (Appreciation-Motion Picture)
 DANC 170 (Introduction to Dance)
 ENGL 131 (Poetry and Drama)
 ENGL 132 (Short Story and Novel)

ENGL 154 (African American Literature)
 ENGL 156 (Literature Native America)
 ENGL 212 (Creative Writing: Fiction)
 ENGL 213 (Creative Writing: Poetry)
 ENGL 214 (Creative Writing: Non-Fiction)
 ENGL 225 (Western World Literature)
 ENGL 226 (Non-Western World Literature)
 ENGL 232 (Poetry)
 ENGL 233 (Short Story)
 ENGL 234 (Drama)
 ENGL 235 (Novel)
 ENGL 236 (The Bible as Literature)
 ENGL 238 (Literature of Place)
 ENGL 241 (American Literature 1)
 ENGL 242 (American Literature 2)
 ENGL 251 (American Folklore and Culture)
 ENGL 254 (African American Literature)
 ENGL 255 (Multiethnic Literature)
 ENGL 258 (Popular American Culture)
 ENGL 261 (British Literature 1)
 ENGL 262 (British Literature 2)
 ENGL 263 (Shakespeare 1)
 ENGL 272 (Modern Literature)
 ENGL 273 (Contemporary Literature)
 ENGL 285 (Images Of Women in Literature)
 FCLT 206 (Intro to Japanese Culture)
 FCLT 240 (Italian-American Experience)
 FCLT 250 (Russian Fairy Tales)
 FCLT 280 (SciFi: East/West)
 FCLT 281 (Vampire: Blood and Revolution)
 FCLT 306 (Japanese Culture and Cinema)
 FCLT 310 (Chinese Cinema)
 FCLT 321 (Gods/Heroes-Nordic Mythology)
 FCLT 380 (Holocaust: East Europe Film/Lit)
 FCLT 381 (Contemporary Polish Cinema)
 FCLT 382 (Polish Cinema:Kieslowski)
 FILM 101 (The Art of Film 1)
 FILM 102 (The Art of Film 2)
 FLIT 135 (Introduction-French Literature)
 FLIT 216 (Chinese Literature Translatn 1)
 FLIT 217 (Chinese Literature-Translatn 2)
 FLIT 235 (French Literature-Translatn 1)
 FLIT 236 (French Literature-Translatn 2)
 FLIT 238 (African Women Writers) / WGST 215 (African Women Writers)
 FLIT 239 (Francophone Literature-Translt)
 FLIT 240 (Italian Women Writers)

FLIT 256 (Russian Literature Translatn 1)
 FLIT 257 (Russian Literature Translatn 2)
 FLIT 266 (Latin American Literature)
 FLIT 285 (Brazilian Literature Translatn)
FLIT 316 (Arab Women Writers)
 FLIT 360 (Discovering Mesoamerica)
 FRCH 301 (Language Through Civilization)
 FRCH 421 (Survey of Literature 1)
 FRCH 422 (Survey of Literature 2)
 GER 431 (Survey of German Literature 1)
 GER 432 (Survey of German Literature 2)
 HUM 101 (Intro-Western Civilization 1)
 HUM 102 (Intro-Western Civilization 2)
 HUM 106 (Promethean Myth/ Modern Arts)
 HUM 107 (The Humanities of Egypt)
 HUM 109 (The Italian Renaissance)
 LARC 212 (History-Landscape Architecture)
 MUSC 111 (Introduction to Music)
 MUSC 112 (Great Composers in Performance)
 MUSC 113 (20th Century American Pop Mus)
 MUSC 114 (Music in the Modern Age)
 MUSC 115 (Introduction – History of Jazz)
 MUSC 120 (History of Musical Theater)
 MUSC 270 (Hist-Western Musical Tradtns 1)
 MUSC 271 (Hist-Western Musical Tradtns 2)
 MUSC 475 (History of Jazz)
 PSYC 233 (Psychology of Cinema)
 SPAN 331 (Early Spanish American Lit)
 SPAN 332 (Modern Spanish American Lit)
 THET 101 (Introduction to the Theatre)
 THET 102 (Acting)
 THET 144 (Fundamentals of Acting)
 THET 170 (World Theatre & Drama)
 THET 301 (Hist of Western Theatre)
 ULIB 300 (Film & Media Literacy)
 WGST 150 (Women in Movies)

7. GLOBAL & DIVERSITY STUDIES (3 HRS)

AGEE 101 (Global Food/Agricultrl Industry)
 ASP 220 (Intro Africana Studies)
 CHIN 101 (First Year Chinese 1)
 CHIN 102 (First Year Chinese 2)
 CHIN 203 (Second Year Chinese 1)
 CHIN 204 (Second Year Chinese 2)
 COMM 212 (Gender & Communication)
 COMM 315 (American Diversity in Film)

COMM 316 (Intercultural Comm)
COMM 317 (Communication And Aging)
CSAD 280 (Communication Disorder-Film)
DISB 380 (Disability and the Family)
DISB 385 (Disability and Society)
DSGN 140/PLSC 140/RESM 140 (Sustainable Living)
FCLT 161 (The Many Latin Americas)
FCLT 210 (Chinese Civilization/Culture)
FCLT 260 (Cultures of Mexico)
FRCH 100 (Intensive Elementary French)
FRCH 101 (Elementary French 1)
FRCH 102 (Elementary French 2)
FRCH 200 (Intensive Intermediate French)
FRCH 203 (Intermediate French 1)
FRCH 204 (Intermediate French 2)
GEOG 102 (World Regions)
GEOG 108 (Human Geography)
GEOG 243 (Geography of Africa)
GEOG 244 (Geography of the Middle East)
GER 101 (Intro German Lang/Culture I)
GER 102 (Intro German Lang/Culture II)
GER 203 (Speaking World)
GER 204 (Life-Germany)
GERO 212 (Introduction to Gerontology)
HIST 104 (Latin America:Past & Present)
HIST 106 (East Asia: An Introduction)
HIST 179 (World History to 1500)
HIST 180 (World History Since 1500)
HIST 225 (Modern South Asia)
HIST 241 (Latin Amrca:Cltr/Cnqst/Colnzttn)
HIST 242 (Latin America:Reform/Revolutn)
ITAL 101 (Elementary Italian 1)
ITAL 102 (Elementary Italian 2)
ITAL 203 (Intermediate Italian 1)
ITAL 204 (Intermediate Italian 2)
JAPN 101 (Elementary Japanese 1)
JAPN 102 (Elementary Japanese 2)
JAPN 203 (Intermediate Japanese 1)
JAPN 204 (Intermediate Japanese 2)
MUSC 116 (Music in World Cultures)
MUSC 477 (Music Of Africa)
NAS 200 (Intro:Native American Studies)
POLS 103 (Global Political Issues)
POLS 250 (Intro to Comparative Politics)
POLS 260 (Intro International Relations)
POLS 337 (Gender/Politics & Policy)

POLS 351 (Russian/Post-Soviet Politics)
POLS 355 (Governments of Latin America)
POLS 361 (International Law & Institutions)
PSYC 232 (Sex Roles and Behavior)
PSYC 281 (Intro to Abnormal Psychology)
RELG 102 (Introduction-World Religions)
RELG 231 (Religions of China and Japan)
RELG 232 (History & Practice of Islam)
RELG 301 (Studies in Asian Scriptures)
RELG 302 (Studies in Islamic Scripture)
RUSS 101 (Elementary Russian 1)
RUSS 102 (Elementary Russian 2)
RUSS 203 (Intermediate Russian 1)
RUSS 204 (Intermediate Russian 2)
SEES 101 (Intro Slavic/East Europe Study)
SEP 373 (African Americans in Sports)
SM 275 (The Olympic Games)
SM 375 (Sport in the Global Market)
SOCA 105 (Introduction to Anthropology)
SOCA 207 (Social Problems-Contmp America)
SOCA 235 (Race & Ethnic Relations)
SOCA 351 (Traditional & Changing Africa)
SOWK 147 (Human Diversity)
SPAN 100 (Intensive Elementary Spanish)
SPAN 101 (Elementary Spanish 1)
SPAN 102 (Elementary Spanish 2)
SPAN 200 (Intensive Intermediate Spanish)
SPAN 203 (Intermediate Spanish 1)
SPAN 204 (Intermediate Spanish 2)
SPAN 330 (Latin American Culture)
SPAN 340 (Culture of Spain)
WGST 170 (Introduction to Gender Studies)
WGST 225 (Women in Appalachia)
WGST 245 (Women-International Developmnt)
WGST 250 (Women in Science)
WGST 260 (Perspectives on Lesbian, Gay, Bisexual, Transgender, and Queer
Studies)
WGST 340 (Gender and Violence)
WMAN 150 (Principle-Conservation Ecology)

**MAY 2015 REPORT
COMMITTEE OF RETIRED FACULTY
STANDING COMMITTEE OF THE WVU FACULTY SENATE**

COMMITTEE'S CHARGE:

- To reconnect with WVU retired faculty;
- To examine avenues of support for research and scholarship of interested retired faculty from all areas of the University;
- To keep current lists of retired faculty with names, addresses (e-mail and snail mail), telephone numbers;
- To provide representatives to committees, councils, boards;
- To provide institutional memory;
- To study and provide recommendations to the Faculty Senate on matters pertaining to retired faculty;
- To provide two members of the governing board of the Committee of Retired Faculty selected by the board as voting members of the faculty senate and its faculty welfare committee;
- To provide advocacy for issues affecting retired faculty;
- To hold monthly sessions on issues of importance and interest to retired faculty and their families.

GOVERNING BOARD – 2014-2015

Bill L. Coffindaffer, Ext.

Stan Cohen, ECAS, Faculty Senate Representative

Rudy Filek, Ext.

Rumy Hilloowala, HSC.

Art Jacknowitz, HSC, Faculty Senate Representative

Paul Lewis, ANR&D – will be replaced by Tom Witt, College of Business and Economics, on July 1, 2015.

Charlotte Nath, Nurs.

EX OFFICIO

Deb Miller, WVUF – will be retiring on June 30, 2015

Toni Christian, HR

Robin L. Yorty, President's Office

GOALS:

- To identify retired, or those contemplating retirement, faculty & spouses;
- To secure permanent e-mail addresses for retired faculty (available in 2015);
- To access prospective and recent retirees in order to inform them of the Committee of Retired Faculty;
- To recognize faculty retirees with an event at the Erickson Alumni Center, and a Certificate of Service to WVU, to be held each year;
- To add a list of the retirees on WVU's web site for the academic community;
- To determine the feasibility of providing video taping of programs offered by the committee of retired faculty for faculty who are not able to attend the presentations;
- To educate faculty on the awarding of the emeritus rank;
- To update policies and procedures;
- To revise the 1995 Retired Faculty Handbook and provide a web accessible document;
- To prepare for the increasing number of faculty who will be retiring.

- To investigate the potential for establishment of a retired faculty retirement community – Tom Witt and Andy Ostrow
- To determine the responsibility of WVU when retired faculty represent the University at conferences and meeting.

COMMITTEE OF RETIRED FACULTY PARTNERSHIPS:

- **WVU FOUNDATION:** The WVU Foundation prints and mails CRF's tri-monthly newsletters. They provide a donor for refreshments at the speakers' programs. They maintain the retired-faculty database.
- **ATHLETIC DEPARTMENT:** Former Athletic Director, Ed Pastilong, and the athletic department's marketing staff initiated a partnership that offers free passes to retired faculty and their families for all athletic contests excluding football and men's basketball. All have been endorsed by the then Athletic Director Oliver Luck. The 2014-2015 passes were mailed in August.
- **STUDENT RECREATION CENTER SILVER SNEAKERS:** Begun in 2010, retired faculty and staff and their spouses may exercise at the Student Recreation Center and the Human Performance Laboratory without cost through Humana's Silver Sneakers program.
- **WVU RETIREES ASSOCIATION:** Launched in October, 2014 and offering programs and services to all WVU retired faculty and staff.

SPEAKERS AND TOPICS

MAY, 2014 – MAY, 2015

2014

- May 7. Chad Proudfoot, Progress Coordinator of the 4-H Youth Development Center at Jackson's Mill. "Learning about Jackson's Mill: The World's First State 4-H Camp"
- June 4. Dr. Elizabeth Thomas, Department of Biology, WVU. "Advancements in Regenerative Medicine"
- July 2. Dr. Donald Fidler, Professor Emeritus, Department of Psychiatry, Health Sciences Center, WVU. "Psychiatry and Theatre: Building Empathy for People We May Like and We May Not Like"
- August 6. Dr. Richard Iammarino, Professor Emeritus, Department of Pathology, WVU. "Laboratory Screening – the Good, the Bad and the Ugly"
- September 3. Professor Kirk Hazen, Department of English, WVU. "Dialects of West Virginia"
- October 1. Attorney Charles Crooks. "Marcellus Shale Fracking"
- November 5. Dr. Richard Ham, Professor of Geriatric Medicine, WVU. "Aging and the Brain"
- December 3. Jan Long Powell, PEIA. "PEIA Update"

2015

- January 7. Meeting cancelled because of inclement weather.
- February 4. Dr. Joyce Ice, Robert Bridges, and Dr. Bernard Schultz. "West Virginia University Art Museum"
- March 4. Eric Murphy, WVU Extension Agent. "Stress Less with Mindfulness"
- April 8. Pam Kasey, Associate Editor of New South Media. "Discovering West Virginia"
- May 6. Dr. James Simpkins, Director, Center for Basic and Translational Stroke Research. "Stroke Prevention in West Virginia"

MEMORANDUM

TO: Jennifer Orlikoff , WVU Faculty Senate Chair
FROM: Marie Abate, Chair – WVU Faculty Senate Welfare Committee
SUBJECT: Faculty Welfare Committee Annual Report 2014-15
DATE: 5/6/2015

COMMITTEE MEMBERS:

Marie Abate, Pharmacy, Chair
Hawley Montgomery-Downs, Eberly, Chair-elect
Sam Ameri, Engineering
Anne Cronin, Medicine
Bob Dailey, Animal Science
Karen Kunz, Public Administration
Gayle Neldon, CEHS
Olusola Oduntan, Medicine
Adrienne Salm, Anatomy
Scott Wayne, Engineering
Richard Turton, Engineering, Faculty Senate Chair-elect, ex officio
Stan Cohen, Retired Faculty Representative, ex officio
James Morris, Asst. Vice President, Human Resources, ex officio

The Senate Faculty Welfare Committee is charged with reviewing, studying and making appropriate recommendations for problems and needs of current and retired faculty. In this regard, the Committee discussed and addressed several important issues this year. The contributions and hard work of all the members of this Committee throughout the year has been greatly appreciated. In addition, the Committee thanks Melissa Latimer in Sociology and Anthropology and the Provost's office for their assistance in administering the tuition benefits survey to all faculty and to Scott Fleming, Business & Economics for his assistance in working on a tuition benefits proposal.

Issues Addressed & Work Accomplished During 2014 - 2015

1. Communications

The Faculty Senate previously approved in 2011 a "Resolution to Facilitate University Communications." Related to this, the Committee asked the Senate Chair to pursue implementing item 1 in that resolution, which was appointing an ad hoc committee to explore the extent to which faculty are involved in committees that make decisions that impact faculty, to identify additional committees or administrative units that could benefit from faculty input, and to develop a plan for improving faculty involvement in these committees or units. This is in progress.

The Welfare Committee discussed item 2 in the resolution, regarding possible methods for creating and sustaining a “feedback loop” in which the Welfare Committee can be contacted about issues of concern to faculty and share information back with faculty. In response to this, the Committee recommended to Senate Chair that a Faculty Welfare Committee section of an existing or new central web site be established through which faculty can suggest issues they feel are important for this Committee to address (e.g., via a message sent automatically to the Faculty Welfare Committee chair’s e-mail, etc). The site should be easily accessible (prominent link off of intranet or Faculty Senate page) and not buried through links to other pages. This web site should be for faculty use and not for public access. Such a site would also allow faculty to comment on topics under discussion by the Welfare Committee.

The Committee should continue to work with the Faculty Senate Chair on establishing a web site to allow for easier information sharing between faculty and the Welfare Committee and to ensure that the previously passed communications resolution is fully implemented.

2. Parking

The Committee met with Clement Solomon, Director of Transportation and Parking, to discuss parking-related issues. In addition to current parking shortages, the Committee discussed with Dr. Solomon two additional concerns: 1) faculty who are assigned to teach in a building outside their own and then have difficulty either finding a parking space to use while teaching or must park in a space far removed, often with a need to carry exams, supplies, etc. to the class, and 2) faculty members who have scheduled committee meetings or meetings with University administrators or other colleagues located on campuses or in areas for which they do not have a parking permit. While efforts should be made by these faculty to use transportation such as the PRT, that might not be possible or feasible given the meeting location and the individual’s other responsibilities and time commitments. Several possible solutions were raised, including issuing (e.g., electronically, through a specialized “app,” campus mail) temporary parking permits valid for the time of teaching (over a semester) or for meeting times and/or designating a small number of “transient/temporary” parking spaces on a variety of lots in each of the campuses that could be used by faculty for such purposes. Dr. Solomon will be looking into these problems and potential solutions.

After discussion, the Committee recommends that a three person task force be formed, chaired by a member of the Faculty Welfare Committee, to look into parking issues and identify specific actions that will be taken. The Committee will also follow-up with Dr. Solomon about solutions for parking problems.

3. Faculty Evaluation – Process and Structure

The Committee identified a number of issues related to the faculty evaluation process, including the large amount of time involved in preparing activity reports and committee/chair letters, apparent inconsistencies in documentation of faculty activities across WVU as well as in the evidence used (e.g., evidence of teaching effectiveness) in the faculty evaluation process, whether there is truly a need to perform yearly evaluations of fully promoted and tenured professors when there is a lack of funds for merit salary raises, the need for sufficient training and communication (well in advance of end of year due dates) for the use of new documentation systems (e.g., Digital Measures), the need for faculty input and feedback before and after new documentation systems are implemented, and a relative lack of formative feedback to individual

faculty about their teaching, with suggestions for improvement, early in their careers. With regard to the latter issue, Dr. Jenny Douglas, Director, iTeach, Teaching & Learning Commons was asked whether the Commons could develop general guidelines for formative peer review to assist individual schools/colleges in implementing such a process. The Commons will consider this further.

After discussion, the Committee recommends that a three person task force be formed, chaired by a member of the Faculty Welfare Committee, to look into the process and structure of faculty evaluations, with a goal of developing an action plan to simplify the process wherever possible and make it efficient, while ensuring that it is fair.

4. Tuition Benefits Program

A survey was sent to all faculty members to help determine interest in a tuition benefits program for the spouse/other qualified adult of faculty members and their dependents, and to obtain an estimate of the numbers of dependents/spouses/other qualified adults that might take advantage of such a program. Approximately 5200 surveys were sent out, with 1206 returns (~23% response rate). The clear majority of respondents (~95%) were in favor of a WVU policy that provides tuition benefits for dependents, a spouse, or another qualified adult. Of the respondents, almost two-thirds (63%) had dependent children, with 406 respondents (33.7%) having dependent children who are or would likely be attending college or a university within the next 5 years (average = 1.54 children per person). About 72% of these children had or were likely to receive, a Promise scholarship. Approximately 86% indicated that the availability of a tuition benefits program was either important or very important to their children attending WVU. About 45% had a spouse or other qualified adult for which the availability of tuition benefits was considered important in deciding whether to attend WVU. 80% of the faculty respondents had been at WVU for over 2 years. In addition, a total of 505 faculty respondents (~42%) provided comments, predominantly in favor of such a program. Reasons for having such a program included beneficial effects on faculty retention and recruitment, particularly when faculty salaries are low and many other universities offer such benefits. Several respondents indicated that they are considering leaving WVU because such a program is not available.

The Committee is developing a tuition benefits program draft that takes into account the survey results and financial constraints. The draft will be shared with the Senate Chair for feedback, with a subsequent meeting to be scheduled with the provost to discuss the proposal.

5. Faculty Ombudsperson

The Committee developed guidelines for establishing a Faculty Ombudsperson (Ombuds) Office at WVU that is consistent with the Code of Ethics and Standards of Practice of the International Ombudsman Association (IOA) and also with the practices of a number of other universities. These guidelines were shared with Provost McConnell, who supports a faculty ombuds position. The guidelines are in the process of being finalized, and the provost plans to share the information when complete with the Senate.

The Committee will continue to work with the provost on finalizing the guidelines.

6. Other Issues – Staff Support, Classroom Shortages; Physical Facility and Classroom Renovation and Maintenance, Class Sizes, Morale

The Committee identified a number of other issues that should be addressed in the future, including: 1) adequate staff support in all areas of concern (teaching, service, research) – there appears to be a trend towards fewer support services, including most recently custodial support, in various locations across the University. Inadequate support can take time away for core areas of University concern and necessitate greater time being spent on secretarial or administrative tasks, which can be inefficient from a cost-benefit perspective. There is also a need for sufficient technology support staff to ensure that all computers and other equipment needed by faculty for teaching are fully operational each time a faculty member walks into the classroom/lab to teach; 2) classroom shortages; physical facility and classroom renovation and maintenance – shortages can result in displacement of classes from one building to another that raises transit, parking, and other potential issues (e.g., faculty might not be familiar with who manages technology in a particular building they do not normally work in and they do not know who to contact if problems are experienced). Greater competition for scheduling classrooms necessitates more evening classes or scheduling classes at times that might not be optimal for other program needs. Offices, classrooms, and other areas within certain buildings are subject to extreme temperature fluctuations or are in need of renovation; 3) class sizes – teaching methods used and student learning could be adversely affected when class sizes are increased; larger classes might also result in classes being displaced to other building or scheduled at less convenient times; and 4) faculty morale – appears variable across and within campuses. Salaries, faculty governance concerns, and physical facilities (offices, research space, classrooms) are of considerable concern in some areas but less so in others.

The Committee was not able to address all of these issues this year, but believes they need to be discussed with the development of appropriate action plans.

Summary of Strategic Faculty Welfare Committee Goals for 2015-2016:

1. **PEIA issues** – The Faculty Welfare Committee should continue to obtain updates about efforts to improve or enhance PEIA benefits. This remains an important issue. This committee has worked tirelessly for many years on this issue and remains committed to seek possible improvements to the program.
2. **Communications** – The Committee should continue to work with the Senate leadership to ensure that implementation of the previous communications resolution passed by the Senate is completed.
3. **Parking** – The Committee should work as a group and with a task force to develop action items related to the resolution of parking issues.
4. **Faculty Evaluation Process and Structure** - The Committee should work as a group and with a task force to develop action items related to the resolution of parking issues.
5. **Tuition Benefits Proposal** – The Committee should continue to work with the provost in establishing a tuition benefits program.

6. **Faculty Ombuds Office** – The Committee should continue to work with the provost to ensure that such an office is formed and the guidelines for a faculty ombuds are implemented.
7. **Other Issues – Staff Support, Classroom Shortages; Physical Facility and Classroom Renovation and Maintenance, Class Sizes, Morale** – The Committee needs to continue to explore these issues and work with other University units as needed to develop or assist in the development of action plans to address them.

WVU Faculty Senate Library Committee Report 2014-2015

Committee Members: Karen Haines (Chair), Rebecca Kromar (Past Chair), Beverly Kirby (Chair Elect), Sang Lee, Marilyn Francus, Rhonda Reymond, Jon Cawthorne, Russ Dean and Lori Hostuttler

The committee met twice during 2014-2015. The minutes of each meeting are attached to this report.

Also attached is a document provided by Dean Hawthorne entitled *What's Happening in the WVU Libraries*. This document outline the progress that Dean Hawthorne has made during his first year as Dean of Libraries. The committee wished to acknowledge the many accomplishments including membership in the **Greater Western Library Alliance (GWLA)**.

Goals for 2015-2016 include:

1. Invite several recommended speakers including:
 1. Cheryl Ball, wrote software to create journals
 2. Derick Chrisoff, director of the WVU Press
2. Encourage faculty to request library resources

Minutes

Senate Library Committee Meeting

December 11, 2014

1. Member's Present: Dean Jon Cawthorne, Marilyn Francus, Rhonda Reymond, Lori Hostuttler, and Rebecca Kromar

Member's Absent: Sang Lee, Beverly Kirby and Russ Dean

2. Dean Cawthorne provided a report on his initiates for this year. He discussed the process to join the Greater Western Library Alliance. He distributed information about:

- a. WVU Press
- b. Pearl S. Buck Collection
- c. Senator John D. Rockefeller IV Archives

3. Members discussed ways to involve faculty in making library requests.

4. Meeting adjourned

Minutes

Senate Library Committee Meeting

April 27, 2015

1. Member's Present: Dean Jon Cawthorne, Associate Dean Myra Lowe, Marilyn Francus, Rhonda Reymond, Lori Hostuttler, Rebecca Kromar, Sang Lee and Beverly Kirby

Member's Absent: Russ Dean

2. Dean Cawthorne provided a report on his accomplishments this year including:

a. WVU is now a member of the Greater Western Library Alliance

b. Encouraging faculty to make request for library resources

c. Plans for the Rockefeller papers –

1. Have received 2000 boxes

2. Looking for Rockefeller Archivist

d. Initiatives for next year

1. New hires

2. Residency Committee – 129 applications for 2 positions

3. Possible University Archive to assist with document retention

e. Active student advisory committee

1. Recommended new furniture which has been purchased

2. Changed hours based on student recommendations

3. Discussed textbook options

f. Roles for the WVU Press

3. Goals for next year

a. Invite several recommended speakers including:

1. Cheryl Ball, wrote software to create journals

2. Derick Chrisoff, director of the WVU Press

b. Encourage faculty to request library resources

What's Happening in the WVU Libraries

GWLA

The West Virginia University Libraries are seeking membership in Greater Western Library Alliance (GWLA), a consortium of 33 research libraries, including all of the Big XII universities. Their Site Team visited campus in December to tour the Libraries and meet with upper administration. We've received excellent feedback. The directors will meet soon to decide when the WVU Libraries will join GWLA. They will announce their decision in spring 2015.

Sen. John D. Rockefeller

During a ceremony on November 8, 2014, Sen. John D. Rockefeller and WVU President Gordon Gee designated the WVU Libraries as the permanent home of the John D. Rockefeller IV Senatorial Archives and announced the naming of the John D. Rockefeller IV School of Policy and Politics at WVU. Gee then dedicated the John D. Rockefeller IV Gallery in the WVU Downtown Library in honor of the Democratic senator's nearly 50 years of public service to the citizens of West Virginia.

Pearl S. Buck

On October 30, 2014, West Virginia University, West Virginia Wesleyan College and the Pearl S. Buck Birthplace Foundation announced that the three institutions would form a partnership to preserve and disseminate the legacy of Pearl S. Buck. As part of that agreement, a priceless collection of literary manuscripts by Buck have come to the WVU Libraries. The Libraries' West Virginia and Regional History Center have assumed the responsibility of providing physical care for and access to the Pearl S. Buck Collection.

Michael Stephens

Dr. Michael Stephens, internationally known speaker, blogger (see <http://tametheweb.com/>), and professor in the School of Library and Information Science at San Jose State University, presented at the Evansdale Library on October 13. His topic was "MOOCS (Massive Open Online Courses) and Libraries." Known for his work on Web 2.0, Dr. Stephens was named a "Mover and Shaker" by *Library Journal* in 2005.

Dr. Elliot Shore

Dr. Elliott Shore, Executive Director of Association of Research Libraries (ARL), visited campus on October 15 to tour the Libraries and speak to the WVU community. During his presentation in the Gluck Theater, Dr. Shore shared insights gained from ARL libraries during a listening tour and inspire new thinking about the future role of research libraries.

Strategic Planning

The Deans' Advisory Group, which consists of Hilary Fredette, Penny Pugh, Bill Rafter, Beth Royall, and Kristi Truban, will work with Libraries Dean Jon E. Cawthorne and Associate Dean Myra Lowe over the next year to design the right administrative structure, advance the WVU Libraries through improved policies, and increase staffing. The team planned the Libraries' January 2015 In-Service Training Day, which featured organization consultant Maureen Sullivan, Director of Training and Development, Chelle Adams, and Director of West Virginia Campus Compact, Kelli Jo

McNemar. Longer term, our planning will lay the ground work for bringing the Libraries to the Association of Research Libraries.

Residency Committee

The Residency Program Planning Committee is developing a unique residency program for underrepresented graduates of professional library degree programs who are either early career librarians or new to research libraries. The committee has created a basic structure for the three-year program that will give our resident librarians broad experience in the academic library environment, as well as the opportunity to specialize in a specific skill area, participate in professional development activities, and engage in research. The goal is to have our first residents beginning in fall 2015.

Art Committee

The WVU Libraries are focusing on transforming the appearance of our three libraries by adding art to the spaces. We have assembled a committee composed of librarians and staff from the Downtown Campus, Evansdale, and Health Sciences libraries. They are assessing the areas that would benefit most from an injection of color and researching the available options.

Database Access at Regional Campuses

WVU Tech and Potomac State now have access to library databases and e-resources as though they were on the Morgantown campus. This increase in resources fits with President Gee's vision of one WVU and is long overdue for their faculty, students and staff.

WVU Press

The WVU Press has come home. After 15 years under the charge of the Eberly College of Arts and Sciences, the Press has returned to the WVU Libraries. It was a Dean of Libraries – Dr. Robert F. Munn – who founded the Press in the 1960s. The Press moved to Eberly in 1999. The Press publishes about 17-20 books each year, as well as four journals, and has received national recognition as an award-winning Press. In 2014, three of its titles won awards, including two gold medals from *Independent Publisher*. Derek Krissoff, previously the Editor in Chief of the University of Nebraska Press, has begun work as the new Director of the West Virginia University Press.

Launch of new website

The Libraries launched a new website design on December 17th. As a part of the design process, the Libraries' Web Team researched the library websites of peer institutions, analyzed server statistics and user traffic analytics, and conducted a survey of our users. The new design improves usability and accessibility, as well as showcasing the resources, services, and unique collections the Libraries have to offer. It also incorporates modern elements, such as a video background on the homepage and is responsive, making our site usable on any device—including desktops, tablets, and phones. Currently, the Web Team is working with the Potomac State College Library and WVU Institute of Technology Library to redesign their websites to create a more cohesive look and feel for the WVU Libraries on the web; check it out at <https://lib.wvu.edu/>.

Recent Staffing Changes

In order to assist in developing and implementing some initiatives, Carroll Wilkinson will move from her current role of Director of Instruction and Information Literacy to become Director of Strategic

Library Initiatives. Following a three-year stint as Special Collections Librarian at the WVU College of Law Library, Stewart Plein has been named Assistant Curator of the West Virginia and Regional History Center and Rare Books Librarian. Lori Hostuttler is the new Digital Projects and Outreach Archivist in the West Virginia and Regional History Center. Traci Mays is the new Outreach Librarian at the Health Sciences Library. Tim Broadwater has joined the Libraries Systems Department as a website and user interface designer. Karla McGraw, longtime Periodicals staff member in the Downtown Campus Library, accepted a new position at Evansdale Library in Access Services. New staff positions include the hiring of Megan Bean and Laura Bell in the Access Services Department of the Downtown Campus Library, and Diana Black in the Access Services Department of the Health Sciences Library.

Spring 2015

Hollow

Elaine McMillion Sheldon, director of the *Hollow* documentary, and the WVU Libraries have entered into a long-term agreement recently giving the Libraries perpetual licensing rights to *Hollow*, <http://hollowdocumentary.com/>. Because of the quality and the educational value of this production, the Libraries will provide the support necessary to continue to make the interactive documentary freely available on the web. In addition to providing a home for this important work, the Libraries will also maintain the additional 7 terabytes of footage that was collected in McDowell County from May to September 2012 and wasn't used in the final production.

Wikipedia Edit-A-Thon for Women editors

The WVU Libraries are collaborating with the Reed College of Media to improve Wikipedia. Wikipedia has been criticized for a lack of female representation and participation on the website. The discussion increased following the death of Adrienne Wadewitz, a scholar of 18th-century British literature who was one of the most prolific and influential Wikipedia editors. PBS produced a story on Wadewitz and the controversy: www.pbs.org/newshour/bb/wikipedian-editor-took-wikipedias-gender-gap/. Reed College of Media and the Libraries will host a panel discussion to focus on the issue during the spring semester.

Research Integrity Committee

2014-2015 Committee report and goals for 2015-2016

MEMBERS

Michael Mays, Eberly, Chair
Mary Davis, Medicine
Jeremy Donai, CEHS
Xiangying Jiang, Eberly
Duncan Lorimer, Eberly
Joseph Prud'homme, Medicine
Michael Regier, Public Health
Lisa Salati, Medicine
Richard Turton, Statler
Matthew Vester, Eberly

COMMITTEE CHARGE

The Research Integrity Committee is to serve on hearing panels to evaluate issues of research integrity on an as-needed basis.

The Research Integrity Committee plays an important role in the West Virginia University Research Integrity Procedure as approved by the Faculty Senate May 9, 2011 (see <http://docs.facultysenate.wvu.edu/11Files/311EA10.pdf>). In particular, the Research Integrity Officer (currently Professor Marjorie McDiarmid MAMcDiarmid@mail.wvu.edu) is charged to appoint the Inquiry and Investigation Committee and will maintain an array of persons appointed by the Faculty Senate Committee on Committees to serve as members of Hearing Panels.

In 2014-2015 there were no Hearing Panels constituted.

In 2015-2016 the Research Integrity Committee will again stand ready to provide members of Hearing Panels. As newer members rotate on to the Research Integrity Committee, we may call on the Research Integrity Officer to provide training to the Research Integrity Committee on the content of this University Research Integrity Procedure and relevant laws touching on research misconduct.

2014-2015 Annual Report

Faculty Senate Research and Scholarship Committee

Submitted by Stan Hileman, Chair

The committee consists of 10 members. Those members were: Charles (Sandy) Baldwin, Melanie Clemmer, Mitch Finkel, Harry Gingold, Mark Sperow, Duncan Lorimer, Michael Ibrahim, Jason Huber, and Janet Snyder. This year the committee reviewed 284 travel requests, funding xxx of those requests. The committee also reviewed 63 research grants. These were divided into 41 grants of the “seed” variety and 22 of the “scholarship” variety. In the past, a meeting has been held to discuss the travel grant review process and general functions of the committee. Also, a meeting was held after research grant submissions to determine who would review which grants. However, because the committee only had one “new” member this year, Dr. Ibrahim, it was decided that those meetings were unnecessary and thus they were not held. A selection of grants that they would like to review was solicited by the chair and then the chair assigned grants to each committee member, taking into account the expertise of the reviewers and their preferences as well as attempting to have sufficient variety for each grant regarding those reviewing it. Each grant was reviewed by at least 3 people (2 grants received 4 reviews). Each committee member reviewed 14-15 grants. We were greatly aided by the inclusion of 3 additional reviewers: Brian Anderson, Earl Scime, and Steve Hardy. Their contributions were greatly appreciated and made the number of grants to be reviewed by each member much more reasonable (14-15 vs. 18-19). The committee met on the evening of April 9th to determine rankings and funding of grants. The total amount distributed was \$400,000. As has happened in the past, \$150,000 was obligated for seed grants and \$150,000 was to be spent on scholarship grants with \$100,000 being spent on either category at the discretion of the committee. In total, 9 out of 41 seed grants were selected for full or partial funding (~22%) and 13 of 22 seed grants selected (~59%) for an overall funding percentage of 36.1%. The committee used a scoring rubric developed by last year’s committee to great effect. One point of discussion last year was that there was concern that variation in reviewers scores might impact grant scoring in a biased way, i.e. if one reviewer scored more gently than another, one set of grants would do better simply due to a relatively higher number of values. To address this and to attempt to “normalize” reviewer’s scores, a z-score ranking approach was used for each reviewer. The committee found this a very helpful tool in assessing the relative value of each grant, especially since average scores differed by as much as 20 points between reviewers. In addition to evaluating research grants, the committee also reviewed 265 travel grants arising from two deadlines for application. Of those, 263 were approved.

From the previous fiscal year, funding for two of the awarded grants were returned. As detailed in last year’s report, there was some confusion and disagreement between the committee and the administration over how that money should be used. Eventually, this spawned talks between the committee and faculty senate leadership with Dr. Russ Dean (Vice Provost), Dr. Fred King (Vice President for Research), Dr. Melanie Page

(Associate VP for Creative and Scholarly Activities), and Dr. Earl Scime (Interim Associate VP for Research) about restructuring the process of internal funding at WVU. A meeting was held on September 17th between Fred King, Melanie Page, a majority of the Research and Scholarship Committee, and Jennifer Orlikoff (Faculty Senate Chair) to listen and discuss ideas forwarded by Dr. King and Dr. Page. A synopsis of that meeting is below (Appendix A). A subsequent meeting was held on October 15th by the Research and Scholarship Committee (attending were Stan Hileman (Committee Chair), Mark Sperow, Sandy Baldwin, Jason Huber, Michael Ibrahim (Committee Chair-elect), Janet Snyder, and Melanie Clemmer), Jennifer Orlikoff, and Richard Turton (Senate Chair-elect) to further discuss these ideas. A synopsis of that meeting is below (Appendix B). A meeting was then held on December 12th to discuss a proposal for revising the internal funding mechanism at WVU. In attendance were Russ Dean, Fred King, Earl Scime, Melanie Page, Stan Hileman, Michael Ibrahim, Jennifer Orlikoff and Richard Turton. Several possible ideas were discussed and following this meeting, Melanie Page, Stan Hileman and Michael Ibrahim met on January 27th to discuss and flesh out the ideas forwarded from the December 12th meeting. This was put into a preliminary proposal that was presented by Dr. Hileman to the Faculty Senate Leadership luncheon on February 16th. After incorporating their feedback, it was presented to the Faculty Senate Executive Committee on February 23rd. After that, an amended version of the proposed plan was presented to the Faculty Senate at the March 9th meeting. Feedback from faculty at that meeting was noted and a meeting was held between Fred King, Melanie Page, Stan Hileman, and Michael Ibrahim to incorporate where possible the feedback provided from the Faculty Senate meeting into the preliminary proposal for internal funding mechanisms. Since the proposed changes also impacted the Faculty Senate Service Committee, input was also desired on their part. After Service Committee leadership was determined, a meeting was held on April 13th that included Stan Hileman, Michael Ibrahim, Richard Turton, Jennifer Orlikoff, Carolyn Atkins (Chair of the Committee on Committees), Becca Fint-Clark (Service Committee Chair), and Randy Bryner (Service Committee Chair-elect). A very profitable discussion was had and a final version of the proposal was produced (Appendix C).

Future Issues

One idea to improve the process is to use some sort of spreadsheet or computer program and a projector to keep track of dynamic placements of grants during the meeting. The room in which the meeting was held this year did not contain a blackboard, whiteboard, or projector system, so large yellow post-it notes were used to keep track of grant placements. Dissemination of information on original scoring of grants prior to the meeting should also be considered. This was the first year that Dr. Page's office had handled the administrative side of the process, thus a lot of the effort in data handling was done by the committee chair. Much of that can be done by Dr. Page's office for next year. In that regard, the help of Deanna Whorton was greatly appreciated this year. Suffice it to say, given the changes forwarded regarding internal funding, the process will differ somewhat next year. One aspect that will hopefully help is moving submissions to an online process. It is strongly opined that the process remain flexible to meet any unforeseen challenges and to alter parts in the future that do not function as desired.

Appendix A

Synopsis of FSG committee meeting with Melanie and Fred on 9/17

The impetus for the meeting and suggested changes is that Dr. Gee is looking for ways to cut bureaucracy and use faculty and administrator time and resources in a more efficient way to promote the scholarly profile of WVU.

The ideas below were proposed by Research Office with the request for the committee to consider and think about other ideas.

Travel Grants:

- 1) Combine monies for development and travel for a larger amount per trip. Money would be allotted to the various colleges for dispersal. This amount will be based on a running 5-year average for travel submissions. The committee's role would change from reviewing travel grants (which would be the responsibility of the individual college) to that of overseeing the means whereby the colleges disperse the funds. Each college would report to the committee about how the money was dispersed and the committee would then make decisions about the appropriateness of each approach and have the ability to alter a college's allocation if need be.
- 2) Sign-offs from the colleges are no longer required by the research office. However, several colleges would like for them to remain in place, therefore it is up to each college what signatures are required and if they will submit on the faculty member's behalf or return the signed forms to the faculty to submit.
- 3) Due to the timing of reimbursement associated with the reduction in travel grant submission deadlines, we will need to allow people to submit an incomplete application prior to the actual trip and then reimburse them upon the completion of their application. We will monitor this to see how many of these cases there are.

Research Grants:

- 1) Do we need external reviewers? How useful are they?
- 2) Expanding the scope of the committee to become more involved in the research mission of WVU.
- 3) The possibility of adding money (perhaps ~\$5,000) if research fits within the "Mountains of Excellence".
- 4) Can we take some of the \$400,000 that we currently receive (perhaps ~\$50,000) and fund conferences or other scholarly/development opportunities. These opportunities would be very loosely defined in order to give as much access to people and to entertain varied and diverse ideas.
- 5) Possible to roll money from one granting period to the next year if we feel that we have funded all grants with significant merit and have not exhausted the money allocated.
- 6) Should we increase the limit on salary (i.e. from \$8,000 to \$10,000)

- 7) Should we keep the \$2,000 travel allowance or get rid of it. It is very hard to monitor if it was spent as proposed and adds another layer of oversight needed.
- 8) Ask for reporting on the use of funds as part of the final report
- 9) Develop a statement to be used in crediting the University for source of funding.

Appendix B

Synopsis of the Faculty Senate Research and Scholarship Committee Meeting held on October 15, 9 am in the Art Museum Conference Room

Attending:

Stan Hileman (Chair)

Mark Sperow (Former Chair)

Sandy Baldwin

Jason Huber

Michael Ibrahim (Chair-elect)

Janet Snyder

Melanie Clemmer

Jennifer Orlikoff (Senate Chair)

Richard Turton (Senate Chair-elect)

The purpose of the meeting was to discuss several suggestions/ideas presented in a previous meeting by Dr. Fred King and Dr. Melanie Page regarding the scope, function, and workings of the Faculty Senate Research and Scholarship Committee. As a point of reference, the committee has traditionally functioned to review individual faculty travel requests on a quarterly basis and research grant applications on an annual basis.

Recently, the submission dates for faculty travel grants were reduced to two (versus the previous 4) to help with the administration of those grants by Melanie's office. Prior to the meeting, an agenda was circulated to committee members and to Melanie. This agenda was subsequently used as a scaffold for the progression of discussion at the meeting.

Travel Grants:

Do we allocate them as we do now or distribute them as block grants to individual colleges. The committee's responsibility would change from one of reviewing travel grants to that of overseeing how colleges disperse the money and deciding amounts distributed to colleges each year.

This was discussed at length. There were significant issues raised with sending it to colleges as block grants. Such as:

- (1) Would there be equal access to funds distributed in this manner?
- (2) If a college received more requests than money, how would it be given out?
Currently, all faculty across the university have equal access to and an equal chance to receive travel support through Faculty Senate Travel Grants.

- (3) If a college received more money than requested, would that money come back to the Faculty Senate/Provost's Office? Meeting participants thought that it likely would not.
- (4) Some colleges already provide a certain amount of money for travel. A question was raised about whether a college would use the money provided by our committee to add to what they were going to provide or simply substitute it for their own and use the saved money for other purposes.
- (5) There was also concern that colleges which historically had better external funding would be under-represented by using the historic five year average application rate to distribute travel funds. It was thought that, because of faculty using grant funding for travel, fewer requests would have been forwarded in the past, but as grant money is difficult to obtain these days, needs may not be met by distributing travel money based on previous averages.
- (6) Finally, if the amount of money a college receives depends upon requests, it is almost certain that either the number of requests will be inflated or that colleges will seek additional requests to make sure that money distributed to it will be completely spent. Either way, it will make it difficult to assess the true need of a college and significantly increase the amount of travel money requested from an already limited budget.

One possibility that was raised was moving the faculty development money, which is currently distributed by Melanie's office in a block-grant fashion, to the purview of the Research and Scholarship committee. This would allow more flexibility by the committee to meet the travel and development needs of the faculty. In this case it might be good to further provide brief guidelines as to what constitutes travel or development *per se*. We require additional information and discussions with Melanie's and the Provost's office to determine an appropriate course of action.

It was also suggested that the application process could be simplified. One approach that was suggested was to require that the applicant only provide an estimate of the total amount of travel and a justification only that funds requested through the committee. It was also suggested that this application process be moved to an on-line format, which would also allow college Deans and Chairs to be automatically notified of the request.

Research Grants:

Keep the \$2,000 travel allowance?

It seemed that the general consensus was that we could remove this from the application process.

The possibility of adding money (i.e. \$5,000) to research that fits within the "Mountains of Excellence"

My impression was that this idea was received favorably, although only if additional money could be provided so that this extra money does not cut into money provided currently for research funding. Additional details about the “Mountains of Excellence” is also needed.

Funding of conferences/academic exercises that will bring in other faculty from outside WVU.

This idea was received with considerable enthusiasm. Again, where that money comes from will need to be considered. The plan is to ask for additional funding (i.e. \$50,000) to promote such events. If additional extraneous funds cannot be gained, then we would need to decide if we would really want to reduce the grant funding pool by that amount to field such requests. My own personal view is that IF we do that, we do it in a way that minimizes the impact to scholarship grant funding.

Carrying over money if deserving grants have been funded and money has not been exhausted.

It was felt that we needed a firm commitment from Melanie Page or Fred King that money could be carried over until the next year before adopting this approach. It was expected that this would likely be a rarity, but if possible, would add some flexibility to the decision-making process.

Progress report on use of funds? If so, what form should this take?

The committee agreed that some form of progress report should be required and made available to the committee. While such a process supposedly exists, the reports historically have not been seen by the committee. My impression was that this is something that we should make mandatory if someone wants to receive additional funding through this mechanism.

Develop a statement to be used in crediting the University for source of funding.

I would suggest something simple like “Supported by a grant from the West Virginia University Faculty Senate” or “This research/work supported by a grant from the West Virginia University Faculty Senate”, but any input is certainly appreciated. If grants are given specific identifiers, this label could also be included.

Should the scope of the committee be expanded to become more involved in the research mission of the University?

This proposal was not really discussed in any detail, though adding development money to the travel money would aid in this as would making additional money available for funding work within the “Mountains of Excellence”. The proposal, however, really needs to be discussed at an executive committee level as it significantly changes the traditional duties of the committee and significantly lengthens the commitment by the chair, which has historically rotated every year.

Increase salary allowance on grants?

This was not discussed in detail.

Appendix C

Proposal for Internal grants programs at WVU

President Gee has charged all units with becoming more efficient, with retaining and rewarding our best and brightest faculty, and with enhancing WVU’s national reputation and relevance to the State. The following changes to the internal grants programs at WVU are suggested to accomplish these goals.

The current amount of funding in these programs overall is \$735,000.

The program changes below were developed through the collaboration between the leadership of the Senate Research and Scholarship Committee and Faculty Senate Service committees, senate leadership, the provost’s office, and the VPR office.

- The application for all programs will be simplified and moved to an on-line form. Department chairs and a representative from the deans’ office will be notified upon submission of the application; no supervisory signatures are required or allowed for submission of applications.
- All of the money in each individual program will be combined into one central fund.
- In the proposed funding system, the committees function as an advisory group to a central allocation committee that makes the final funding decisions on discretionary spending (see below). This allocation committee will include the two Associate Vice President’s for Research, the chair and chair-elect of the senate grants committee and the chair and chair-elect of the senate service committee. The purpose of this committee is to allow flexibility within any year as to total amount of funds going into any one program. This allocation method will allow for the greatest cost performance in terms of advancing the mission of WVU while enhancing the careers of individual faculty.
- There will be two due dates, falling on the 5th Monday of each semester (thus the actual date will change, but which day things are due will not; individual accommodations for religious holidays will be made for a due date the following day upon request). The fall deadline is for travel grants (see below); the spring deadline is for travel grants, the Community Engagement grants (formerly public

service grants), Research and Scholarship Advancement grants (formerly senate research grants), and academic conference grants. Travel grant funding decisions should be to the Associate VP for Creative and Scholarly Activity within 2 weeks of the grants being disseminated to the committee members for review. All other funding recommendations will be due to the allocation committee within six weeks and final funding allocations will be decided by the allocation committee within another two weeks.

- As a guideline, funding amounts for research and service grants will be up to 90% of current levels. The remaining 10% will be kept in a discretionary pool. Grants falling outside of this 90% range, but deemed worthy of consideration for funding from the discretionary pool of money, will be ranked and forwarded to the allocation committee. The central allocation committee will then make final funding determinations on grants falling within this discretionary range.
- A small amount of funds may be held back each year for faculty opportunities that come up that are of an extraordinary nature but were unknown at the due date. Application to this fund will require a letter of recommendation from the dean that this is truly an extraordinary opportunity, with the dean committing matching funds to the request. All such requests are funded at the sole discretion of the central allocation committee (suggested amount in year one \$15,000 to be adjusted yearly if needed).

Faculty travel/development:

- There will be two applications for faculty development/travel, due the 5th Monday of each semester.
- For the fall due date, travel/faculty development applications that cover Sept 1-Dec 31 will be accepted (in the 2015-2016 academic year, the fall date will cover July 1-Aug 31 as well); the spring date will cover travel from Jan 1-Aug 31.
- Funding recommendations will be “yes” or “no”
- The central committee will work to fund all “yes” applications; depending on other funding requests in the pool, they may be able to fully fund each request or have to divide up the amount left by applicants and share equally. The amount of funding will depend upon the number of applications received, but will not exceed a maximum of \$800 for domestic travel and \$1000 for international (\$275,000 total within the program). Maximums are per person and not per trip, thus a person can apply more than once as long as they have not exceeded the maximum per person amount within a fiscal year.
- Because there are only two due dates, the proposal is for either travel/faculty development completed or travel planned. If planned travel does not occur, money will revert back into the central pool.
- Funds can be used to present work (formerly supported by travel grants) or to take advantage of another professional development opportunity either at a conference

- or in another venue (e.g., visiting an archive; formerly funded under faculty development grants) and funds can be used for more than one trip.
- The Senate Research and Scholarship Committee (to be renamed-see following section) will review travel/development grants submitted on the first deadline and the Senate Service Committee will review those submitted for the second deadline.

Senate Research Grants

- In order to reflect the strategic investment on the part of the university as well as to enhance the prestige of the award and to clarify that it is competitive, the name should be changed to the “Research and Scholarship Advancement Grant (RSA Grants).”
- Maximum salary will be increased from \$8,500 to \$10,500.
- The additional funding for travel to present work is eliminated – this is actually an expected outcome of scholarly work; in addition, it is time intensive and difficult to track if the additional funds were actually used for this purpose.
- Matching funds from departments or deans cannot be start-up funds.
- If a faculty member fails to turn in a final report or fails to fulfill the terms of the funding within an additional year (coordinated through the AVPR), he or she will be disqualified from receiving funding from any program administered under this funding mechanism until the obligations are fulfilled. Final reports should include a brief report of expended funds.
- The following is for future discussion and is not recommended for the 2015-2016 year: It is suggested that an enhancement of \$2,000 be available to faculty who (a) propose projects relevant to the “Mountains” and/or (b) have a community outreach component (this would be similar to the enhancements available if there is a college match or if the project is multidisciplinary).

Academic Conference Funding

- One of the goals of WVU is to become more visible on a national/international level. Although the primary vehicle for accomplishing this is individual faculty accomplishments, a complimentary approach is to bring outstanding scholars within an area that we claim expertise in to our campus for a focused academic mini-conference or to host regional, national, or international scientific meetings. The end goal of a mini-conference would be to produce a significant scholarly work in terms of an edited book, monograph, or special edition or section of a peer reviewed journal or other creative output (script for a play, a play, a musical composition or recording, juried exhibit, etc.) that would not have been possible without the in-person conference. The goal of hosting an academic conference could be the same, but could also include increased visibility and reputation of the institution by serving as the host institution.

- A maximum of \$10,000 is available to any one project; no salary support will be provided. Preference will be given to projects with matching internal or external funding.
- The senate research grants committee will review these grants; depending on number of submissions all members may be asked to review all proposals or they will be assigned a primary and two secondary reviewers. Funding recommendations would be forwarded to the allocation committee.

Annual Report 2014-15 Committee on Committees, Membership and Constituencies

Members

Carolyn Atkins, (CEHS)
Lisa DiBartolomeo, (ECAS), Chair-Elect
Robert Griffith, (PHAR)
Hope Koehler (CCA)
Denis Scott, (EXT)

Alan Stolzenberg, (ECAS), Faculty Senate Secretary, Ex-officio
Richard Turton, (STATLER), Faculty Senate Chair-elect, Ex-officio
Jennifer Orlikoff (ECAS) Faculty Senate Chair, Ex-officio

Committee Charge

The charge of the Committee on Committees, Membership and Constituencies (COC) is to:

- secure capable committee members and committee chairs who have experience on their respective committees and to achieve a balance between senior and junior faculty members and among the various schools and colleges, and;
- review and report to the Senate upon the constituencies to be represented within the University Assembly.

Accomplishments for 2014-15

- **Composition of Senate Committees for the academic year 2015-2016**
 - Faculty senators were polled regarding their willingness to serve and participate on the various Senate committees. Using this information and any additional volunteers made known to the COC, the make-up for all Senate committees under the control of the COC were determined. The COC is responsible for providing names for the faculty senators and faculty members for each committee. It should be noted that in keeping with previous committee assignments, faculty senators may be substituted for faculty members. Often, this is necessary in order to ensure committee leadership for the following year.
 - With assistance from the Faculty Secretary's Office, the Chair of the COC developed a new spreadsheet to assist members when populating committees. The new format includes the names of all individuals who noted via electronic polling their willingness to serve on various committees, the names of all senators including those recently elected, senate terms, and email addresses.
 - The results for the composition of the committees are presented on the following pages.
 - The Faculty Secretary will contact the SGA President to request a list of

- appointees for committees on which students serve and will forward that information to the appropriate committee chair. From that point, the committee chair will contact the student members with regard to meeting dates and responsibilities.
- The chair of each committee will contact the leader of the appropriate constituency (e.g., Registrar's Office, Provost's Office, etc.) to request names of the ex-officio appointee/s and will contact the appointees with regard to meeting dates and responsibilities.
- In some cases, committee compositions were changed to more accurately reflect committee charge, responsibilities, expertise, and division of work. Examples of four such changes appear below.
- The Chair of the COC, Chair and Chair-elect of the Faculty Senate, and the Chairs and Chairs-select of the Research and Scholarship Committee and the Service Committee, met to discuss a preliminary version of the internal funding proposal specifically related to workload issues. Because the Research and Scholarship Committee and the Service Committee will collaborate and share internal funding proposal reviews, each committee was increased by five and two faculty members, respectively, in order to provide a more equitable workload for members. For 2015-2016, the Research and Scholarship Committee composition will be 8, 7, 0, 0, 3 and the Service Committee composition will be 5, 6, 1 0, 1.
 - The Past-Senate Chair was added to the COC as an ex officio member, changing the committee composition from 3, 2, 0, 0, 3 to 3, 2, 0, 0, 4.
 - A representative from the Office of Informational Technology (OIT) will be appointed as an ex officio member to the Teaching and Assessment Committee (TACO), changing the committee composition from 6, 6, 0, 0, 0 to 6, 6, 0, 0, 1
 - Although there is one ex officio member listed on the Research Integrity Committee composition, a search of records in the Faculty Secretary's Office did not reveal a specific individual's name or an office to be represented. Therefore, the ex officio position was eliminated.
- The current General Education Curriculum Oversight Committee (GECO) charge will be revised when the new GEF is finalized and implemented in Fall 2016. While the current charge mentions new writing course applications, there was official faculty senate during the 2014-15 academic year that the committee will no longer accept such requests. GECO will review requests for new GEC and new GEF courses.
 - The Committee discussed substituting "Chair-Elect" with "Chair-Select" to more accurately reflect the selection process of Senate committee leadership. However, because the Faculty Constitution uses the term chair-elect (Article III, Section 5. Committee Personnel), the Committee decided to be consistent with the Faculty Constitution.

Goals for 2015-2016

- Revisit compositions of Research and Scholarship Committee and Service Committee to determine effectiveness with regard to the 2015-2016 internal funding proposal procedure
- Discuss and clarify procedures for selecting candidates whose names will appear on the ballot for the Senate Executive Committee and determine if substantive Senate committee work should be required of those interested in serving
- Discuss and clarify the role of ex officio members and their rights to vote on Senate committees (According to the Senate constitution, "students and non-University persons may be asked to serve on appropriate committees as ex-officio members without vote." According to *Roberts Rules of Order*, ex-officio members are voting members.)
- Revisit the "Chair-Select" terminology and move to amend the Faculty Constitution if such terminology is preferred.

Committee on Committees, Membership, and Constituencies 2015-2016
3, 2, 0, 0, 4

Senators (3)

Lisa DiBartolomeo, Chair (ECAS, 2017), Lisa.DiBartolomeo@mail.wvu.edu
Virginia Kleist, Chair-Elect (B&E, 2017), Virginia.Kleist@mail.wvu.edu
Denis Scott (EXT, 2017), Denis.Scott@mail.wvu.edu

Non-Senators (2)

Carolyn Atkins (CEHS, 2015), Carolyn.Atkins@mail.wvu.edu
Mike Mays (ECAS, 2016), mmays@mail.wvu.edu

Ex-Officio (4)

Richard Turton, Senate Chair (Statler), Richard.Turton@mail.wvu.edu
Alan Stolzenberg, Faculty Secretary (ECAS), astolzen@wvu.edu
Lena Maynor, Senate Chair-Elect (Pharm), Lena.Maynor@mail.wvu.edu
Jennifer Orlikoff, Past-Chair (ECAS), Jennifer.Orlikoff@mail.wvu.edu

Committee Charge

The Committee on Committees, Membership and Constituencies is to:

1. secure capable committee members and committee chairs who have experience on their respective committees and to achieve a balance between senior and junior faculty members and among the various schools and colleges, and;
2. review and report to the Senate upon the constituencies to be represented within the University Assembly.

Curriculum Committee 2015-2016
4, 10, 0, 0, 3

Senators (6)

Matt Valenti, Chair (CEMR, 2017), matthew.valenti@mail.wvu.edu
Karen Haines, Chair-Elect (CEHS, 2016), Karen.Haines@mail.wvu.edu
Elaine Eschen (CEMR, 2016) emeschen@mail.wvu.edu
Floyd, Kimberly (CEHS, 2018), Kimberly.Floyd@mail.wvu.edu
Ruscello, Dennis (CEHS, 2016), Dennis.Ruscello@mail.wvu.edu
Ralph Utzman (SOM, 2017), rutzman@hsc.wvu.edu

Non-Senators (9)

Amy Funk (Dentistry), afunk@hsc.wvu.edu
Gretchen Garofoli (Pharmacy), gretchen.garofoli@hsc.wvu.edu
Terese Giobbia (CCA), tegiobbia@mail.wvu.edu
Robert Griffith (Pharmacy), rgriffith@hsc.wvu.edu
Janet Hunt (HSC), jhunt@hsc.wvu.edu
Kaushlendra Singh (Davis) Kaushlendra.Singh@mail.wvu.edu
Travis Stimeling (CCA, Travis.Stimeling@mail.wvu.edu
David Stretton (WVU IT), dvstretton@mail.wvu.edu
Li Wang (B&E), Li.Wang@mail.wvu.edu

Ex-Officio (3)

Representative, Library
Representative, Provost's Office
Representative, Office of the University Registrar

Committee Charge

The Curriculum Committee is to review and approve specific proposals and curricula changes from the course to the program level.

2015-16 Faculty Welfare Committee 2015-2016

5, 5, 0, 0, 5

Senators (5)

Hawley Montgomery-Downs, Chair, (ECAS, 2016), hawley.montgomery-downs@mail.wvu.edu

Emily Murphy, Chair-Elect, (Ext, 2017), Emily.Murphy@mail.wvu.edu

Marie Abate (Pharmacy, 2017), mabate@hsc.wvu.edu

Anne Cronin (SOM, 2016), acronin@hsc.wvu.edu

Asad Davari (WVU IT, 2017), Asad.Davari@mail.wvu.edu

Faculty (Senators & Non-Senators) (5)

Samuel Ameri (Statler), Samuel.Ameri@mail.wvu.edu

Robert Dailey (Davis), rdailey@wvu.edu

Traci Mays (Library), Traci.Mays@mail.wvu.edu

Litha Sivanandan (Ext), Litha.Sivanandan@mail.wvu.edu

Scott Wayne (Statler), Scott.Wayne@mail.wvu.edu

Ex-Officio (5)

Faculty Senate Chair-Elect

Retired Faculty (2)

Staff Welfare Committee

Vice President for Human Resources

Committee Charge

The Faculty Welfare Committee is responsible for reviewing, studying, and making appropriate recommendations to the Faculty Senate for all problems and needs of current and retired faculty.

General Education Curriculum Oversight Committee 2015-2016 5, 8, 0, 1, 2

Senators (7)

David Hauser, Chair (ECAS, 2017), David.Hauser@mail.wvu.edu
Lisa Di Bartolomeo, Chair-Elect (ECAS, 2017), Lisa.DiBartolomeo@mail.wvu.edu
Robert Brock (SOM, 2017), rwbrock@hsc.wvu.edu
Lesley Cottrell (SOM, 2018), lcottrell@hsc.wvu.edu
Nathalie Singh-Corcoran (ECAS), nasingh-corcoran@mix.wvu.edu
Jennifer Merrifield (Pot State, 2017), Jennifer.Merrifield@mail.wvu.edu
Lisa Weihman (ECAS, 2017), Lisa.Weihman@mail.wvu.edu

Non-Senators (6)

Kristen Matak (Davis, 2015), kematak@mail.wvu.edu
Beth Nardella (SOM), bnardella@hsc.wvu.edu
Kaushlendra Singh (Davis), Kaushlendra.Singh@mail.wvu.edu
Nathalie Singh-Corcoran (ECAS), nasingh-corcoran@mail.wvu.edu
David Stretton (WVU IT), dvstretton@mail.wvu.edu
Li Wang (B&E), Li.Wang@mail.wvu.edu

Students (1)

Faculty Secretary requests name of student appointed by President of SGA

Ex-Officio (2)

Chair-Elect, Faculty Senate
Representative, Provost's Office

Committee Charge

The General Education Curriculum Oversight Committee has four purposes:

1. It is to review applications for new GEC/GEF courses as well as for new Writing courses.
2. It is to initiate and conduct a five-year audit of all GEC courses in which approximately 20% of GEC courses are audited every academic year to ensure that they address the GEC Objectives to which they have been assigned and are taking appropriate measures of the students' abilities to engage critically with relevant subject matter as well as with the broader learning outcomes of the relevant GEC Objectives.
3. It is to collaborate closely with other committees on Outcomes Assessment of the GEC.
4. It is to address in a timely fashion any other issues pertinent to the success of the GEC.

The General Education Curriculum Oversight Committee has four purposes:

1. It is to review applications for new GEC/GEF courses as well as for new Writing courses.
2. It is to initiate and conduct a five-year audit of all GEC courses in which approximately 20% of GEC courses are audited every academic year to ensure that they address the GEC Objectives to which they have been assigned and are taking appropriate measures of the

students' abilities to engage critically with relevant subject matter as well as with the broader learning outcomes of the relevant GEC Objectives.

3. It is to collaborate closely with other committees on Outcomes Assessment of the GEC.
4. It is to address in a timely fashion any other issues pertinent to the success of the GEC.
5. Each year at the April meeting of the Faculty Senate, the committee chair will provide a report on the current state of the General Education Curriculum as well as the ongoing audit and assessment process.

Each year at the April meeting of the Faculty Senate, the committee chair will provide a report on the current state of the General Education Curriculum as well as the ongoing audit and assessment process.

Library Committee 2015-2016
2, 4, 0, 2, 3

Senators (2)

Beverly Kirby, Chair (SOM, 2016), bkirby@hsc.wvu.edu
Kelley Gannon, Chair-Elect (SOM, 2018), kgannon@hsc.wvu.edu

Non-Senators (4)

Sammy Lee (Reed), Sang.Lee@mail.wvu.edu
Evan MacCarthy (CCA,) Evan.MacCarthy@mail.wvu.edu
Lynne Maxwell (Law), lmaxwell@mail.wvu.edu
Naomi Rahn (CEHS), nrahn@mail.wvu.edu

Students (2)

Faculty Secretary requests names appointed by President of SGA

Ex-Officio (3)

Dean of Libraries
Senior Senator, Libraries
Representative, Provost's Office

Committee Charge

The Library Committee has advisory responsibility for the formulation of Library policies and procedures in circulation, collection development, instructional services, research services, funding, and keeps the University Senate informed regarding current library issues and concerns.

Research Integrity Committee 2015-2016

4, 8, 0, 0, 0

Senators (5)

Joe Pudhomme, Chair, (SOM, 2016), jprudhomme@hsc.wvu.edu

Richard Turton, Chair-Elect, (Statler, 2017), Richard.Turton@mail.wvu.edu

Asad Davari (WVU IT, 2017), Asad.Davari@mail.wvu.edu

Mike Mays (ECAS, 2016), mmays@wvu.edu

Mikylah McTeer (CCA, 2016), Mikylah.McTeer@mail.wvu.edu

Non-Senators (7)

Robert Bastress (Law) Robert.Bastress@mail.wvu.edu

Jeremy Donai (CEHS), jeremy.donai@mail.wvu.edu

Daniel Eades (Ext), Daniel.Eades@mail.wvu.edu

Duncan Lorimer (ECAS), Duncan.Lorimer@mail.wvu.edu

Gina Maiocco (Nursing) gmaiocco@hsc.wvu.edu

Kimberly Meigh (CEHS) KMMEIGH@mail.wvu.edu

Neal Newfield (ECAS), Neal.Newfield@mail.wvu.edu

Committee Charge

The Research Integrity Committee is to serve on hearing panels to evaluate issues of research integrity on an as-needed basis.

Research and Scholarship 2015-2016

8, 7, 0, 0, 3

Senators (8)

Michael Ibrahim, Chair (CCA, 2017), michael.ibrahim@mail.wvu.edu
Trevor Harris, Chair-Elect (ECAS, 2018), trevor.harris@mail.wvu.edu
Elaine Eschen (Statler, 2016), Carolyn.Atkins@mail.wvu.edu
Edgar Fuller (ECAS, 2018), ejfuller@mail.wvu.edu
Stanley Hileman (HSC, 2016), smhileman@hsc.wvu.edu
Bingyun Li (HSC, 2016), bili@hsc.wvu.edu
Mikylah McTeer (CCA, 2016), Mikylah.McTeer@mail.wvu.edu
Jennifer Orlikoff (ECAS, 2016), Jennifer.Orlikoff@mail.wvu.edu

Non-Senators (7)

Melanie Clemmer (HSC), mclemmer@hsc.wvu.edu
Erik Heron (ECAS), ESHERRON@mail.wvu.edu
Duncan Lorimer (ECAS), Duncan.Lorimer@mail.wvu.edu
Michelle Moore (CEHS), mimoore@mail.wvu.edu
Lizzie Santiago (Statler), Lizzie.Santiago@mail.wvu.edu
Jingxin Wang (Davis), Jingxin.Wang@mail.wvu.edu
Joshua Woods (ECAS), Joshua.Woods@mail.wvu.edu

Ex-Officio (3)

**Associate VP for Research
Representative, Provost's Office
Director, Sponsored Programs**

Committee Charge

The Research and Scholarship Committee is to study matters associated with maintaining and enhancing the university's environment for research, scholarship, and creative endeavors and make recommendations to the Senate as deemed appropriate. It shall evaluate applications for Senate research fund support.

Service Committee 2015 – 2016
(5, 6, 1, 0, 1)

Senators (5)

Rebecca Fint-Clark (EXT-2017), Chair, becca.fint-clark@mail.wvu.edu
Randy Bryner (SOM-2018), Chair-Elect, rbryner@hsc.wvu.edu
Karen Haines (CEHS-2017), Karen.Haines@mail.wvu.edu
Virginia Kleist (B&E-2017), virginia.kleist@mail.wvu.edu
Ashley Martucci (CEHS-2018), Ashley.Martucci@mail.wvu.edu

Non-Senators (6)

Elaine Bowen (EXT-2016), epbowen@mail.wvu.edu
Thomas Brindock (Dentistry), tnbrindock@hsc.wvu.edu
Linda Corum (SOM), lcorum@hsc.wvu.edu
Marlon Knights (Davis), Marlon.Knights@mail.wvu.edu
Lori Ogden (ECAS), loogden@mail.wvu.edu
Martha Yancey (Library), Martha.Yancey@mail.wvu.edu

[Staff \(1\)](#)

[Appointed by Staff Council](#)

[Ex Officio \(1\)](#)

[Representative, Provost's Office](#)

Committee Charge

The Service Committee shall evaluate proposals competitively submitted for support by Senate Service Funds and shall make recommendations concerning the service mission of the University as deemed appropriate.

2015-2016 Student Rights and Responsibilities Committee
14, 16, 0, 15, 1

Senators (14)

Chad Proudfoot, Chair (EXT, 2016), Chad.Proudfoot@mail.wvu.edu
 Larry Campbell, Chair-Elect (EXT, 2018), lccampbell@mail.wvu.edu
 Alison Bass (Reed, 2017), abbass@mail.wvu.edu
 Ednilson Bernardes (B&E, 2018), ednilson.bernardes@mail.wvu.edu
 Deborah Boone (Davis, 2017), debby.boone@mail.wvu.edu
 Parvis Famouri (Statler, 2018), parvis.famouri@mail.wvu.edu
 David Felton (Dentistry, 2018), dafelton@hsc.wvu.edu
 Kim Floyd (CEHS, 2018), Kim.Floyd@mail.wvu.edu
 Trevor Harris (ECAS, 2018), trevor.harris@mail.wvu.edu
 Emily Murphy (EXT, 2017), Emily.Murphy@mail.wvu.edu
 Mikylah Myers McTeer (CCA, 2016), Mikylah.McTeer@mail.wvu.edu
 Jennifer Orlikoff (ECAS, 2016), Jennifer.orlikoff@mail.wvu.edu
 Elizabeth Post (EXT, 2018), Liz.Post@mail.wvu.edu
 Abhishek Srivastava (B&E, 2016), Abhishek.Srivastava@mail.wvu.edu

Non-Senators (20)

Sam Ameri (Statler), saameri@mail.wvu.edu
 Robert Bastress (Law), robert.bastress@mail.wvu.edu
 Cindy Beacham (Davis), cindy.beacham@mail.wvu.edu
 Johnna Bolyard (CEHS), Johnna.Bolyard@mail.wvu.edu
 Amy Cyphert (ASPIRE), amy.cyphert@mail.wvu.edu
 Justin Falcon (MED), jfalcon1@hsc.wvu.edu
 Elizabeth Fones-Wolf (Eberly), efwolf@wvu.edu
 Leslie Graebe (CEHS), leslie.graebe@mail.wvu.edu
 Steve Hardy (MED), shardy@hsc.wvu.edu
 Helen Hartnett (ECAS), Helen.Hartnett@mail.wvu.edu
 Bernard Jones (CEHS), Bernard.Jones@mail.wvu.edu
 Jim Kotcon (Davis), jkotcon@wvu.edu
 Barbara LaGodna (Lib) blagodna@wvu.edu
 Duncan Lorimer (ECAS), Duncan.Lorimer@mail.wvu.edu
 Michael Mayton (CEHS), Michael.Mayton@mail.wvu.edu
 Aimee Morewood (CEHS), Aimee.Morewood@mail.wvu.edu
 Kristina Olson (CCA), Kristina.Olson@mail.wvu.edu
 Todd Petty (Davis), Todd.Petty@mail.wvu.edu
 Ann Richards (CEHS), Ann.Richards@mail.wvu.edu
 John Stallings (CEHS), John.Stallings@mail.wvu.edu
 Melissa Workman (CEHS), Melissa.Workman@mail.wvu.edu

Committee Charge

The Student Rights and Responsibility Committee is to serve as a panel for review of cases where there may be an alleged violation of the student conduct code and considers and evaluates suggestions for change in the University Code of Student Rights and Responsibilities.

Teaching and Assessment Committee 2015-16

6, 6, 0, 0, 4

Senators (6)

Heather Billings, Chair (SOM, 2018), hbillings@hsc.wvu.edu
Evan Widders, Chair-Elect (ECAS, 2018), Evan.Widders@mail.wvu.edu
Jennifer Orlikoff (ECAS, 2016), Jennifer.Orlikoff@mail.wvu.edu
Adrienne Salm (SOM, 2016), asalm@hsc.wvu.edu
Ashlee Sowards (Dentistry, 2017), asowards@hsc.wvu.edu
Abishek Srivastava (B&E, 2016), Abishek.Srivastava@mail.wvu.edu

Non-Senators (6)

James Lewis (ECAS), James.Lewis@mail.wvu.edu
Adam Komisaruk (ECAS), akomisar@wvu.edu
Melissa Morris (Statler), Melissa.Morris@mail.wvu.edu
Sara Selmer (C&I), Sarah.Selmer@mail.wvu.edu
Rachel Stein (ECAS), Rachel.Stein@mail.wvu.edu
Melissa Ventura-Mara (Davis), Melissa.Marra@mail.wvu.edu

Ex Officio (4)

Representative, Office of the Provost
Representative, Health Sciences Center
Representative, Academic Innovation
Representative, OIT

Committee Charge

The Teaching and Assessment Committee will:

1. Maintain and revise the evaluation instrument (SEI) that students will complete to evaluate instruction for a wide variety of courses and instructional methods;
2. Make recommendations for the analysis and use of SEIs;
3. Initiate and make recommendations for documentation of teaching effectiveness;
4. Make recommendations to the Teaching Learning Commons as to faculty needs related to instructional and assessment processes;
5. Collaborate with the General Education Curriculum Oversight Committee, the Senate Curriculum Committee, the Assessment Council, and the Graduate Council to recommend practices for course and curricula assessment methods;
6. Address in a timely fashion other issues pertinent to Teaching and Assessment.

MEMORANDUM

DATE: May 18, 2015

TO: WVU Faculty Senate Executive Committee

FROM: John M. Connors, Ph.D.
Chairman of the Faculty Senate Community Engagement Committee

RE: Annual Report of the Community Engagement Committee

This committee was formerly known as the Public Service Committee. The name of the Committee was changed to better reflect the outreach mission goals of the Committee.

The committee met in the Fall to discuss the application process and due dates for the grant applications. At this meeting, attended by the chair, the past chair, and Melanie Page, changes to the application process that would facilitate on-line application submission were discussed. It was decided that signatures of the applicant, the departmental chair, or the dean would no longer be required.

For the current year, the Committee received 14 grant applications. Each of the applications was reviewed in depth by two Committee members who presented their review at a meeting of the full Committee for discussion and consideration on February 20, 2015. At this meeting, the Committee decided to make eight awards, totaling \$60,000 (see table on the next page). For those applications that were not funded, the applicants were offered the opportunity to request a summary of the reviewers' comments and panel discussion.

During discussion of the applications at the February Committee meeting, the general consensus was that in the future, principle investigators with 12 month appointments should not be allowed to ask for salary. There was also a short discussion about the recommended changes to the internal grants program for next year. This included the notification that this Committee will be asked to review Senate Travel Grant Applications in the Spring.

The process seemed to work well, despite the sparse attendance at the initial planning meeting.

The Committee would like to thank Deanna Whorton and Melanie Page for their work on behalf of the Committee in handling the paperwork, meeting arrangements, and notifications of awards.

Application #	Name	Rank	Dept.	College	Project Title	Previously Funded Projects	\$ Requested	Amount Awarded
CE-15-003	Glenn, Margaret	Associate Professor	Counseling, Rehabilitation Counseling & Counseling Psychology	CEHS	Exploring a Sustainable Intentional Community for Veterans	0	\$ 9,988.28	\$ 9,988.28
CE-15-005	McIntyre, Nancy	Associate Professor	Management	B&E	Camp Kesem	0	\$ 10,000.00	\$10,000
CE-15-006	McNeil, Cheryl	Professor	Psychology	WVU	Adapting Evidence Based Approaches to Serve the Needs of Rural, Underserved Families of Children with Disruptive Behavior Disorders	0	\$ 9,991.10	\$ 9,991.00
CE-15-007	Mender, Andrea	Extension Instructor	4-H Unit	WVU Extension	WV State 4-H Youth Leadership Project	0	\$ 10,000.00	\$10,000
CE-15-009	Park, Yong-Lak	Associate Professor	Plant & Soil Sciences	Davis	Mobile Insect Zoo for Public Education and Outreach in West Virginia	0	\$ 6,188.00	\$6,188.00
CE-15-010	Richmond, Jodi	WVU Extension Agent & Assistant Professor	ANR/Forestry and Natural Resources	WVUES	Strawberry Gardens in Southern WV Elementary Schools	0	\$ 5,000.00	\$ 5,000.00
CE-15-011	Singh-Knights, Doolarie	Assistant Professor	Extension ANR	Davis	Growing Agritourism and Farm-Based Education in West Virginia - Managing Improved Income Diversification	0	\$ 9,643.00	\$ 4,582.62
CE-15-014	Oppe, Elizabeth	Teaching Assistant Professor	Strategic Communication	College of Media	WVU Childrens Hospital Once a Mountaineer Always a Mountaineer, Day of Play	0	\$ 8,500.00	\$ 4,250.00

**University Committee on Student Rights and Responsibilities
Annual Report
2013-2014
Dr. Parviz Famouri, Chairperson**

Cases Heard by West Virginia University Student Conduct Boards

2013-14-- 47

2014-15 – 35 * 6 pending cases

**TYPES OF VIOLATIONS OF THE CAMPUS STUDENT CODE AS REPORTED
TO THE OFFICE OF STUDENT CONDUCT
2013-2014 (As of April 30, 2014)**

Academic (Dishonesty/Cheating/Plagiarism)—1

Policy 44 (Sexual assault, sexual abuse, domestic violence, stalking)—4

Unlawful Drugs (intent to distribute)—13

Physical Assault—1

Armed Robbery—1

Burglary--2

Hazing—2

Riot—5

Failure to Comply – 2 *These are students who violated the terms of the Deferred Suspension sanction by either not completing all sanctions assigned or being found responsible for another violation.

Alcohol Use/Abuse-- 4 *These cases are generally not referred to the Student Conduct Board unless there is a pattern of behavior. Therefore, a student appearing before the Board for alcohol-related violations has had a serious pattern of abuse.

Some interesting notes are that the malicious burning/fire-related cases have disappeared due to new policy and procedures for the Fire Marshalls. Also with Dr. Cook's retirement at the end of Fall 2014 and Dean Evans being the only Assistant Dean until March 16, 2015, the use of the Agreed Resolution has also caused a significant drop in total Board hearings for the year. However, with Dr. Schafer's new mandate that Student Conduct will now oversee any and all conduct violations stemming from Student Organization including Greek Life, we predict that an increase in board hearings may be a result.

**West Virginia University
Office of Student Conduct
University Committee on Student Rights and Responsibilities
2014-2015
STUDENT CONDUCT BOARD OUTCOMES**

SANCTIONS:

Not Responsible—3

Expulsion--9

Suspension --15

Deferred Suspension—6

Agreed Resolution--15

***University Probation--5**

***Students on Deferred Suspension and University Probation often are also given a variety of educational sanctions including community service, restitution, and referrals for personal and substance abuse counseling.**

MEMO

May 29, 2015

To: Jennifer Orlikoff, Chair, Faculty Senate

From: Heather J. Billings, Chair, Teaching and Assessment Committee

RE: Teaching and Assessment Committee Final Report 2014-2015

Charge:

The Teaching and Assessment Committee will:

- (a) Maintain and revise the evaluation instrument (SEI) that students will complete to evaluate instruction for a wide variety of courses and instructional methods;
- (b) Make recommendations for the analysis and use of SEIs;
- (c) Initiate and make recommendations for documentation of teaching effectiveness;
- (d) Make recommendations to the Teaching Learning Commons as to faculty needs related to instructional and assessment processes;
- (e) Collaborate with the General Education Curriculum Oversight Committee, the Senate Curriculum Committee, the Assessment Council, and the Graduate Council to recommend practices for course and curricula assessment methods;
- (f) Address in a timely fashion other issues pertinent to Teaching and Assessment.

Report:

The Teaching and Assessment Committee was initially charged with setting up the pilot of a student evaluation of instruction (SEI) instrument that was approved at the end of the 2013-2014 Faculty Senate session. The instrument was to begin pilot testing in Spring 2015. Due to staffing changes at ITS, as well as constraints identified in implementation of the new instrument within the existing SEI and eSEI systems, it was determined with input from ITS and the Faculty Senate Executive Committee, that the best course of action was to postpone the implementation of the pilot and purchase a commercial product for SEI to serve the future needs for faculty evaluation at the university.

The Teaching and Assessment Committee, in collaboration with ITS staff, developed a draft of system requirements for the new SEI instrument. A series of faculty fora were held, one on each of the campuses (Downtown, Evansdale, Health Sciences, Potomac State, and WVU Tech) for the purpose of gathering additional information on faculty needs and the system requirements document in order to ensure the new survey instrument would be suitable for current and anticipated future uses of SEIs. Following these fora, the system requirements document was revised to include capabilities identified by the university faculty.

Based on the system requirements, ITS identified three vendors that indicated they could meet the requirements, and hosted vendor demonstrations to determine the fit of the products for our requirements. The vendors were then narrowed down to

two that could meet the requirements. Each of those vendors was invited back to provide a second demonstration oriented toward the faculty and student user interface.

A major concern raised by faculty regarding the implementation of an online survey tool, and the move to paperless surveys, is whether response rates will be adequate to be meaningful. Both vendors offer a number of features that are designed to improve response rates. Members of ITS staff and I have also attended multiple webinars regarding improving and maintaining high response rates. As the newly selected system moves into its pilot phase in Summer of 2015, one goal will be evaluating response rates and developing recommendations of best practices for faculty, departments, and upper levels of administration to maintain high response rates and encourage meaningful comments.

Pilot projects will continue over summer 2015 and into the 2015-2016 academic year.

Option One w/ Fall Break

ACADEMIC CALENDAR

WVU Main Campus **2016-2017** Academic Calendar
 Incorporating Common Key Dates Across All Campuses
FIRST SEMESTER

Monday, August 15.....	New Student Orientation
Tuesday, August 16.....	General Registration
Wednesday, August 17.....	On Campus First Day of Classes
Tuesday, August 23.....	Last day to Register, Add New Courses, Make Section Changes, Change Pass/Fail and Audit
Monday, September 5.....	Labor Day Recess: University Closed
Wednesday, October 5.....	Mid-Semester
Thursday, October 6 thru Friday, October 7.....	Fall Break Recess
Wednesday, October 12 by noon.....	Mid-Semester Reports Due
Wednesday, October 26.....	Last Day to Drop a Class
Tuesday, November 8.....	Election Day: University Closed
Saturday, November 19 thru Sunday, November 27.....	Fall Recess
Wednesday, December 7.....	Last Day to Withdraw from the University
Thursday, December 8.....	Last day of Classes
Friday, December 9.....	Prep Day
Monday, December 12 thru Friday, December 16.....	Final Exam Week
Saturday, December 17.....	Commencement
Saturday, December 17.....	Winter Recess

SECOND SEMESTER

Thursday, January 5.....	New Student Orientation
Friday, January 6.....	General Registration
Monday, January 9.....	On Campus First day of Classes
Friday, January 13.....	Last day to Register, Add New Courses, Make Section Changes, Change Pass/Fail and Audit
Monday, January 16.....	Martin Luther King, Jr. Day Recess: University Closed
Friday, February 24.....	Mid-Semester
Friday, March 3 by noon.....	Mid-Semester Reports Due
Saturday, March 4 thru Sunday, March 12.....	Spring Recess
Friday, March 24.....	Last Day to Drop a Class
Friday, April 14.....	Friday Before Easter Recess: University Closed
Thursday, April 27.....	Last Day to Withdraw from the University
Friday, April 28.....	Last day of Classes
Monday, May 1 thru Friday, May 5.....	Final Examination Week
Friday, Saturday and Sunday, May 12, May 13 and May 14.....	Commencement
Saturday, May 13.....	Alumni Day

Option One w/ Fall Break

PROPOSED TERM ACADEMIC CALENDAR

West Virginia University Summer 2017 Academic Calendar

Monday, May 8.....Registration
Monday, May 8.....On-Campus First Day of Classes
Monday, May 29.....Memorial Day Recess: University Closed
Friday, June 23..... Final Exam for First Six-Week Session
Tuesday, July 4..... Independence Day Recess: University Closed
Friday, August 4.....Final Exam for Second Six-Week Session and 12-Week Session
Friday, August 11..... Degree Conferring Date (No Ceremonies)

Option One w/ Fall Break

SPECIAL DAYS OF CONCERN
2016-2017

- Monday, October 3.....Rosh Hashanah (Day of Special Concern)
- Wednesday, October 12.....Yom Kippur (Day of Special Concern)
- Wednesday, November 11.....Veterans Day (Day of Special Concern)
- Thursday, November 12Birth of Baha'u'llah (Day of Special Concern)
- Saturday, January 28Chinese New Year (Day of Special Concern)
- Tuesday, April 11.....Passover (Day of Special Concern)
- Thursday, April 21.....Feast of Rivdan (Day of Special Concern)

Option Two w/o Fall Break

ACADEMIC CALENDAR

WVU Main Campus **2016-2017** Academic Calendar
 Incorporating Common Key Dates Across All Campuses
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Monday, August 15.....	New Student Orientation
Tuesday, August 16.....	General Registration
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Tuesday, August 23.....	Last day to Register, Add New Courses, Make Section Changes, Change Pass/Fail and Audit
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Wednesday, October 5.....	Mid-Semester
Wednesday, October 12 by noon.....	Mid-Semester Reports Due
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Tuesday, November 8.....	Election Day: University Closed
Saturday, November 19 thru Sunday, November 27.....	Fall Recess
Monday, December 5.....	Last Day to Withdraw from the University
Tuesday, December 6.....	Last day of Classes
Wednesday, December 7.....	Prep Day
Thursday, December 8, Friday, December 9 and Monday, December 12 thru Wednesday, December 14.....	Final Exams
Thursday, December 15.....	Winter Recess Begins
Saturday, December 17.....	Commencement

SECOND SEMESTER

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PREFERRED NAME POLICY – DRAFT

West Virginia University recognizes that students may use a different first name other than their legal name. To facilitate this, the University allows these two groups of students to select a preferred name to be used on class rosters, in DegreeWorks, MIX, eCampus and the online University directory (unless the student has directed nondisclosure), and other systems that do not contain official records as technically feasible. Preferred names are **first** names that are different than a student's legal first name. Official records of the University such as the transcript, diplomas, financial aid documents and others where legal name is required will **not** be available for the use of a preferred name. If a student changes their name legally, these documents will reflect the legal name.

Transgender students who wish to use a preferred name should contact one of the following units on campus to initiate use of their preferred name:

Office of the University Registrar
Admissions and Records Building

Carruth Counseling Center/WellWVU
Health and Education Building
390 Birch Street

Center for Women's and Gender Studies
209 Knapp Hall

LGBT Center (when operational)

International students who wish to use a preferred name should contact the Office of International Students and Scholars (111 E. Moore Hall) to initiate use of the preferred name.

All students, regardless of University point of contact, will be asked to complete a form to request use of their preferred name. Submission of the form requires verification of photo ID by a WVU staff member. In the alternative, students may also send a letter to the Office of the University Registrar requesting the use of a preferred name. The letter should contain both the legal name and the preferred name as well as the student's WVU ID number. All letters must be signed and witnessed by a notary public.

The preferred name will remain in use until the student requests that it be deactivated. Deactivation can be initiated via the units listed above.

This process for using a preferred name does not impact students who officially change their legal name.

Timeline for implementation: To be determined