

Minutes  
West Virginia University Faculty Senate  
Monday, September 13, 2021

1. Ashley Martucci, Faculty Senate Chair, called the meeting to order at 3:15 p.m. The Senate met by videoconference.

Members Present:

Anderson, K.	Cui, A.	Hauser, D.	McCusker, B.	Sims, J.
Armour-Gemmen, M.	Davari, A.	Hessl, A.	McGinnis, R.	Singh-Corcoran, N.
Barnes, E.	Davis, D.	Hibbert, A.	Miltenberger, M.	Sizemore, J.
Bastress, R.	Dey, K.	Hileman, S.	Momen, J.	Smith, D.
Bhandari, R.	DiBartolomeo, L.	Hissam, R.	Mucino, V.	Soccorsi, A.
Billings, H.	Dickman, B.	Hodge, J.	Murphy, R.	Sofka, S.
Bolyard, J.	Donley, D.	Holbein, M.	Murray, A.	Sowards, A.
Bonner, D.	Downes, M.	Hood, C.	Myers, S.	Staniscia, S.
Bragg, R.	Eades, D.	Huber, S.	Nix, A.	Swager, L.
Bravo, G.	Elliott, E.	Hudgins, C.	Olfert, M.	Tack, F.
Bresock, K.	Ellis, E.	John, C.	Orr, E.	ter Haseborg, H.
Bruyaka, O.	Elswick, D.	Kearns, J.	Peckens, S.	Titolo, M.
Bryner, R.	Evans, K.	Kelly, K.	Phillips, T.	Utzman, R.
Burke, R.	Famouri, P.	Kitchen, S.	Reece, J.	Vercelli, M.
Burnside, J.	Feaster, K.	Knuckles, T.	Reece, R.	Waggy, C.
Butina, M.	Frazier, V.	LaRue, R.	Rice, T.	Watson, J.
Casey, R.	Fullen, M.	Law, K.	Rinehart, L.	Wayne, S.
Celikbas, E.	Galvez-Peralta	Leary, M.	Rota, C.	Welsh, A.
Chantler, P.	Geldenhuis, W.	Leight, M	Sabolsky, E.	Williams, D.
Cohen, S.	Gilleland, D.	Li, B.	Sakhuja, A.	Woloshuk, J.
Costas, M.	Gross, J.	Lorenz, S.	Samuels, H.	Woods, S.
Cottrell, L.	Grushecky, S.	Lupo, J.	Schaefer, G.	Wuest, T.
Crichlow, S.	Hamrick, A.	Marra, A.	Schimmel, C.	Young, S.
Cronin, A.	Harmon, I.	Martucci, A.	Sealey, V.	Zegre, N.
Crosno, J.	Hatipoglu, K.	McCrary, J.	Sherlock, L.	Zeni, T.

Members Excused:

Battistella, L.	Dilcher, B.	Jaczynski, J.	Toppe, M.
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Members Absent:

Duenas, O.	Honaker, L.	Kupec, J.	Nguyen, Y.	Rogers, T.
Ellison, M.	Hornsby, G.	Li, H.	Petrone, A.	Shrader, C.
Graziani, G.	Klein, A.	Morgan, J.	Roberts, D.	Willard, M.
Hines, S.				

Faculty Senate Officers Present:

Elliott, E.	Hauser, D.	Hileman, S.	Martucci, A.	Wayne, S.
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2. Chair Martucci presented for approval the minutes from the Monday, June 7, 2021 meeting. Motion carried by unanimous consent.
3. Provost Maryanne Reed reported the following:
- She asked Rob Alsop to provide an update on the University's pandemic response. He reported that our initial review of President Biden's executive order indicates that, as a state

agency, we would not be one of the employers required to mandate a vaccine. WVU's mask mandate was expanded today, September 13, to include most indoor settings on campus.

- We need to do our best to accommodate students who are either sick or in quarantine. That does not mean that instructors are required to teach their class in multiple modalities, but it does mean they need to supply those students with the course materials they need to meet the learning outcomes of the course, and possibly make adjustments to their attendance policy.
  - She provided an update on academic transformation. The program portfolio review process identified 48 undergraduate majors or terminal master's degree programs as either programs of concern or programs of opportunity. Program review reports were due to the Office of the Provost on September 1, 2021. Final recommendations will be presented to the Board of Governors on October 29, 2021. In other transformation efforts, the merger of CEHS and CPASS is fully underway. The Office of the Provost is also in the process of identifying new academic transformation polices for the 2021-2022 academic year. The Academic Advisory Committee, the Student Success Committee, the Graduate Education Task Force, and the Faculty Rewards and Recognition Committee will continue their work.
  - Presha Neidermeyer has stepped down as associate provost to return to her faculty role in the Chambers College. Paul Kreider, Melissa Latimer, and Chris Staples will share her former responsibilities this year.
  - In the graduate office, Jessica Queener started her new role on July 1, 2021 as the Assistant Provost for Graduate Education Policy, and Allison Dagen is now the Assistant Provost for Graduate Education Curriculum and Assessment.
4. A team led by Cris DeBord, Vice President for Talent and Culture, previewed the 2022 WVU Culture and Engagement Survey.
5. Faculty Senate Chair Ashley Martucci reported the following:
- Coffee and Conversation with Senate will be held from 10 to 11 a.m. on Tuesdays after the Faculty Senate meeting, beginning September 14, 2021. This will provide an opportunity for all faculty members to discuss any business that was shared at the Faculty Senate meeting, or additional thoughts or concerns.
  - This summer, you may have picked up summer tutoring bundles for your child or received virtual tutoring from WVU students. The bundles included a book, art supplies, and activities based on the text. This was a joint collaboration between Faculty Senate leadership, the College of Education and Human Services, the WVU Art Museum, and the Office of the Provost.
  - Natalie Singh-Corcoran, Emily Murphy, Ann Berry, Melissa Latimer, Eloise Elliott, and the WVU extension office and others worked hard to bring back the Country Roads Tour this summer. President Gee, faculty, staff, and students visited parts of West Virginia to explore the state, volunteer in communities, and promote outdoor activities and healthy living.
  - The University is requesting volunteers for the University Promotion and Tenure Advisory Panel for the 2021-2022 year. Reach out directly to Chris Staples if you are willing to serve. You are not eligible if you are serving on a department or college level Promotion and Tenure Committee, or are being considered for promotion or tenure.
  - Last year Natalie Singh-Corcoran put out a request for faculty produced music. The songs were played prior to the start of Faculty Senate meetings. We would love to continue this, so

we are asking for everyone to send Ashley Martucci any newly produced music so that it can be featured this year.

6. The following 2020-2021 Committee Reports and 2021-2022 Goals were submitted by their respective committee representatives. Ann Marie Hibbert, Chair of the Committee on Committees, Membership and Constituencies, moved for approval of Annex III (committee appointments); motion carried by a vote of 68-2. Annexes I, II, and IV through XIV were submitted for information; reports filed.

Annex I, Committee of Retired Faculty

Annex II, Annex III (For Approval – Committee Appointments), Committee on Committees, Membership and Constituencies

Annex IV, Curriculum Committee

Annex V, Annex VI (Annual Report for the WVU Faculty Ombudsperson Office), Faculty Welfare Committee

Annex VII, General Education Foundations Committee

Annex VIII, Inclusion and Diversity Committee

Annex IX, Library Committee

Annex X, Research and Scholarship Committee

Annex XI, Research Integrity Committee

Annex XII, Service Committee

Annex XIII, Annex XIII A, Annex XIII B, Sustainability Committee

Annex XIV, Teaching and Assessment Committee

7. The following report was submitted for information. Report filed.

Annex XV, Faculty Senate Committee Chair Responsibilities

8. Eloise Elliott, Faculty Representative to State Government, reported that the Advisory Council of Faculty developed a legislative agenda for 2021-2022 during their retreat in July. The agenda is being finalized following review by the Faculty Senate Executive Committee, and will be presented to the Faculty Senate at the October meeting.

9. Stan Hileman, BOG Representative, reported that the Board of Governors met on August 13, 2021 and approved a lighting and paving project for the Coliseum. At the June 25 meeting, he and Emily Murphy presented the annual faculty report, which also included small vignettes from several other faculty members. The next meeting is September 17.

10. Parliamentarian: A motion was made and seconded to appoint Anne Lofaso as the Parliamentarian. Motion carried by a vote of 72-1.

11. The meeting adjourned at 4:42 p.m. to reconvene on Monday, October 18, 2021.

Judy Hamilton  
Office Administrator

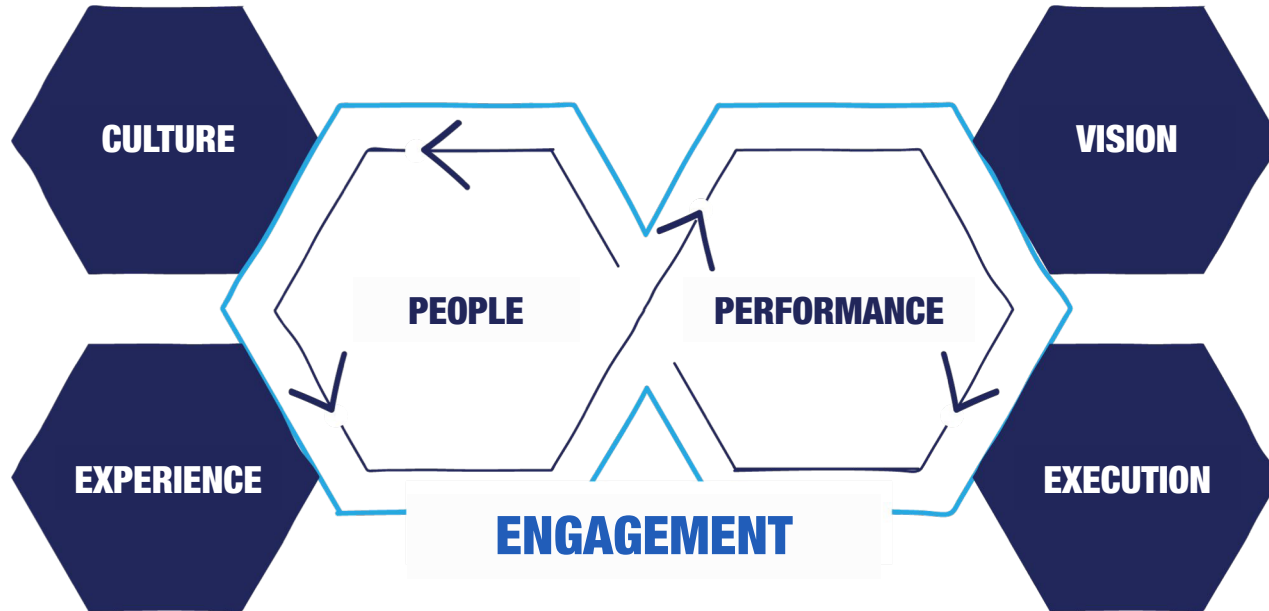


# **FACULTY SENATE REVIEW**

September 2021

# WHY WAGGL?

- Waggl employs a simple question framework designed to drive action on the topics that matter to employees with **engagement** being the output of a balanced approach to **people** and **performance**.



The background of the slide is a solid yellow color with a pattern of thin, light-colored contour lines, resembling a topographic map. The lines are irregular and wavy, creating a textured effect.

# **PSYCHOLOGICAL SAFETY AT WORK**

# WHY WAGGL?

## WAGGL WILL HELP US ADAPT TO OUR NEW WAY OF WORKING

- ✓ The **Senn Delaney** survey tool was instrumental to capturing meaningful feedback for West Virginia University's initial **Culture Surveys**. However, we have graduated from that platform and require a contemporary, agile solution that delivers real-time results.
- ✓ The COVID-19 pandemic has fundamentally shifted today's workplace culture, including WVU's. And while our transition to providing greater flexibility in work arrangements for staff supports our efforts to attract and retain top talent, it also presents new challenges, such as:
  - ✓ Ensuring faculty and staff remain engaged
  - ✓ Meeting the ongoing health and well-being needs of faculty and staff
  - ✓ Maintaining a focus among faculty and staff on the University's key priorities, such as promoting diversity, equity and inclusion and increasing student enrollment and retention
- ✓ Engaged faculty and staff are emotionally and psychologically committed to their work. As such, ensuring our workforce is engaged is critical to the success of our students.

# WHY WAGGL?

## WAGGL WILL HELP US BE A LISTENING AND ACTION-ORIENTED ORGANIZATION

- Waggl's simple question framework is designed to quickly capture feedback and drive meaningful action on topics that matter most to members of our campus community, including:
  - Faculty and staff
  - Current and potential students
  - Alumni
  - Parents

## WAGGL WILL HELP PROMOTE TRANSPARENCY

- Leaders who engage in meaningful, transparent conversations have more highly engaged teams and will earn greater trust across the University.



# WAGGL: WHAT IT IS

- ✓ **Waggl** is a modern, mobile-friendly feedback platform that delivers actionable insights.
- ✓ A pulse survey allows you to track progress on an area of focus starting from a baseline.
- ✓ By design, a pulse survey is much shorter and less comprehensive than a traditional survey.
- ✓ In general, the purpose of a pulse survey is to:
  - ✓ Track sentiment and engagement levels on key topics
  - ✓ Understand if action plans are working so you can make modifications quickly
  - ✓ Demonstrate that feedback is important to the organization

# WAGGL: WHAT IT ISN'T

- ✓ Not every survey lends itself to using the **Waggl** platform:
  - ✓ **Waggl** is designed to track feedback on critical topics over time and promote transparency and accountability for action.
  - ✓ Other methods (e.g., traditional surveys, focus groups, workshops, etc.) should be used in situations that require one-time evaluations / benchmarking or when the feedback may not result in actions or influence decision-making.
  - ✓ Because pulse surveys are shorter and less comprehensive than most traditional surveys, **Waggl** is not the ideal solution for surveys that require in-depth analysis of multiple subject areas or traditional questionnaire design techniques, such as branching.

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*The Governance Model for Waggl and its usage at WVU is still in development. We will be following up with key stakeholders in the coming weeks to finalize the model prior to Waggl's implementation.*

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# WAGGL: WVU CULTURE AND ENGAGEMENT SURVEY

- ✓ We plan to roll out the **2022 WVU Culture and Engagement Survey** in spring 2022.
- ✓ The survey will be open for two weeks:
  - ✓ The **ELT, HR partners** and the **Leadership and Organization Development** team (as well as specific Waggl administrators) will have live access to survey results the first week of the survey.
  - ✓ **People-leaders** and all **faculty and staff** will receive live access to survey results beginning the second week of the survey through its close.
- ✓ After the initial **WVU Culture and Engagement Survey**, we may consider providing real-time results for everyone on day one for the fall 2022 survey.

# WAGGL: WVU CULTURE AND ENGAGEMENT SURVEY

## *Focus Groups*

- ✓ The **Leadership and Organization Development** team is collaborating with the **HR partners** to conduct focus groups across the University to help socialize the new survey and its questions. We currently have more than 40 focus groups planned with a variety of stakeholders.
- ✓ Focus groups will begin in late **September** and continue throughout **October**.
- ✓ Participants will get to experience the survey and provide feedback on the experience, which will help us refine the final **WVU Culture and Engagement Survey** strategy.

# WAGGL: WVU CULTURE AND ENGAGEMENT SURVEY

## *Leadership Support*

- ✓ We are building a strong support structure for leaders via the **HR partners** as well as through the development of guides, toolkits and other resources.
- ✓ We also plan to engage **key communicators** and work collaboratively with them to support leaders.

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*We need support from leaders in driving survey participation and communicating the results and action plans specific to their areas to their team members.*

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# NEXT STEPS

September	<ul style="list-style-type: none"><li>Meet with <b>key stakeholders</b> to align on the Waggl shared governance model.</li></ul>
Late September / Early October	<ul style="list-style-type: none"><li>Launch <b>2022 WVU Culture and Engagement Survey</b> focus groups.</li></ul>
October	<ul style="list-style-type: none"><li>Determine initial annual cadence of organizational-wide pulse surveys.</li><li>Develop employee resources (e.g., FAQs, job aids, landing webpages, etc.) and request process to support formal Waggl launch.</li></ul>
Late October / Early November	<ul style="list-style-type: none"><li><b>Launch the Waggl platform.</b></li></ul>

**QUESTIONS?**

**DATE:** May 14, 2021

**TO:** Judy Hamilton  
Office Administrator  
Faculty Senate

**FROM:** Stanley Cohen  
Faculty Senator  
Professor Emeritus  
Eberly College of Arts and Sciences  
Committee of Retired Faculty

Jean Woloshuk  
Faculty Senator  
Professor Emerita  
Extension Service  
Committee of Retired Faculty

**RE:** Committee of Retired Faculty  
2019-2020 Annual Report to the Faculty Senate

**2020-21 Committee of Retired Faculty Board Members**

- George Trapp, Statler Engineering, Chair
- Jean Woloshuk, Extension, Faculty Senator, Chair-Elect
- Stan Cohen, Eberly Arts & Sciences, Faculty Senator to the Welfare Committee
- Dady Dadyburjor, Statler Engineering
- Romy Hilloowala, Medicine
- Nora MacDonald, Design and Community Development
- Allyson McKee, Libraries, Program Liaison
- Ade Neidermeyer, Chambers Business and Economics
- Bernie Schultz, Creative Arts
- Bonnie Anderson, President's Office, ex-officio
- Toni Christian, Ginger Burns, Talent and Culture, ex-officio
- Billy Coffindaffer, Village at Heritage Point, ex-officio
- Rachel Zadnik, WVU Foundation, ex-officio
- Elaine Sholtis, WVU Retirees Association, ex-officio

Note: Due to the geographical relocation of George Trapp, Stan Cohen will serve as Interim Chair, May-June 2021. Dady Dadyburjor joins the Committee replacing George Trapp.

**The Committee of Retired Faculty's (CRF) main mission is to represent and advocate on behalf of WVU's retired faculty members.** CRF was established by the West Virginia University Faculty Senate over twenty-five years ago as part of the shared governance of the University. To this end the Committee is charged to:

- Advocate on issues affecting retired faculty.



- Provide expertise and representation on committees, councils, boards and panels where experience of retired faculty can best benefit the university. In this regard the CRF provides institutional memory relevant to the university community.
- Study and provide recommendations to the Faculty Welfare Committee and Faculty Senate on matters pertaining to retired faculty including alternative retirement patterns and benefits.
- Hold monthly programs and other sessions on topics of importance and interest to retired faculty, many of which entail retired faculty members' academic expertise and experience.
- Develop and implement other programs of interest to retired faculty.
- Continue connections with WVU retired faculty by communicating and eliciting their feedback on issues pertaining to their welfare and university standing.
- Provide two members from the CRF to be voting members of the Faculty Senate and its Faculty Welfare Committee.

The Committee has historically provided monthly talks open to retired faculty and others in the community on a variety of subjects. Recent developments by the Osher Lifelong Learning Institute (OLLI @ WVU) and the West Virginia University Retirees Association (WVURA) have created an opportunity to refocus the CRF on its Senate charge.

OLLI @ WVU was established to provide programs and educational opportunities designed for adults 50 and over. During four terms, each year, it offers courses, lectures, seminars and field trips in such areas as music, literature, art, science, politics, nature, history, health, medicine, and economics. Live drama, movies, and special interest groups add to the choices. These programs are open to OLLI @ WVU members. WVU retired faculty are encouraged to join.

The West Virginia University Retirees Association (WVURA) was established with the goal of providing opportunities for the membership to remain involved with the University community and with other retirees through activities to include, but not limited to, programs, interest groups, travel, volunteerism, health and financial seminars, and cultural and social events. The WVURA is open to all faculty and staff members who are retired and current employees who are in phased retirement or who meet retirement eligibility from West Virginia University (age 60 with 5 years of service or any age with 30 years of service), as well as retirees of the WVU Foundation and the WVU Research Corporation. Spouses and partners are also welcomed to join.

### **Accomplishments**

In past years, the Committee of Retired Faculty held monthly programs at the Village at Heritage Point's Great Room, Due to the Covid-19 pandemic, all programs were presented via Zoom casts jointly with OLLI and through their technical assistance. Dates of programs are published via e-mail, WVU E-News, Dominion Post, OLLI Friday Newsletter, and WVURA announcements to retired faculty. (See list below.)

Throughout the year we conducted monthly business meetings via Zoom (occurring on the third Friday):and heard several informational/update reports presented by members on proceedings at

the Faculty Senate; Faculty Welfare Committees; OLLI; WVURA; WVU Talent and Culture; WVU President's Office; and the WVU Foundation

- The Committee elected Ade Neidermeyer as 2021-2022 Chair and Jean Woloshuk as 2021-2022 Chair-Elect.
- Jean Woloshuk continues to serve on the Faculty Senate AD Hoc Shared Governance Committee.
- Ade Neidermeyer, president of WVURA, and acting on the behalf of CRF and WVURA, had met several times with T & C to develop an assessment form which would indicate the possible ways retirees could volunteer at WVU. This form is now completed, and distribution is expected in the near future.
- Bernie Shultz revised the CRF welcoming brochure distributed to newly retired faculty. (See Appendix A below.)
- Due to state-wide policies and the Village at Heritage Point lock-down regarding the Covid-19 pandemic, the Committee did not meet in the months of March and April.

### **Programs 2020-2021**

July 2020, "Hillbilly or Frontiersman? A Brief Cultural History of the West Virginia Mountaineer," Rosemary Hathaway, Associate Professor of English, WVU, Eberly College of Arts and Sciences.

August 2020, "Cybersecurity," Katerina Goseva-Popstojanova, Professor, WVU, Lane Department of Computer Science and Electrical Engineering.

September 2020, "Your Loved Ones Are Counting on You," Matthew Clark, Director of Planned Giving, WVU Foundation.

October 2020, "Covid Update," Dr. Clay Marsh, Vice President & Executive Dean for Health Sciences, WVU Health Sciences.

November 2020, Shay Petitto, Executive Director at Scott's Run Settlement House.

December 2020, "West Virginia Arts and Humanities Council History Alive: Teddy Roosevelt," Gene Worthington of Fayetteville, WV.

February 2021, "A Review of PEIA for 2021 Update," Janice L. Powell, Communication Director, PEIA.

March 2021, "Bujuuko Foundation: Fostering Young Entrepreneurs in Uganda and West Virginia," Alison Peck, Director of International Programs & Immigration Law Clinic, WVU College of Law, and, Dr. Jon Kasule, Lecturer, Makerere University in Kampala, Uganda.

April 2021, "Vantage Ventures to Virgin Hyperloop: How West Virginia is Becoming a Model for Innovation," Sarah Biller, Executive Director, Vantage Ventures.

### **Goals 2019-2020**

The CRF will continue to coordinate as necessary its monthly lecture series with OLLI and the WVURA. CRF will rely on the WVU Foundation to continue its sponsorship of the refreshments available at the monthly program.

1. The CRF programs will be communicated to the WVU Retiree Association members, through e-mail, website and calendar. Additionally, any other communications to retired faculty, including quarterly newsletters as such, will be sent through the same mechanism.
2. The CRF will continue to compile a list of benefits and opportunities offered to retired faculty at WVU.
3. The CRF will focus its attention to the Committee Charge provided by the WVU Senate.
4. The CRF will meet on a monthly or bimonthly basis unless circumstances necessitate otherwise.

## **APPENDIX A: Letter to Retired Faculty**

Dear New Retired Faculty Member:

Congratulations on your retirement from WVU. Your career has advanced our University in many ways and has opened paths for our students to achieve their professional dreams. We hope that as you reflect on your career the memories of your achievements will be a source of comfort. But, if you are like us, you will miss the interaction with friends and colleagues and the ability to keep up with news and happenings of WVU, particularly as they affect you as a retiree. This is where we come in, the WVU Committee of Retired Faculty.

The Committee of Retired Faculty was established by the WVU Faculty Senate to represent and advocate on behalf of retired faculty within the shared governance of the University. Our mission includes:

- ✓ Advocating for issues affecting retired faculty, including PEIA retiree health plan benefits, on-campus parking access, library access, etc.
- ✓ Conducting informative sessions on subjects of importance to us, sessions which regularly include annual updates on the PEIA retiree health plan, WVU faculty talks on current events and University news.
- ✓ Sponsoring other collegial events and activities that allow us to continue the friendship and camaraderie which we so enjoyed during our professional lives.

To broaden the scope of these activities, the Committee of Retired Faculty partners with the WVU Foundation and the WVU Athletic Department, which provides complimentary tickets to all nonrevenue WVU sports, including soccer. In addition, we coordinate events with the WVU Retirees Association (consisting of faculty and staff retirees) and the Osher Lifelong Learning Institute.

If you would like to contact the Committee of Retired Faculty, please address your email to the Faculty Senate Office at: [FacultySenateOffice@mail.wvu.edu](mailto:FacultySenateOffice@mail.wvu.edu).

We look forward to meeting you at one of our events.

Our congratulations!

## **Committee on Committees, Membership, and Constituencies 2020-2021 Annual Report**

### **Committee Members:**

Michael Germana, Eberly, Chair  
Ann Marie Hibbert, Chambers, Chair-Elect  
Carolyn Atkins, CEHS  
Lesley Cottrell, Medicine  
Marianne Downes, Medicine  
Danielle Lessard, Potomac State  
Alex Snow, Eberly  
David Hauser, Eberly, Faculty Secretary, ex officio  
Ashley Martucci, CEHS, Faculty Senate Chair-Elect, ex officio  
Nathalie Singh-Corcoran, Eberly, Faculty Senate Chair, ex officio

### **Committee Charge:**

The Committee on Committees, Membership and Constituencies is a constitutional committee. Its size and membership shall be determined by the Senate Executive Committee subject to the approval of the Senate. It shall be the duty of the Committee on Committees, Membership and Constituencies to:

- Annually review and report to the Senate upon the constituencies to be represented within the University Assembly per Article II, Sections 2 and 3, and to recommend such changes as it deems necessary; and
- 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 various schools and colleges as much as possible.

### **Summary:**

- 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 was determined.
- The CoC provided the initial composition for Senate committees.
- Committee leadership (Chair and Co-Chairs) were identified and confirmed for committees, where applicable.
- After Faculty Senate voted to make Sustainability and Academic Technology Committees into standing committees, the CoC, in consultation with the Chairs of these committees, formalized their size, structure, and composition.
- A workflow document outlining the process for populating Senate committees was developed to assist future members of the CoC.

**Future Work:**

- Because the recommendations of standing and ad hoc committee chairs re: continuing members are greatly beneficial to its work, the CoC should work in tandem with the Faculty Senate Office to maximize participation by committee chairs in completing evaluation and recommendation surveys.

**Academic Technology**

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Megan	Leight	mleight@mail.wvu.edu	Teaching Assistant Professor	Creative Arts	No	Chair
Heather	Billings	hbillings@hsc.wvu.edu	Teaching Associate Professor	Medicine	Yes (2022)	Member
Ian	Harmon	ian.harmon@mail.wvu.edu	Staff Librarian	Libraries	Yes (2023)	Member
Diana	Davis	dmdavis@hsc.wvu.edu	Associate Professor	Medicine	Yes (2024)	Member
Yenmula	Reddy	ramana.reddy@mail.wvu.edu	Professor	Statler	No	Member
Mark	Fullen	m.fullen@mail.wvu.edu	Director Safety & Health Professor	Extension	Yes (2023)	Member
Jane	Ruseski	jane.ruseski@mail.wvu.edu	Associate Professor	Chambers	No	Member
Werner	Geldenhuys	werner.geldenhuys@hsc.wvu.edu	Associate Professor	Pharmacy	Yes (2022)	Member
Erin	Kelley	erin.kelley@mail.wvu.edu	Director Academic Innovation	TLC	No	Ex officio
Erin	Bunner	ebunner@hsc.wvu.edu	Director of Application and Web Support	HSC ITS	No	Ex officio
Sucharitha	Bachanna	sucharitha.bachanna@mail.wvu.edu	Assistant Director	ITS	No	Ex officio

**Committee on Committees, Membership and Constituencies**

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Ann Marie	Hibbert	AnnMarie.Hibbert@mail.wvu.edu	Associate Professor	Chambers College of Business & Economics	Yes (2023)	Chair
Alex	Snow	joseph.snow@mail.wvu.edu	Teaching Associate Professor	Eberly College of Arts & Sciences	No	Chair-Elect
Lesley	Cottrell	lcottrell@hsc.wvu.edu	Professor	School of Medicine	Yes (2022)	Member
Carolyn	Atkins	carolyn.atkins@mail.wvu.edu	Professor	College of Education and Human Services	No	Member
Marianne	Downes	mtdownes@hsc.wvu.edu	Assistant Professor	School of Medicine	Yes (2022)	Member
Danielle	Lessard	danielle.lessard@mail.wvu.edu	Instructor	Potomac State	No	Member
Frankie	Tack	frankie.tack@mail.wvu.edu	Service Assistant Professor	College of Education and Human Services	Yes (2023)	Member
H. Ilkin	Bilgesu	ilkin.bilgesu@mail.wvu.edu	Associate Professor	Statler College of Engineering & Mineral Resources	No	Member



**Curriculum Committee**

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Robin	Hissam	Robin.Hissam@mail.wvu.edu	Teaching Associate Professor	Statler	No	Chair
Lori	Ogden	lori.ogden@mail.wvu.edu	Teaching Assistant Professor	Eberly	No	Chair-Elect
Ednilson	Bernardes	ednilson.bernardes@mail.wvu.edu	Professor	Chambers	No	Member
Bill	Clough	William.Clough@mail.wvu.edu	Assistant Professor	WVUIT	No	Member
Amy	Funk	afunk@hsc.wvu.edu	Chair	Dentistry	No	Member
Jennifer	Steele	jen.steele@mail.wvu.edu	Service Associate Professor	Eberly	No	Member
Cindi	Trickett Shockey	akshockey@hsc.wvu.edu	Associate Professor	Dentistry	No	Member
Charis	Tsikkou	charis.tsikkou@mail.wvu.edu	Associate Professor	Eberly	No	Member
Darko	Velichkovski	darko.velichkovski@mail.wvu.edu	Teaching Associate Professor	Creative Arts	No	Member
Melissa	Ventura-Marra	melissa.marra@mail.wvu.edu	Assistant Professor	Davis	No	Member
Emily	Murphy	emily.murphy@mail.wvu.edu	Associate Professor	CPASS	No	Member
Lesley	Cottrell	lcottrell@hs.wvu.edu	Professor	Medicine	Yes (2022)	Member
Shawn	Grushecky	sgrushec@wvu.edu	Assistant Professor	Davis	Yes (2023)	Member
Ashton	Marra	amarra3@mail.wvu.edu	Teaching Assistant Professor	Reed	Yes (2023)	Member
Vagner	Benedito	vagner.benedito@mail.wvu.edu	Associate Professor	Agricultural Sciences	No	Member
Colleen	Wood-Fields	colleen.woodfields@mail.wvu.edu	Teaching Assistant Professor	Education and Human Services	No	Member
Sheri	Chisholm	Sheri.Chisholm@mail.wvu.edu	Honors Coordinator	Potomac state	No	Member
Vicki	Sealey	sealey@math.wvu.edu	Associate Professor	Math	Yes (2023)	Member
Kim	Floyd	kim.floyd@mail.wvu.edu	Associate Professor	Child Development and Family Studies	No	Member

**Ex-Officio**

David	Hauser	David.Hauser@mail.wvu.edu	Faculty Secretary
Sean	McGowan	sean.mcgowan@mail.wvu.edu	Assistant Registrar
Matthew	Steele	matthew.steele1@mail.wvu.edu	Library
Louis	Slimak	Louis.Slimak@mail.wvu.edu	Assistant Provost
Misti	Woldemikael	mmmichael@mail.wvu.edu	Associate Registrar
Erin	Kelley	erin.kelley@mail.wvu.edu	TLC Representative
Robynn	Shannon	robynn.shannon@mail.wvu.edu	Director of Assessment Support

**Faculty Welfare**

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Scott	Crichlow	rscrichlow@mail.wvu.edu	Associate Professor	Eberly	Yes (2024)	Chair
Kimberly	Kelly	kmkelly@hsc.wvu.edu	Associate Professor	School of Pharmacy	Yes (2023)	Chair-Elect
Scott	Wayne	scott.wayne@mail.wvu.edu	Associate Professor	Statler	Yes (Senate Chair-Elect)	Member
Amy	Welsh	amy.welsh@mail.wvu.edu	Associate Professor	Davis	No	Member
Donna	Ballard	Donna.Ballard@mail.wvu.edu	Professor	Potomac State	No	Member
Asad	Davari	Asad.Davari@mail.wvu.edu	Professor	WVUIT	Yes (2023)	Member
Daniel	Brewster	daniel.brewster@mail.wvu.edu	Instructor	Eberly	No	Member
Jeremy	Roberts	jeremy.roberts@mail.wvu.edu	Assistant Professor	Chambers	No	Member
Sarah	Stiles	sstiles1@hsc.wvu.edu	Instructor	Nursing	No	Member
Angela	Munroe	angela.munroe@mail.wvu.edu	Associate Professor	CAC	No	Member
Brian	Dilcher	bdilcher@hsc.wvu.edu	Assistant Professor	School of Medicine	Yes (2023)	Member
Mark	Fullen	mdfullen@mail.wvu.edu	Professor	Extension Service	Yes (2023)	Member
Jessica	Morgan	jessica.morgan2@mail.wvu.edu	Associate Professor	College of Creative Arts	Yes (2023)	Member
Viktor	Frazier	viktor.frazier@mail.wvu.edu	Tenure Track Instructor	Potomac State College of WVU	Yes (2024)	Member

**GEFCo**

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Amy	Welsh	amy.welsh@mail.wvu.edu	Associate Professor	ANRD Forestry and Natural Resources	No	Chair
Lisa	DiBartolomeo	lisa.dibartolomeo@mail.wvu.edu	Teaching Professor	AS World Languages	Yes (2024)	Chair-Elect
Lesey	Cottrell	lcottrell@hsc.wvu.edu	Professor	SOM Pediatrics	Yes (2022)	Member
Suzanne	Gosden Kitchen	sgosden@mail.wvu.edu	Teaching Associate Professor	BE Management	Yes (2022)	Member
Kristina	Olson	kristina.olson@mail.wvu.edu	Professor	CCA Art and Design	No	Member
Ashley	Sowards	asowards@hsc.wvu.edu	Associate Professor	SOD Periodontics	Yes (2024)	Member
Mary Beth	Angeline	Mary.Angeline@mail.wvu.edu	Program Coordinator	Eberly	No	Member
Gregory	Selasky	gregory.selasky@hsc.wvu.edu	Assistant Professor	SOM Human Performance	No	Member
Kelly	Diamond	kelly.diamond@mail.wvu.edu	University Librarian	University Libraries	No	Member
Paolo Davide	Farah	paolo.farah@mail.wvu.edu	Associate Professor	AS Public Administration	No	Member
Rachel	Mohr	rachel.mohr@mail.wvu.edu	Teaching Assistant Professor	AS Forensic	No	Member
Vicki	Sealey	vicki.sealey@mail.wvu.edu	Associate Professor	Eberly College of Arts & Sciences	Yes (2022)	Member
Heidi	Samuels	heidi.samuels@mail.wvu.edu	Professor	Potomac State College of WVU: Academic Affairs	Yes (2023)	Member

**Inclusion & Diversity**

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Stefanie	Hines	stefanie.hines@mail.wvu.edu	Teaching Assistant Professor	Davis	No	Chair
Lauri	Andress	laandress@hsc.wvu.edu	Assistant Professor	SOPH	No	Chair-elect
Keri	Valentine	Keri.valentine@mail.wvu.edu	Associate Professor	CEHS	No	Member
Dave	Hauser	david.hauser@mail.wvu.edu	Teaching Associate Professor	Eberly	Yes (Faculty Secretary)	Member
Heather	Billings	hbillings@hsc.wvu.edu	Teaching Associate Professor	Medicine	Yes (2022)	Member
Tiffany	Mitchell Patterson	tiffany.mitchell@mail.wvu.edu	Assistant Professor	CEHS	No	Member
Jessica	Morgan	jessica.morgan2@mail.wvu.edu	Associate Professor	Creative Arts	Yes (2023)	Member
Denis	Scott	denis.scott@mail.wvu.edu	Extension Associate Professor	Extension	No	Member
Ian	Harmon	ian.harmon@mail.wvu.edu	Assistant University Librarian	University Libraries	Yes (2023)	Member
Beth	Toren	Beth.Toren@mail.wvu.edu	University Librarian	University Libraries	No	Member
Asad	Davari	adavari@wvu.edu	Professor	WVU Institute of Technology	Yes (2023)	Member
Jerry	Carr	jcarrjr@gmail.com	n/a	NAACP	No	Ex officio
Jay Spenser	Darden	jdarden@mail.wvu.edu	n/a	DEI	No	Ex officio
Erin	Kelley	erin.kelley@mail.wvu.edu	n/a	TLC Representative	No	Ex officio
Darlane	Drake	darlane.drake@mail.wvu.edu	n/a	CEHS	No	Student Rep
Kaylyn	Zipp	kz00001@mix.wvu.edu	n/a	Davis	No	Student Rep

**Library**

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Rose	Casey	rose.casey@mail.wvu.edu	Assistant Professor	Eberly	Yes (2023)	Chair
Marina	Galvez-Peralta	magalvezperalta@hsc.wvu.edu	Teaching Assistant Professor	Pharmacy	No	Chair-Elect
Denis	Scott	Denis.Scott@mail.wvu.edu	Extension Associate Professor	Extension	No	Member
Mary	Stamatakis	mstamatakis@hsc.wvu.edu	Senior Associate Dean	Pharmacy	No	Member
Mollie	Toppe	mollie.toppe@mail.wvu.edu	Extension Instructor	Extension	Yes (2022)	Member
Yogen	Panta	Yogendra.Panta@mail.wvu.edu	Associate Professor	Beckley	No	Member
Alanna	Higgins	akh0017@mix.wvu.edu	n/a	n/a	No	Student Rep
Qazi	Rahman	qr0003@mix.wvu.edu	n/a	n/a	No	Student Rep

**Research and Scholarship Committee**

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Ashley	Petrone	abpetrone@wvumedicine.org	Assistant Professor	Medicine	Yes (2023)	Chair
Ela	Celikbas	ela.celikbas@math.wvu.edu	Assistant Professor	Math	No	Member
Adrian	Tudorascu	adtudorascu@mail.wvu.edu	Associate Professor	Math	No	Member
Rebecca	Reese	rreece@hsc.wvu.edu	Assistant Professor	Medicine	Yes (2023)	Member
Brian	Dilcher	bdilcher@hsc.wvu.edu	Assistant Professor	Medicine	Yes (2023)	Member
Matt	Ellison	mellison@wvumedicine.org	Associate Professor	Medicine	Yes (2023)	Member
Lesley	Cottrell	lcottrell@hsc.wvu.edu	Professor	Medicine	Yes (2022)	Member
Jennifer	Mallow	jamallow@hsc.wvu.edu	Associate Professor	Nursing	No	Member
Scott	Wayne	scott.wayne@mail.wvu.edu	Associate Professor	Engineering	No	Member
Christopher	Lituma	cml0017@mail.wvu.edu	Assistant Professor	Wildlife and Fisheries	No	Member
Gary	Marsat	gary.marsat@mail.wvu.edu	Associate Professor	Biology	No	Member
Jennifer	Walker	jennifer.walker2@mail.wvu.edu	Assistant Professor	Music	No	Member
Vishnu	Nair	vishnu.nair@mail.wvu.edu	Assistant Professor	Education & Human Services	No	Member
Adam	Komisaruk	akomisar@wvu.edu	Professor	English	No	Member
Paolo	Farah	PDFarah@mail.wvu.edu	Associate Professor	Public Administration	No	Member
Jason	Gossett	jason.gossett@mail.wvu.edu	Assistant Professor	Music	No	Member
Rose	Casey	Rose.casey@mail.wvu.edu	Assistant Professor	Literature	Yes (2023)	Member
Michael	Vercelli	michael.vercelli@mail.wvu.edu	Professor	Music	Yes (2022)	Member
Tamba	M'bayo	tembayo@mail.wvu.edu	Associate Professor	History	No	Member
Terese	Giobbia	TEGiobbia@mail.wvu.edu	Associate Professor	Art Education	No	Member

**Ex-Officio**

Melanie	Page	melanie.page@mail.wvu.edu	Asst. VP Creative and Scholarly Activities
Deanna	Messenger	deanna.messenger@mail.wvu.edu	Project Coordinator

**Research Integrity**

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Scott	Wayne	Scott.Wayne@mail.wvu.edu	Associate Professor	Statler	Yes (Senate Chair-Elect)	Chair
Ann Marie	Hibbert	annmarie.hibbert@mail.wvu.edu	Associate Professor	Chambers	Yes (2023)	Chair-Elect
Radhey	Sharma	Radhey.Sharma@mail.wvu.edu	Professor	Statler	No	Member
Bob	Bastress	Robert.bastress@mail.wvu.edu	Professor	Law	Yes (2022)	Member
Patrick	Kerr	pkerr@hsc.wvu.edu	Associate Professor	Medicine	No	Member
Sarah	Farris	sarah.farris@mail.wvu.edu	Associate Professor	ECAS	No	Member
Debanjan	Das	debanjan.das@mail.wvu.edu	Assistant Professor	Davis	No	Member
Asad	Davari	adavari@wvu.edu	Professor	WVUIT	Yes (2023)	Member
Melanie	Clemmer	mclemmer@hsc.wvu.edu	Associate Professor	Medicine	No	Member
Karen	Weiss	karen.weiss@mail.wvu.edu	Associate Professor	ECAS	No	Member
Melissa	Luna	melissa.luna@mail.wvu.edu	Associate Dean	CEHS	No	Member
Mark	Nigrini	mark.nigrini@mail.wvu.edu	Associate Professor	Chambers	No	Member

**Service**

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Jason	Burnside	jason.burnside@mail.wvu.edu	Assistant Professor	Extension	Yes (2022)	Chair
Eloise	Elliott	eloise.elliott@mail.wvu.edu	Professor	CPASS	Yes (2023)	Chair-Elect
Charis	Tsikkou	charis.tsikkou@mail.wvu.edu	Associate Professor	Eberly	No	Member
Colleen	Lillard	ckeelan@hsc.wvu.edu	Assistant Professor	Medicine	No	Member
Tina	Cowger	tina.cowger@mail.wvu.edu	Associate Professor	Extension	No	Member
Clark	Metz	clark.metz@mail.wvu.edu	Teaching Instructor	Eberly	No	Member
Doug	Phillips	douglas.phillips@mail.wvu.edu	Teaching Assistant Professor	Eberly	No	Member
Leland	Blair	leblair@mail.wvu.edu	Associate Professor	Creative Arts	No	Member
Ian	Harmon	ian.harmon@mail.wvu.edu	Assistant University Librarian	Libraries	Yes (2023)	Member
Paolo	Farah	paolo.farah@mail.wvu.edu	Associate Professor	Eberly	No	Member
Todd	Hamrick	todd.hamrick@mail.wvu.edu	Associate Professor	Statler	No	Member
Jennifer	Momen	jjmomen@hsc.wvu.edu	Assistant Professor	Medicine	No	Member
Tony	Michael	tony.michael@mail.wvu.edu	Professor	Extension	No	Member
Yenumula	Reddy	rareddy@mail.wvu.edu	Professor	Statler	No	Member
Mark	Fullen	mdfullen@mail.wvu.edu	Professor	Extension	Yes (2023)	Member
Kimeran	Evans	kwevans@hsc.wvu.edu	Associate Professor	Medicine	Yes (2023)	Member
Joanne	Watson	jewatson@hsc.wvu.edu	Assistant Professor	Nursing	Yes (2022)	Member



**Shared Governance**

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Dave	Hauser	david.hauser@mail.wvu.edu	Teaching Associate Professor	Eberly	Yes (Faculty Secretary)	Chair
Scott	Crichlow	scott.crichlow@mail.wvu.edu	Associate Professor	Eberly	No	Member
Ednilson	Bernardes	ednilson.bernardes@mail.wvu.edu	Professor	Chambers	No	Member
Michael	Vercelli	michael.vercelli@mail.wvu.edu	Associate Professor	Creative Arts	Yes (2022)	Member
Keri	Valentine	Keri.valentine@mail.wvu.edu	Associate Professor	CEHS	No	Member
Samuel	White	swwhite@mail.wvu.edu	Extension Professor	Extension	No	Member
Jessica	McMillen	jessica.mcmillen@mail.wvu.edu	Associate University Librarian	Libraries	No	Member
Julia	Fraustino	jdfraustino@mail.wvu.edu	Assistant Professor	Media	No	Member
Ruchi	Bhandari	rbhandari@hsc.wvu.edu	Assistant Professor	Public Health	Yes (2022)	Member
Jean	Woloshuk	jean.woloshuk@mail.wvu.edu	n/a	(Retired)	No	Member
Andrew	Nix	Andrew.Nix@mail.wvu.edu	Associate Professor	Statler	Yes (2022)	Member
Thomas	McGraw	Thomas.McGraw@mail.wvu.edu	Professor	WVUIT	No	Member
Emily	Murphy	Emily.Murphy@mail.wvu.edu	Extension Professor	Extension	No	Member

**Sustainability**

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Andrea	Soccorsi	andrea.soccorsi@mail.wvu.edu	Teaching Instructor	Eberly	Yes (2023)	Chair
Amy	Hessl	amy.hessl@mail.wvu.edu	Professor	Eberly	Yes (2023)	Chair-Elect
Shawn	Grushecky	Shawn.Grushecky@mail.wvu.edu	Assistant Professor	Davis	Yes (2023)	Member
Kirsten	Stephan	kirsten.stephan@mail.wvu.edu	Teaching Assistant Professor	Davis	No	Member
Lance	Lin	lianshin.lin@mail.wvu.edu	Professor	Statler	No	Member
Daniel	Grossman	Daniel.Grossman@mail.wvu.edu	Assistant Professor	Chambers	No	Member

## TACO

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Marina	Galvez-Peralta	MAGALVEZPERALTA@hsc.wvu.edu	Teaching Asst Professor	School of Pharmacy	No	Chair
Diana	Davis	dmdavis@hsc.wvu.edu	Associate Professor	School of Medicine	Yes (2024)	Chair-Elect
Brian	Dickman	Brian.Dickman@mail.wvu.edu	Associate Professor	WV Institute of Technology	Yes (2024)	Member
Kimeran	Evans	kwevans@hsc.wvu.edu	Associate Professor	School of Medicine	Yes (2023)	Member
Jason	Gross	jason.gross@mail.wvu.edu	Associate Professor	Statler College of Engineering	Yes (2023)	Member
Ashlee	Sowards	asowards@hsc.wvu.edu	Associate Professor	School of Dentistry	Yes (2024)	Member
Joseph	Lupo	Joseph.Lupo@mail.wvu.edu	Professor	College of Creative Arts	Yes (2024)	Member
Heiko	ter Haseborg	heiko.terhaseborg@mail.wvu.edu	Teaching Asst Professor	Eberly College of Arts and Sciences	Yes (2023)	Member
Johnna	Bolyard	Johnna.Bolyard@mail.wvu.edu	Associate Professor	Education and Human Services	Yes (2024)	Member
Joelleen	Bidwell	jbright2@mail.wvu.edu	Teaching Instructor	Eberly College of Arts and Sciences	No	Member
Sheryl	Chisholm	scchisholm@mail.wvu.edu	Associate Professor	Potomac State	No	Member
Emily	Murphy	Emily.Murphy@mail.wvu.edu	Associate Professor	Physical Activity and Sport Sciences	No	Member
Jessica	Vanderhoff	Jessica.Vanderhoff@mail.wvu.edu	Associate University Librarian	University Libraries	No	Member

To: Faculty Senate Executive Committee  
From: Jennifer Steele, Chair, Faculty Senate Curriculum Committee  
Re: Annual Report 2020-2021 and Goals for 2021-2022  
Date: August 23, 2021

Committee Members:

Jennifer Steele, Eberly, Chair  
Robin Hissam, Statler, Chair-Elect  
Vagner Benedito, Davis  
Ednilson Bernardes, B&E  
Ilkin Bilgesu, Statler  
Sheryl Chisholm, PSC  
Bill Clough, WVUIT  
Anne Cronin, Medicine  
Amy Funk, Dentistry  
Lori Ogden, Eberly  
Cindi Trickett Shockey, Dentistry  
Charis Tsikkou, Eberly  
Darko Velichkovski, Creative Arts  
Melissa Ventura-Marra, Davis  
Colleen Wood-Fields, CEHS

Ex-officio Members:

David Hauser, Eberly  
Erin Kelley, TLC  
Sean McGowan, ex officio, Assistant Registrar  
Robynn Shannon, ex officio, TLC  
Lou Slimak, ex officio, Provost's Office  
Matthew Steele, ex officio, Libraries  
Misti Woldemikael, ex officio, Assistant Registrar  
Bethany Haymond, Assistant Registrar

The Faculty Senate Curriculum Committee approved the following submissions from September 2020 through May 2021:

New Courses: 247

Course Changes: 213

Course Deletions: 86

Capstones: 5

Course Adoptions: 19

AOE: 4

Program Changes to the AOE in Fashion Design  
Program Changes to the AOE in Fashion Merchandising  
New AOE in WVUteach Earth and Space Science T-CODE  
Changes to the AOE in Health Professions

Minors: 7

Changes to the Minor in Africana Studies  
New Minor in Cybersecurity  
New Minor in English  
New Minor in Healthcare Data Analytics  
New Minor in Land Reclamation  
New Minor in Secondary STEM Education  
New Minor in Sustainable Trails Development

Majors: 4

New Major in Art Therapy  
New Major in Data Science  
New Major in PSC-Technical Studies: Carpentry Technology  
New Major in Surgical Technology

Other Programs: 11

Certificate in Behavior Analysis  
Certificate in Early Childhood Administration  
New Bachelor's Degree in Integrated Studies  
New BA in Mental Health and Addiction Studies  
New Degree Program in Early Childhood Special Education  
New Program in Interactive Design for Media  
New Program in Music Education  
Program Changes to the BS in Fashion, Dress, and Merchandising  
Program Changes to the BA in Geography  
Program Changes to the Minor in Arts Management  
Changes to the Computer Engineering Program at WVUIT

**Goals for 2021-2022:**

1. Effectively review new courses, course alterations, and course changes.
2. Effectively review new undergraduate programs, minors, and areas of emphasis.
3. Work with Committee members and stakeholders to evaluate and change aspects of the review process that are currently bottlenecks in the process.
4. Maintain a transparent process by interacting and communicating with stakeholders about deadlines, updates, and status.

**WVU Faculty Senate Committee on Faculty Welfare  
Annual Report, 2020-2021**

**Committee Membership**

Maria Kolar, Medicine, Chair

Donna Ballard, Potomac State

Daniel Brewster, Eberly

Scott Crichlow, Eberly

Asad Davari, WVUIT

Jessica Haught, College of Law

Angela Monroe, Creative Arts

Jeremy Roberts, Chambers

Sarah Stiles, Nursing

Scott Wayne, Statler

Amy Welsh, Davis

Stan Cohen, ex officio, Retired Faculty

Cris DeBord, ex officio, Vice President of Talent & Culture

David Hauser, Faculty Secretary, ex officio, Eberly College

Amy Matuga, ex officio, Staff Representative

James Morris, ex officio, Assistant Vice President of Talent & Culture

Natalie Wilson, ex officio, Talent & Culture

Amy Kuhn, TLC Representative

Nathalie Singh-Corcoran, Faculty Senate Chair

Melissa Latimer, Associate Provost for Faculty Development and Culture

**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

## Areas of Emphasis

- COVID – Testing, Work Environment, Distance vs On Campus Instruction, Vaccinations, Child Care
- Mental Health/Faculty Wellness
- Rec Center Membership Costs
- Dependent Tuition Reimbursement
- SEIs

## Summary

1. COVID - This disease was a major topic of each of the monthly Faculty Welfare Committee Meetings. Over the academic year, the discussion progressed from the topics of testing, to virtual and on campus learning, to family stresses/caregiver concerns, to vaccinations, to the re-opening of the campus and to in-person instruction. Areas of concern expressed by the Committee centered on communication (content and timeliness) and the perceived feeling of a lack of a faculty voice when administrative decisions were being made regarding COVID. This information was provided to the Faculty Senate leadership. Meetings were then conducted with/by the Provost's office regarding these items.

2. Mental Health/Faculty Wellness – Discussions regarding mental health and faculty wellness focused on burnout and caregiver concerns. Tara Hulsey, VP of Health Promotion and Wellness, and Amy Sidwell provided both information and a presentation of resources available to all faculty. Concerns voiced were related to privacy and confidentiality as well as the need for a comprehensive catalog/website for all available offerings, both group and individual. These efforts continue through the Health Promotion and Wellness Program.

3. Rec Center Membership Costs – Discussions were conducted that revolved around the volume and types of programming offered at the Rec Center as well as the very limited payment options. These concerns were communicated with the leadership of the Rec Center and the committee was informed that these items, most specifically the payment options, were being addressed.

4. Dependent Tuition Reimbursement – Faculty with dependents were very much interested in learning more about WVU's tuition reimbursement options. This information was provided to the committee. The committee's suggestion was to expand this program and to review similar programs offered at other universities.

5. SEIs – Concern was expressed regarding the process of obtaining evaluations and the potential ramifications of the evaluation results. All members were aware that this subject falls under the Teaching Assessment Committee but also communicated strongly that this system has a tremendous impact on faculty welfare. Faculty Senate leadership was present for these discussions.

## **Future Work**

1. COVID transition to AY 2021-2022 – To work with the Faculty Senate Leadership and WVU Leadership to attempt to incorporate Faculty Welfare Committee Leadership into the COVID discussions/decisions.
2. Communication – To request more frequent communication regarding administrative plans that impact the faculty
3. Faculty Voice – To request more faculty be included as members of the Leadership Committees
4. Faculty Resources for Wellness, Mental Health, Child Care, Dependent Tuition Benefits – To work to increase the quantity, quality and variety of these benefits.



## THE WVU FACULTY OMBUDSPERSON OFFICE

*A confidential, independent, informal and neutral  
conflict resolution resource for WVU faculty  
members*

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# WVU FACULTY OMBUDSPERSON OFFICE ANNUAL REPORT

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2020-2021 Academic Year

Prepared and Submitted by  
Jodi S. Goodman, Ph.D., WVU Faculty Ombudsperson

May 7, 2021

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## **A Message from the WVU Faculty Ombudsperson**

It is an honor to share with you the WVU Faculty Ombudsperson Office Annual Report for the 2020-2021 academic year. I am Jodi Goodman, and I have been serving as faculty ombudsperson since Fall 2019. I'm also a professor of management in the John Chambers College of Business and Economics.

This is the second report in my tenure as the WVU Faculty Ombudsperson, and much of the content of last year's report remains relevant. Rather than repeat this information in the current annual report, I refer the reader to the [2019-2020 Annual Report for the WVU Faculty Ombudsperson Office](#) for an introduction to the Office; my observations regarding the concerns presented to me; and recommendations for department, college, and University leadership. I also invite you to visit the [WVU Faculty Ombudsperson Office website](#) for documentation and additional information, including, for example, standards of practice, the Charter of the WVU Faculty Ombudsperson Office, and FAQ.

During the 2019-2020 academic year, I focused on building the Office from the ground up, engaging in extensive professional development, and otherwise preparing to begin meeting with visitors.<sup>1</sup> I began welcoming visitors October 1, 2019. In the 2020-2021 academic year, my top priority was providing ombudsperson services to visitors. Given the part-time nature of the position (25% FTE for 9-months), I conducted limited outreach and engaged in professional development activities as time allowed.

I appreciate the assistance and support I've received from multiple offices and individuals inside WVU and externally. I hope those I've met and readers of this and last year's report see the value the Faculty Ombudsperson Office adds to WVU.

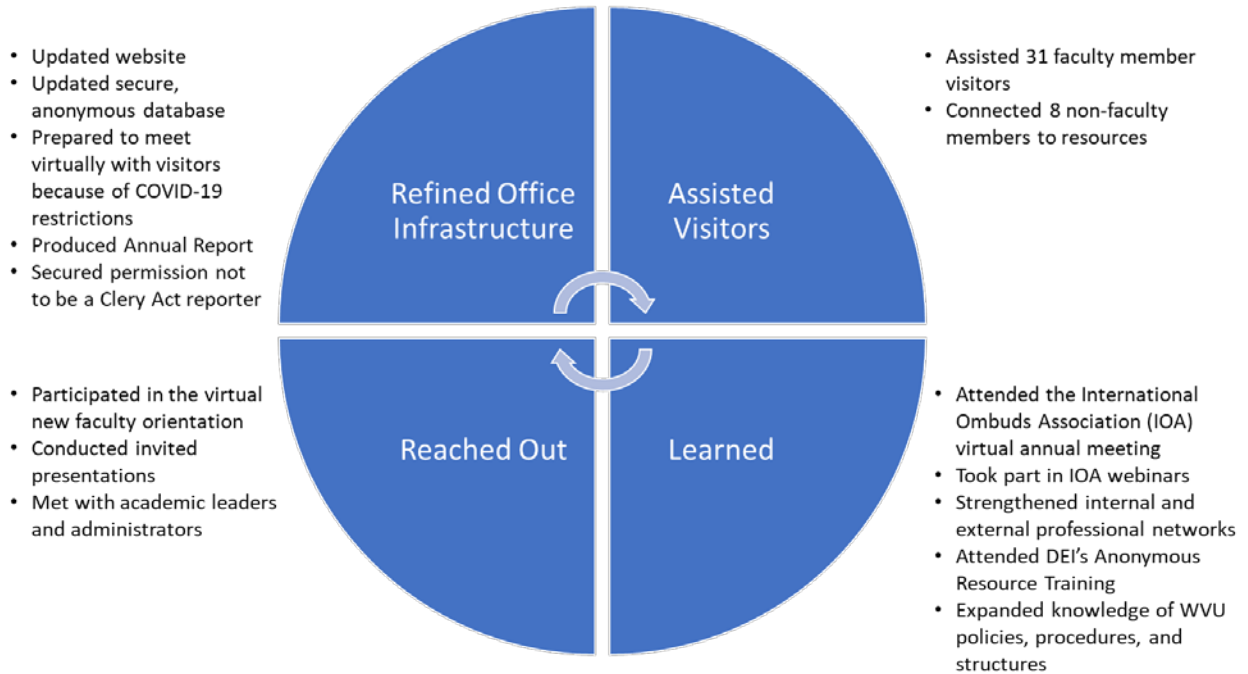
Respectfully Submitted,

Jodi S. Goodman, Ph.D.  
Faculty Ombudsperson  
West Virginia University

<sup>1</sup> The International Ombudsman Association (IOA) refers to people who seek assistance from an ombudsperson as "visitors."

## Year at a Glance

The figure below outlines the primary duties I performed during the 2020-2021 academic year. Detailed information appears in the body of the Annual Report.



## **Activities and Accomplishments for the 2020-2021 Academic Year**

During the 2020-2021 academic year, I focused my efforts on working with visitors and on associated administrative tasks. The part-time nature of the role (25% FTE for 9-months) restricted my other activities, however, I was able to engage in some activities that supported my efforts to assist visitors.

### **Refining the Ombudsperson Office Infrastructure**

The following are some of my undertakings in this area:

- Secured permission for the Office not to be designated as a reporter under the Clery Act
- Updated the WVU Faculty Ombudsperson Office website
- Refined the secure database for gathering de-identified data for purposes of the annual report
- Prepared office space in my home to meet with visitors remotely
- Continued to work to keep my ombuds and faculty positions separate

### **Professional Development**

I engaged in many valuable professional development activities this year. These activities helped me to broaden and deepen my knowledge and skills needed for effective ombudsperson practice. They also helped me strengthen internal and external networks to draw on in service to the ombuds role.

- Attended the International Ombuds Association (IOA) virtual annual meeting (3 days)
- Took part in IOA webinars
- Participated in phone calls with a mentor provided by the IOA, as needed
- Strengthened my professional network of ombudspeople from other universities, nonprofits, and businesses
- Continued to develop knowledge of the ombuds profession and practice through self-study, engagement in virtual meetings and discussion boards hosted by the IOA and Emerging Ombuds Network, and conversations with individual ombudspeople in my network
- Expanded my knowledge of WVU policies, procedures, and structures through searching and reading and conversations with academic leaders and administrators
- Attended DEI's Anonymous Resource Training

### **Outreach Activities**

As mentioned previously, the part-time nature of the Faculty Ombudsperson position restricted my engagement in outreach activities. This is likely to have limited the number of faculty members who are aware of WVU's Faculty Ombudsperson Office and who contacted me for ombuds services.

During the reporting period, I participated in the virtual new faculty orientation, and I shared information about the ombudsperson profession, my role, and the operation of my Office in a formal presentation to an academic department and in meetings with academic leaders and staff.

### **Assisting Visitors**

The primary role of ombudspeople is to assist those who seek our services. My efforts to continue to develop requisite knowledge and skills were essential for helping faculty members to manage and resolve their conflicts and concerns effectively. These efforts further prepared me to serve visitors in accordance with the IOA Standards of Practice and Code of Ethics (i.e., independence, confidentiality, informality, neutrality).

The remainder of the Annual Report is devoted to presenting information regarding the utilization of the Faculty Ombudsperson Office and the concerns raised by visitors. Data are presented in aggregate form, to protect confidentiality and safeguard the identity of individuals and groups.

## Office Utilization

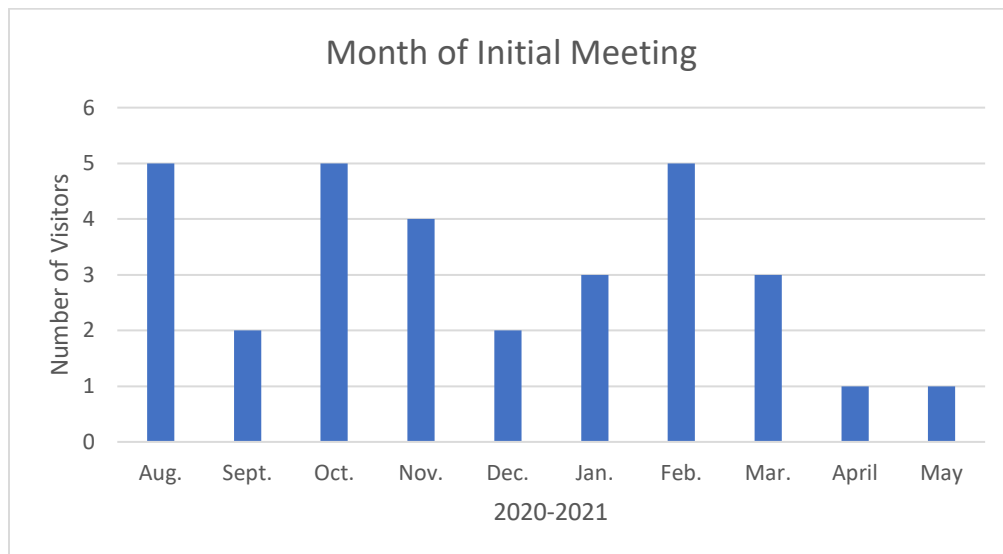
### Numbers of Visitors and Cases

Thirty-one faculty visitors sought ombuds services during the current reporting period. Several visitors sought services a second time for ongoing or distinct concerns. It is standard practice to count repeat visitors as new visitors, because ombudspersons do not maintain identifying records. Most of the 31 visitors are different individuals.

A case may involve a single visitor or a group of visitors, with shared or initially conflicting concerns. The 31 visitors comprised 29 distinct cases. Twenty-seven cases involved individual visitors, and two cases included pairs of two visitors with shared concerns.

An additional eight individuals contacted me who are not faculty members. I gathered information about services available and connected these people with other parties for assistance when possible. I also was contacted by a department and an administrator looking into providing ombuds or other types of support for graduate students. I spent a total of approximately two hours assisting these people. They represent 24% of those who contacted me for assistance, which speaks to the desire and need for ombudsperson services for other campus community groups. The information presented in the remainder of this report includes faculty visitors only.

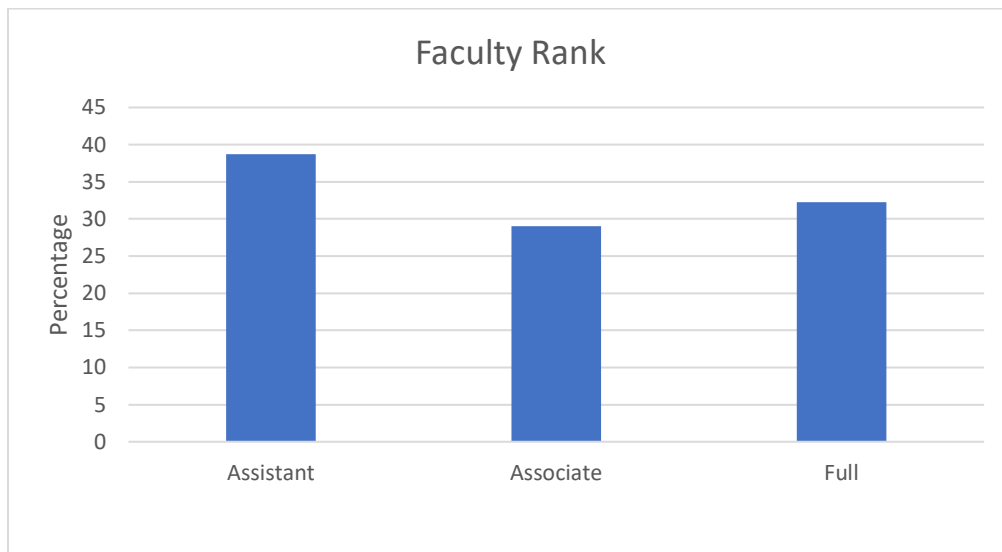
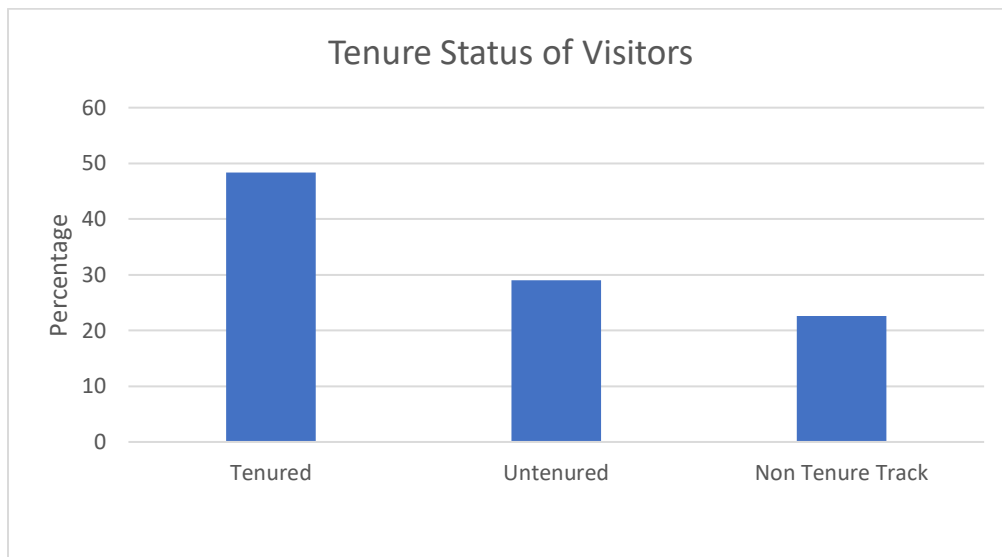
As shown in the figure below, the number of faculty visitors who contacted me for assistance varied by month. The graph covers the period from August 11, 2020 to May 4, 2021.



## Tenure Status and Faculty Rank

College, department/division, and campus information is excluded from this report for reasons of confidentiality and anonymity. However, I can report visitors to the Office came from a wide range of colleges and departments across WVU.

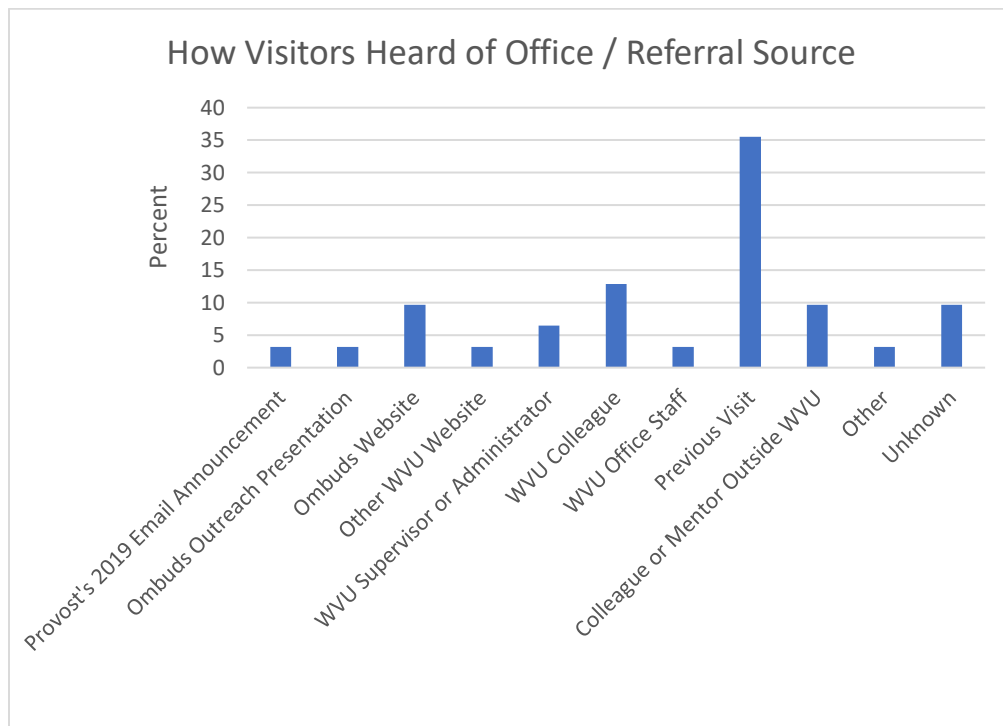
Visitors represented a mix of tenured, untenured, and non-tenure track faculty members at assistant, associate, and full professor ranks. Thirteen percent of visitors held administrative positions.





## Referral Sources

Visitors became aware of and were referred to the WVU Faculty Ombudsperson Office through a variety of sources. Repeat visits from the 2019-2020 academic year or earlier in the current reporting year were the largest single source of visitors to the office. The cumulative percentage of referrals from various sources also is encouraging. The low percentage of visitors from outreach presentations reflects the limited outreach conducted during the reporting period. I conducted outreach mainly as requested because of the 25% FTE nature of the position. The “unknown” category represents visitors I did not remember to ask.



## Case Involvement

Visitors and I were usually able to meet very soon after they contacted me. I met with seven visitors the day they contacted me and with 10 the next business day. Other initial meetings were delayed primarily by visitors' schedules.

No face-to-face meetings were conducted because of the COVID-19 pandemic and restrictions. Meeting media (i.e., virtual video conferencing, telephone), the time spent assisting visitors, and the lengths of engagements varied based on the needs and wishes of each visitor. Although many engagements involved only one meeting to assist a visitor in clarifying issues, interests, and options, most involved gathering additional information on policies, practices, and other items and follow-up contacts and additional discussions with the visitor. Follow-up was primarily through additional virtual meetings. Email was used judiciously and when preferred by the visitor. I deleted all email exchanges when they were no longer needed to assist a visitor.

	Mean (sd)	Median	Minimum	Maximum
Days from contact to first meeting	1.94 (1.91)	1	0	8
Number of virtual video meetings	1.23 (1.26)	1	0	5
Number telephone meetings <sup>a</sup>	0.55 (1.06)	0	0	5
Email exchanges <sup>a</sup>	0.77 (1.29)	0	0	6
Time spent assisting (hours)	3.63 (3.08)	2.40	0.70	13.82
Length of engagement (days)	16.00 (33.14)	2	1	153

<sup>a</sup> Excludes emails and phone calls for scheduling meetings and other brief contacts.

**Methods Used to Assist Visitors**

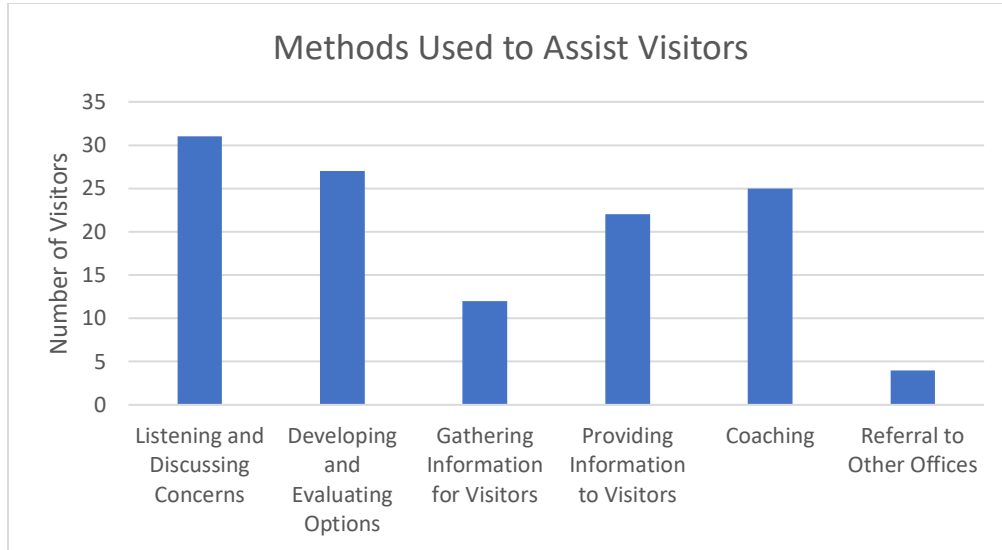
Working with an ombudsperson is a collaborative process. Time is taken to get to the heart of the matter, as an ombudsperson actively listens to concerns and helps to identify the interests of parties, reframe issues, and generate and weigh options for resolving conflict. Visitors remain in control of the process, while the ombudsperson helps them consider various angles. Visitors are free to take actions of their choosing or no action at all. Ombudspersons provide opportunities for visitors to talk openly, in confidence, and without judgement and to gather information needed to make informed decisions. Being heard and respected are of utmost important to visitors.

An ombudsperson can assist visitors in a variety of ways. Methods vary depending on the situation at hand and the needs and wishes of the visitor. A number of visitors told me they found it helpful just to hear themselves speak out loud about their concerns, talk through their concerns and options, and obtain information about policies and practices. When I gathered information from others for a visitor, I did so only with the visitor’s permission. Occasionally, visitors asked me to disclose their identities to gather visitor-specific information or to facilitate connection with others able to provide assistance.

It is usually desirable to begin with lower levels of intervention, unless or until the situation calls for higher levels of involvement. For example, a visitor may request informal mediation initially, but after talking things through, decide to address their concerns on their own or with the assistance of colleagues or leaders, with some coaching from me. Coaching involves helping visitors think through how to approach difficult conversations, strategies for managing possible challenges, approaches for identifying common interests, questions to ask, and additional information to collect. Higher levels of intervention were not used this year. For various reasons, I did not conduct shuttled diplomacy or informal mediation.

Typically, multiple methods are used, and approaches can change as circumstances evolve. Also, the actions visitors take often change over time, as they try different conflict management

strategies and revisit their options. For example, several visitors who were initially reluctant to initiate difficult conversations with other parties to a conflict or to request assistance from colleagues or leaders decided to do so later on.



### Resolution of Concerns

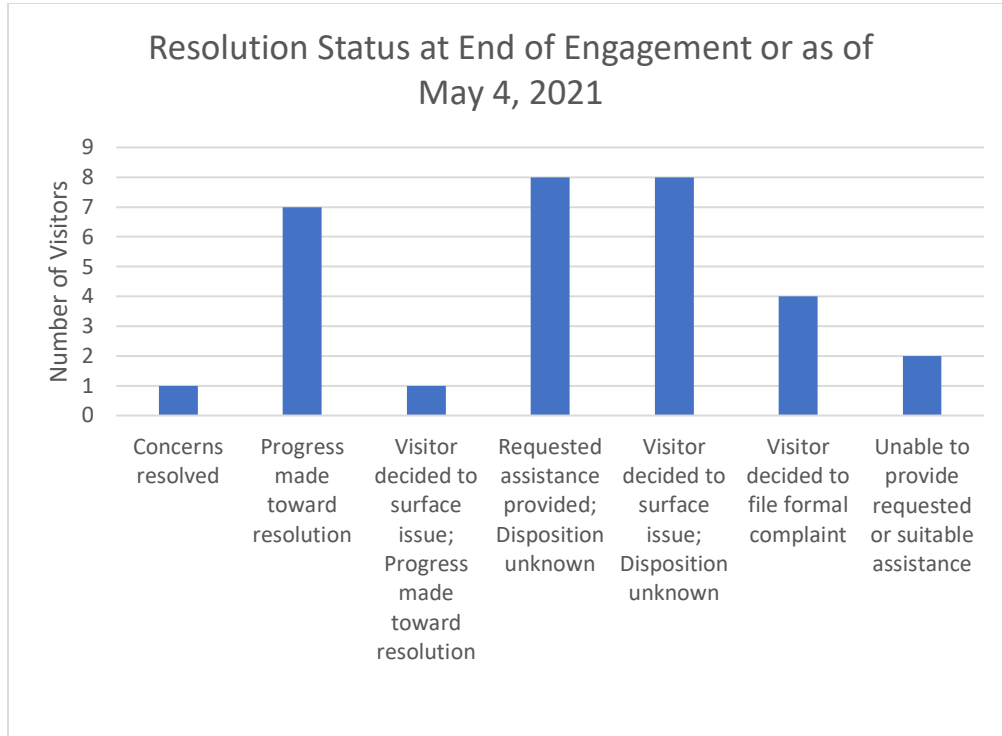
Consistent with the [Charter of the WVU Faculty Ombudsperson Office](#), I closed cases when they were resolved, visitors indicated they did not need further assistance, I determined I was unable to provide further assistance, or after one-month of inactivity.

Ombudspeople often do not know whether or to what extent conflicts were resolved. Experienced ombudspeople recommend against contacting visitors to inquire about outcomes after cases have been closed. Ombudsperson services are entirely voluntary, and further contact should be the choice of the visitor.

For nine of the 31 visitors, I was aware conflicts were resolved or partially resolved. For most visitors, I provided needed assistance, but I have no information about the degree to which conflicts were resolved. Most of these visitors expressed their appreciation for the assistance, told me they found it valuable, and were taking action consistent with our deliberations. There were two cases in which I was limited in what I was able to do to help because the request was outside the purview of an ombudsperson, or I was unable to figure out how to help the visitor.

In nine cases, visitors decided to surface their concerns with college or University leaders, who provided assistance with conflict resolution. Some visitors had requested assistance from leaders before contacting me. Other visitors were reluctant to do so initially and changed their minds as they considered and tried other options. At the time of case closure, I was aware that progress had been made toward conflict resolution in one of the cases. Four visitors decided to file formal complaints. These visitors tried to resolve the issues informally on their own, with my

assistance, or in conjunction with leaders before filing formal complaints. Several cases remain open as of the writing of this report. In these cases, I indicated the resolution status as of May 4, 2021.



## Workplace Concerns

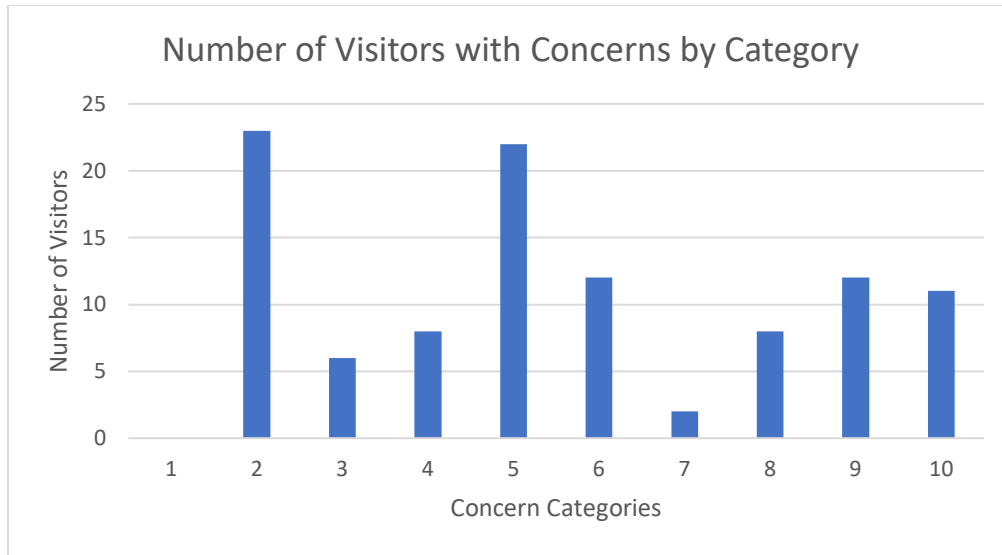
My intention is to provide information to promote positive change and continuous improvement. Conflict occurs in all organizations, and people seek assistance from ombudspersons for support in addressing conflicts and other concerns. While the data necessarily focus on problems, progress was made in resolving many of the concerns visitors brought to my office. Furthermore, a number of visitors were encouraged by the willingness of leaders to listen and try to provide assistance and by opportunities to rely on supportive colleagues. However, others were frustrated by what they perceived to be a lack of ability or willingness of leaders at various levels to help them resolve their concerns.

I observed similar concerns in a variety of units across WVU. Most reported concerns are not unique to any specific unit; nor are they unique to WVU. Ombudspersons from other organizations report similar problems. Moreover, there are substantial bodies of academic research in the organizational sciences examining the types of issues brought to my office.

### Summary of Concerns Raised

Faculty members may seek assistance from the Faculty Ombudsperson Office about any concern associated with their work lives at WVU, and visitors often disclosed several related problems and underlying issues. The figure below depicts the frequency with which concerns were raised in each of 10 categories. In the table that follows, I labeled the numbered categories and reported the frequencies with which the concerns were raised. I made every effort to categorize concerns based on the perspectives of the visitors.

I based the categorization scheme on the [IOA Uniform Reporting Categories](#), which I revised to better fit the types of concerns brought by faculty constituents. This is a rather simplistic way of representing the complex problems visitors experience. Nonetheless, it provides a summary of visitors' concerns, while maintaining anonymity and confidentiality. Anonymity and confidentiality also are supported by including various parties of concern in a category. For example, downward evaluative relationships may involve faculty, staff, graduate students, post-doctoral fellows, residents, and/or interns supervised.



Concern Categories		Issues Raised (frequency) <sup>a</sup>
1.	Compensation and benefits	None
2.	Upward evaluative relationships (department/division chair, assistant/associate chair, and unit managed)	Inequity of treatment (18); trust and integrity (16); beliefs, values, priorities (15); climate, norms in unit (14); power dynamics (13); unable or unwilling to assist (11); performance evaluation of visitor (10); policy implementation (10); fear of retaliation (9); effectiveness of supervisor (8); respect shown to visitor or others (8); bullying, mobbing, verbal abuse (5); feedback, recognition (4); complaint about visitor (3); reputation of visitor or others (3); damage to unit or program (2); policy missing (2); policy in need of revision (2); retaliatory behavior (2); disciplinary action (1)
3.	Downward evaluative relationships (faculty, staff, undergraduate students, graduate students, post-docs, residents, interns supervised)	Bullying, mobbing, verbal abuse (4); respect shown for visitors or others (4); beliefs, values, priorities (3); climate, norms in unit (3); conflict between two or more supervisees (3); damage to unit or program (3); diversity-related comments and behaviors (3); fear of retaliation (3); power dynamics (3); reputation of visitor or others (3); trust, integrity (3); complaint about visitor (2); effectiveness as a supervisor or instructor (2); equity of treatment (2); performance evaluation of visitor (1)
4.	Colleague (other faculty, staff) relationships	Equity of treatment (8); trust, integrity (8); beliefs, values, priorities (5); climate, norms in unit (5); effectiveness of colleagues (5); power dynamics (5); reputation of visitor or others (4); bullying, mobbing, verbal abuse (3); fear of retaliation (3); performance evaluation of visitor (3); policy implementation (3); respect shown to visitor or others (3); conflict between two or more colleagues (2); diversity-related comments and behaviors (2); unable or unwilling to assist (2); complaint about visitor (1); visitor's effectiveness as a department contributor (1); retaliation (1)

5.	Career progression and development	Career progression (tenure, promotion, annual review; 14); involuntary changes in work assignments or role (7); considering resignation from University or role (7); fear of termination, non-renewal (5); contract or position security (4); contract or role ambiguity (2); career opportunities (1); position elimination or fear of (1)
6.	Legal, regulatory, and financial compliance	Lack of or insufficient due process (7); harassment (5); discrimination (4); research integrity, compliance (3); violation reporting (1)
7.	Safety, health, and physical environment	Work-life balance (1); other (1)
8.	Administrative services (University)	Policy clarity (5); responsiveness/timeliness (4); decision outcomes (3); policy implementation (3); unable or unwilling to assist (3); behavior of administrative staff (2); quality of services (2)
9.	Organization and upper-level leadership (University, college, centralized center)	Unable or unwilling to assist (9); bases for decision-making, policies, and practices (3); communication (3); division of labor and decision authority (3); leadership quality, capacity (2); organizational climate, culture (2); power dynamics (2); reporting structure unclear (1); visitor's performance evaluation (1); other (1)
10.	Policies and procedures (University, college, centralized center)	Lack of clarity about what policy is (6); implementation of policy, procedure, standard (5); seeking policy information or clarification (4); lack of policy, procedure, standard (1)

<sup>a</sup> Concerns are categorized based on the perspectives of the visitors.

## Observations and Recommendations

The following observations are based on the perspectives of visitors, others I contacted in service to the ombuds role, and my professional judgment. Ombudspeople do not conduct investigations to verify what visitors tell them, and I was not privy to the perspectives of other parties to a conflict much of the time. Ombudsperson practice relies on the good faith of visitors and others with whom the ombudsperson communicates. In my experience, the vast majority of visitors were open to considering the perspectives of other parties, distinguishing between positions and interests, searching for common ground, and the mutually beneficial resolution of conflicts.

There is a great deal of variance in the frequency with which visitors raised concerns across and within the 10 concern categories. The most common concerns involved direct supervisors (Category 2), followed by concerns about career progression and development (Category 5), organization and upper-level leadership (Category 9), and higher-level policies and procedures (Category 10). Multiple parties were involved in many situations, even though department/division leadership was the most frequent party of concern.

The observations and recommendations I included last year remain relevant. Rather than repeat those here, I refer the reader to pages 17-23 of the [2019-2020 Annual Report for the WVU Faculty Ombudsperson Office](#). I'll focus here on one issue that affected a number of visitors.

All visitors attempted to address their concerns informally. In many cases they enlisted the assistance of University, college, and/or department leadership, depending on the sources of their concerns. Several visitors reported leadership was willing to assist and some reported early progress. However, oftentimes, these informal avenues failed to resolve issues of concern. Some visitors indicated months would go by without progress or without communication about the informal investigation procedures used or measures taken to try to resolve the problems. Some visitors perceived an inability or unwillingness of leaders to provide the types of assistance needed to resolve their concerns. In some cases, visitors' attempts to address their concerns informally served to prolong and escalate the problems, which eventually led them to file formal complaints.

In the interest of more successful, timely, informal conflict resolution, I recommend leaders at all levels be encouraged and empowered to take action to resolve University, college, and department-level problems in the best interest of concerned parties. Current initiatives need to be bolstered to support leaders with additional tools to manage conflict and correct problems. For example, leaders may need time, funding, training, individualized coaching, additional conflict management services, and/or new or revised policies and procedures to support their efforts. Input from leaders regarding what they need would be valuable. It also is important to hold leaders accountable when they are contributing to the problems in their units.



## **Priorities for the 2021-2022 Academic Year**

- The top priority will be to focus on requests for ombudsperson services and the needs of visitors.
- I intend to conduct outreach, as time allows. Outreach will be limited by the part-time nature of the position.
- I will continue to deepen my understanding of recurring issues and concerns voiced by visitors and others with whom I consult.
- I will continue to engage in professional development activities, as time allows.
- I will continue to follow the Charter of the WVU Faculty Ombudsperson Office and the IOA Standards of Practice and Code of Ethics.

I believe it is important to expand the Office to allow for more outreach activities, with the goal of reaching and serving greater numbers of faculty members, including academic leaders. I also would like to be able to keep the Office open over the summer months. This would allow me to continue to work with visitors with open cases at the end of the Spring semester, faculty members who are denied promotion and/or tenure or who received termination letters, and those otherwise in need of ombuds services during the summer months. In addition, I encourage the University to consider adding ombuds services for staff and other WVU community groups.

## **Conclusion**

The WVU Faculty Ombudsperson Office is an independent, confidential, impartial, and informal conflict resolution resource for faculty members, including those in administrative roles. While I do not represent faculty members or the University, advocating for fairness and systemic change is central to this role. In this report, I summarized the concerns brought to me and presented what I observed and learned during the past year. My past and current recommendations serve as a starting point and offer some options for addressing problems that can interfere with individual, group, and organizational effectiveness. Insights gained from current, past, and future reports can be used to inform efforts to address concerns of the WVU faculty.

## **General Education Foundations Committee (GEFCo) 2021 Annual Status Report**

### **Committee Members**

Lisa Di Bartolomeo, Eberly College, Chair  
Amy Welsh, Davis, Chair-Elect  
Mary Beth Angeline, Eberly College  
Lesley Cottrell, Medicine  
Kelly Diamond, Libraries  
Paolo Farah, Eberly College  
Crosby Hipes, WVUIT  
Suzanne Kitchen, Chambers  
Rachel Mohr, Eberly  
Kristina Olson, Creative Arts  
Gregory Selasky, Medicine  
Ashlee Sowards, Dentistry  
Nathalie Singh-Corcoran, Senate Chair, ex officio, Eberly College  
Emily Murphy, Past Chair, ex officio, CPASS  
Ashley Atkins Martucci, Chair-Elect, ex officio, CEHS  
David Hauser, Faculty Secretary, ex officio, Eberly College  
Louis Slimak, ex officio, Assistant Provost  
Misti Woldemikael, ex officio, Associate Registrar for Academic Services  
Tracey Beckley, TLC Representative  
Robynn Shannon, TLC Representative

### **Committee Charge**

The General Education Foundations Committee (GEFCo) will:

1. Review applications for new GEF courses and existing GEF courses.
2. Produce resources and educational opportunities to support the GEF and institutions to develop appropriate WVU Learning Goals.
3. Collaborate with other committees and any relevant administrative bodies on Outcomes Assessment of the GEF and other relevant assessment issues.
4. Address in a timely fashion any other issues pertinent to the success of the GEF.
5. Collect course-level assessment of the GEF as part of the application and review process.
6. Evaluate periodically national trends in general education and best practices, and implement changes as needed.

### **Summary**

- The GEFCo continued to review courses submitted for consideration within the GEF catalog of courses and structure.
- The GEFCo engaged in a review of GEF courses considered to cover diversity, equity, and inclusion.

- The committee continued to develop metrics and tools for assessing the GEF.
  - In particular, the assessment work focused on Student learning Outcomes for the Areas of the GEF. Members divided into groups to examine each of the GEF Areas 4 through 7. In those groups, members developed Student Learning Outcomes (SLOs) for their assigned GEF Area. Additionally, members examined a representative sample of courses within their assigned Areas to determine the viability and appropriateness of the SLOs, as well as the courses' fit with the SLOs. The new SLOs for Areas 4 through 7 were developed, voted on, and fully approved by the committee.
- The committee continued to work with Louis Slimak to identify assessment models that could be used to evaluate the current GEF courses.

### **Future Work**

- The committee will continue to work closely with Louis Slimak to develop appropriate assessment tools for GEF courses, in particular to implement review of GEF courses in line with the newly adopted SLOs.

The GEFCo would like to acknowledge and thank Judy Hamilton for her institutional memory and on-going support of the committee. Without her, it would be impossible to accomplish as much as we do. We also would like to acknowledge Morgan Boyle's support of our work.



# **Faculty Senate Inclusion and Diversity Committee**

## **2020-2021 Annual Report**

**May 14, 2021\***

**Authored by:** Keri Valentine (Chair), Lauri Andress (Founding Chair), Stefanie Hines (Chair-Elect ), and Kaylyn Zipp (First Social Justice Intern)

**\*Updated July 14, 2021**

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Narrative Grounding

The Nature of the Problem

Social Justice Summit participants contributed the following comments:

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Narrative Grounding

The Nature of the Problem

Social Justice Summit participants contributed the following comments:

Variant Forms of Racism Manifesting On/Off Campus

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Narrative Grounding

The Nature of the Problem

Social Justice Summit participants contributed the following comments:

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[Narrative Grounding](#)

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[Social Justice Summit participants contributed the following comments:](#)

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[Social Justice Summit participants contributed the following comments:](#)

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## **Appendix A: Climate Assessment Recommendations and Proposal**

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## **Appendix B: Ten-year Analysis of Recruitment, Retention, and Promotion**

The Committee is working with the Provost Office to update the data being considered for this analysis. An updated analysis using the IPEDS dataset will be finalized in December 2021.

## **Appendix C: Feedback from Social Justice Summit 2**

[What do you feel went well?](#)

[Why did you choose to attend this summit?](#)

[Did you get the experience you were looking for?](#)

[Comment on three possible actions. Would these feel performative? What would you change?](#)

[Anything else you would like to convey?](#)

## **Appendix D: Demographics from Social Justice Summit 2**

## **Appendix E: Feasibility Analysis**

# Big Picture

## How to Read This Report

This year the report from the Senate Faculty Committee on Inclusion and Diversity (IDC) comes to you in two parts. In part two, you will find the usual suspects (e.g., achievements, activities pursued, membership, committee charge). Part two of the IDC report also provides information regarding processes and approaches (e.g., how the Social Justice Summits were conceptualized and implemented). In essence, if you want to know how the sausage was made, check out part two (process, methodology, budget, partners, etc.), which is provided in a linear, systematic fashion.

### Key features in Part Two:

- [Committee Charge and Membership](#)
- [History of Social Justice Efforts at WVU](#)
- [Achievements in 2020-2021](#)
- [Activities Pursued including Implementation of the Social Justice Summit Series](#)
- [2019-2020 Committee Proposals](#)
- [First year 2019-2020 Committee Report](#)
- [Best Practices for Climate Assessment](#)
- [Ten-year Analysis of Recruitment, Retention and Promotion](#)

### Key features in Part One<sup>1</sup>:

If Part Two of the report focuses on the information typically found in Senate Committee Reports, then the contents in Part One of this report are meant to counter the silence and underwhelming reception with which these reports are typically met.

Part One of the report is meant to provide our [recommendations](#) (i.e., goals ) for the Diversity, Equity, and Inclusion (DEI) problems of the institution in response to the data, or (as we like to say) the experiences of faculty, staff, students, and community members who don't experience the institutionalized version of DEI. Accordingly, Part One of the IDC report presents the problems in a novel way and provides a set of institutional recommendations.

Our Committee is dedicated to the idea that spaces become places through social processes. In the spirit of that idea, we chose to produce a different kind of report that provides data by

<sup>1</sup> An interactive media version of Part One can also be found online to allow more integrated access to video, media, and text: <https://spark.adobe.com/page/dnNYjl7YS9k3J/>



depicting the human experiences, social processes, and shortcomings in communication and relationships that serve as barriers to social justice.

Part One of the IDC report seeks to present a compelling **Call to Action** for the difficult work of undoing discriminatory, exclusionary, and harmful institutional practices. While the Institution might present a simplified portrayal of victory over discrimination, we incorporate critical inquiry alongside traditional research approaches to display the entangled nature of actions that undergird the act and sense of exclusion. These approaches are well-positioned to explore the nature of marginalization, disrupt dominant discourses, and provide insight for reconciliation and future actions we might pursue.

To that end, we have integrated narrative approaches, visual media, and literary tropes to underscore the voices and lived experiences of those who fall under the remit of the IDC. Our goal has been to provide a vision with narratives and images to portray what lies under the surface of the celebratory activities often used to tell the story of Diversity, Equity and Inclusion at WVU.

We believe this report honors the investment of our sponsors,<sup>2</sup> who supported our commitment to the concepts of dialogue and deliberation with funding, advocacy, and time discussing critical issues and generative actions emanating from the Social Justice Summit Series. They believed in WVU faculty to take a central role in DEI/social justice work, confirming the importance of hearing from, learning about, and responding to the social-emotional climate as voiced by impacted groups internal and external to WVU. Further, they believed in our attempts to establish a record of the extent to which individuals experience racial conflict and or discrimination at WVU so that WVU leadership may respond in a transparent way that establishes accountability. We hope that this report comes to all of you as an invitation to engage and provoke dialogue and action in your college/unit, either as part of the institutionally-run DEI efforts or those that are rooted in student, staff, faculty, and community efforts. There is much work to do.

<sup>2</sup> Benjamin M. Statler College of Engineering and Mineral Resources  
College of Creative Arts  
College of Education and Human Services  
College of Law  
College of Physical Activity and Sport Sciences  
Davis College of Agriculture, Natural Resources and Design  
Eberly College of Arts and Sciences  
John Chambers College of Business and Economics  
LGBTQ+ Center  
Reed College of Media  
School of Dentistry  
Vice President for Research  
WVU Center for Resilient Communities

## **But progress has been made....**

We are keenly aware that some may criticize our analysis, saying the University has made great progress around DEI since this Committee was convened in 2019. To those who would question the analysis of the IDC, we offer these observations - using the concepts of transparency versus camouflage, top down versus integrative, and dialogue versus monologue:

1. The accurate portrayal of DEI should include data reflecting the nature and contours of the problem. A seemingly simple step, but crucial to any effort to solve a problem, is public acknowledgement of the problem. This includes acknowledging the shape, extent, depth, and historical nature of issues for Black, Indigenous, and People of Color (BIPOC)<sup>3</sup>, including faculty, staff, students, or members of the community. Public acknowledgement of these problems has not been visibly nor accurately communicated. On the other hand, our Committee presented data last year benchmarking progress towards retention, promotion, and hiring for BIPOC faculty that was never acknowledged (see Appendix B). Accordingly, to go beyond numbers and quantitative data that has been dismissed, we have taken steps this year to highlight and describe the problems with DEI. We believe that exclusion of the experiences of those that are marginalized is further marginalization and exclusion. We also believe, as is commonly asserted (e.g., Arnstein, 1969)<sup>4</sup>, that the omission of authentic, collaborative engagement of those impacted in defining the problem, decreases the chances that policies, practices, and activities to address the historical and current day harms will be less accurate and effective.
2. Actions taken with no witnesses, input, or observations from those external to the system means the efforts are not challenged and run the risk of being inaccurate and false.
3. The promulgation of policies and actions with no way to engage the institution results in top-down, one-way communication that is unjust, patronizing, wrong-headed, and likely to result in failed policies, practices, and solutions.
4. The power imbalances endemic to the system have increased, rather than decreased, when one considers the composition of groups working on these issues. The DEI-sanctioned groups appear to have been populated with individuals who lack autonomy and/or will not oppose institutional practices. In many cases, they are unable to provide the institution with an independent, critical voice or lens for fear of reprisal, or loss of patronage and support.

<sup>3</sup> We are aware that the acronym BIPOC is being scrutinized and that identifiers change. Our intent is to be respectful and recognize the significant contributions and burdens that have been placed on certain groups in the United States. The use of bodies, labor, sweat, etc. since colonial times is not insignificant and we want to recognize the contributions of each group.

<sup>4</sup> Arnstein, S. R. (1969). A ladder of citizen participation. *Journal of the American Institute of Planners*. 35(4), 216-224.

## Perspectives on and Definitions of Racism in Real Time

Terms, such as inclusion, racism, and discrimination are complex - and like all socially constructed language, require exchange in order to unpack meanings and determine possible usages. To aid the reader in better understanding perspectives on and definitions of racism, a real time, discursive exchange follows. It should be noted that these definitions and perspectives have been taken from a blog and list serv populated with and by public health academicians, researchers, experts, and practitioners.

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***On Thu, Apr 22, 2021 at 9:43 PM Mignonne C. Guy <[mguy@vcu.edu](mailto:mguy@vcu.edu)>wrote:***

Thank you for noting the origins of these concepts. I strongly urge all who wish to include the various types of racism in their studies review the seminal works in sociology (institutional, systemic and structural) and psychology (for internalized and interpersonal). Just as an FYI., several sociologists, including Joe Feagin (who I believe coined "systemic racism"), have criticized Jones' work due to its lack of grounding in the black counter framing literature Feagin & Vera, 1995, Feagin 2006 & 2010, Bonilla-Silva 1997 as well as critical race literature from Ture & Hamilton 1967. While I have the utmost respect for Camara's work, I too share this criticism. I have long had one foot in Black studies and one in public health and continue to be astounded by the absence of CRT and race scholarship in the latter curriculum/research. Perhaps one day we can build this bridge as there is much that the social sciences and ethnic studies can teach public health. W.E.B. DuBois taught us much of what we needed to know about the root causes of health inequities in Black communities. The Black Panthers created some of the earliest interventions in the social determinants of health. More recently, Derrick Bell's Faces at the Bottom of the Well is a must to better devise ways to deal with the racism that is interwoven into the foundation of our society. In sum - read seminal sociology and works from Black Studies.....they matter.

Mignonne C. Guy, Ph.D.

Associate Professor & Incoming Chair, Department of African American Studies

Founder & Co-Chair, Committee on Racial Equity (CORE)

Faculty Investigator, Center for the Study of Tobacco Products

Virginia Commonwealth University

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***On Thu, Apr 22, 2021 at 6:23 PM Krieger, Nancy <[nkrieger@hsph.harvard.edu](mailto:nkrieger@hsph.harvard.edu)> wrote:***

just to add to the historical chronology regarding this terminology: while it may have come late to public health, the distinctions between different levels of racism & other kinds of oppressive social relations were discussed in the social science literature in the 1980s and 1990s, and before that as well – for example, some works that I cited in the first epi review of discrimination & health that I published in 1999 drew on and acknowledged this prior work, including:

24. Benokraitis, N. V., and Feagin, J. R. *Modern Sexism: Blatant, Subtle, and Covert Discrimination*. Prentice Hall, Englewood Cliffs, N.J., 1986.
25. Rothenberg, P. S. *Racism and Sexism: An Integrated Study*. St. Martin's Press, New York, 1988.
26. Feagin, J. R. *Racial and Ethnic Relations*, Ed. 3. Prentice Hall, Englewood Cliffs, N.J., 1989.
27. Essed, P. *Understanding Everyday Racism: An Interdisciplinary Theory*. Sage, London, 1992.

see: Krieger N. Embodying inequality: a review of concepts, measures, and methods for studying health consequences of discrimination. *Int J Health Services* 1999; 29:295-352.

p. 301: "Although sharing a common thread of systemic unfair treatment, discrimination nevertheless can vary in form and type, depending on how it is expressed, by whom, and against whom. As summarized in Table 3, diverse forms identified by social scientists include: *legal, illegal, overt (or blatant)*, and *covert (or subtle)* discrimination, and also *institutional (or organizational)*, *structural (or systemic)*, and *interpersonal (or individual)* discrimination (24–27). Although usage of these terms varies, *institutional discrimination* typically refers to discriminatory policies or practices carried out by state or non-state institutions, *structural discrimination* refers to the totality of ways in which societies foster discrimination, and *interpersonal discrimination* refers to directly perceived discriminatory interactions between individuals—whether in their institutional roles (e.g., employer/employee) or as public or private individuals (e.g., shopkeeper/ shopper). In all cases, perpetrators of discrimination act unfairly toward members of socially defined subordinate groups to reinforce relations of dominance and subordination, thereby bolstering privileges conferred to them as members of a dominant group."

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pronouns: she/her/hers

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**From:** [spiritof1848@googlegroups.com](mailto:spiritof1848@googlegroups.com) <[spiritof1848@googlegroups.com](mailto:spiritof1848@googlegroups.com)> **On Behalf Of**  
**Braveman, Paula**

**Sent:** Thursday, April 22, 2021 5:43 PM

**Subject:** RE: [spiritof1848] Perspective request on racism: institutional & structural

**And a few more comments on the definitions: structural, systemic, and institutional racism:**

Structural racism and systemic racism are often used interchangeably, although they have somewhat different emphases. Both denote racism that is pervasively and deeply embedded in laws, policies, entrenched practices, and established beliefs and attitudes that produce, condone, and perpetuate widespread unfair treatment of people of color. "Systemic" racism emphasizes the

involvement of whole systems—e.g., political systems, legal systems, economic systems, health care systems, school systems, criminal justice systems, etc.—including the structures that constitute the frameworks of the systems. “Structural” racism emphasizes the role of the structures, such as laws and policies, that are the scaffolding of the systems.

Because systems include structures, while structures don’t necessarily include systems, I have lately been using “systemic racism” more than “structural racism”. And “systemic” may be more intuitive and accessible for a broad audience. But it’s not an issue over which war should be declared. Both terms are valuable.

As many of us use the term now, Institutional racism is racism within a particular institution; it is not necessarily systemic and may or may not be structural. It should be noted, however, that when Camara Jones coined the term in her brilliant AJPH 2000 paper ([CP Jones, AJPH 2000](#)), she was referring to racism that is both systemic and structural. As far as I know she was the first to make the distinction between “levels of racism”, distinguishing interpersonal, internalized, and institutional racism. And some people continue to use institutional racism as Jones intended, to refer to systemic/structural racism, not just confined to a given institution.

--Paula

\*\*\*\*\*

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***On Tue, Apr 20, 2021 at 9:49 AM Howard Waitzkin <[waitzkin@unm.edu](mailto:waitzkin@unm.edu)> wrote:***

To this conversation, I’d like to add “racial capitalism,” which encompasses both structural and institutional racism. Without addressing racial capitalism as the root cause, efforts to address racism will continue to fall short, as they have during the century that has passed since WEB DuBois first analyzed these questions. For a very helpful analysis of the structural and institutional features of racial capitalism that operate in relation to COVID-19, I recommend Zophia Edwards’s recent article, “Racial Capitalism and COVID-19,” <https://monthlyreview.org/2021/03/01/racial-capitalism-and-covid-19/>. Thanks for considering. Howard

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**Do Over: IPEDS Data Analysis on Recruitment & Retention, from 2009-2019**

To highlight the lack of minority representation in the faculty at WVU, at the close of 2019 our committee presented an analysis of data from the Integrated Postsecondary Education Data System (IPEDS) at a full Senate Faculty Committee. The response to this data was underwhelming. We were not sure if the analysis itself failed to signify the seriousness of the lack of representation at WVU or whether it was the preference of the University that this kind of analysis be disregarded and underreported. It is certainly possible that both factors shaped the response to the presentation.

This year we addressed this problems in several ways: (1) we held our Social Justice Summits and collected critical narratives and stories as evidence of problems with inclusion and racism at WVU; and (2) we secured resources to assist us in re-examining the IPEDS data to once again highlight issues of under representation in minority faculty at WVU.

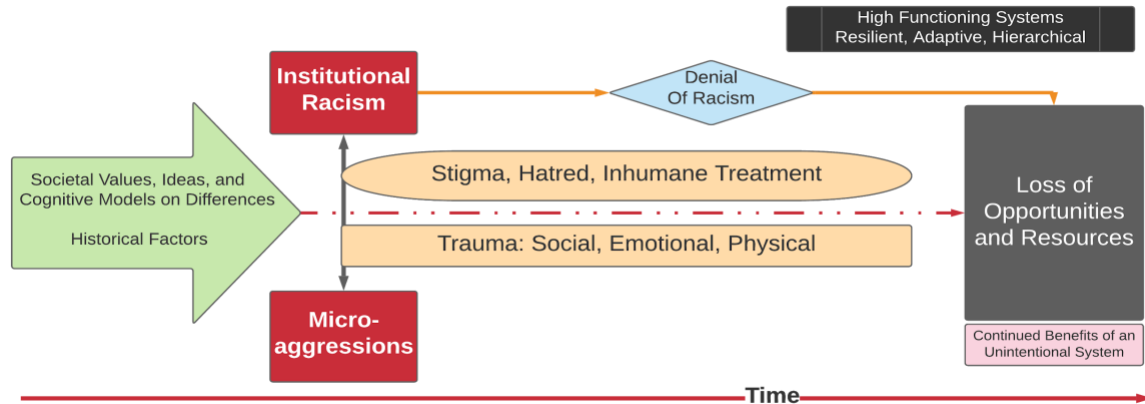
The detailed analysis may be found in [Part 2](#) of this report. Our summary findings are the following:

*The Committee is working with the Provost Office to update the data being considered for this analysis. An updated analysis using the IPEDS dataset will be finalized in December 2021.*

Taken together, all of our data, both narrative and statistical, combine to provide a provocative and revealing landscape of the loss of the opportunity to correct historical injustices, move the university into the 21st century, and enhance inclusion and equity.

# Part 1

## Introducing our Framework on Institutional Racism



### WLI Presentation (4/26/2021)

In late April 2021 the founding and current chairs, plus the chair-elect of the IDC, presented to the Women's Leadership Institute at WVU. The recording below reflects the very first time that the model was presented. Since that day, additional ways of describing the model have been devised that may be a bit more clear in the explanatory descriptors used to portray the model. Accordingly, the written description within this report is the most clear version of that description and varies from the recording.

WLI Presentation (Presenting the model): <https://youtu.be/weNyh35V2Qk>

WLI Presentation (Presenting microaggressions): <https://youtu.be/ZcGuNsK6qiY>

## Background

As founding Chair of the IDC, the need for a pathway model came to me at the end of our first year. We were discussing many kinds of recommendations, activities, and solutions. I kept saying and thinking that we should consider these activities as "hearts and mind" work versus policy change. I felt that we needed something visual to provide a way to explain the "why" of the work and/or the rationale to support strategies we were utilizing.

I did not have time or the needed inspiration to develop the model at that point.

An example of a visual is a pathway model. I use pathways models in a lot of my research to explore the origins, causes, and solutions to problems. I think of these models as “ground truthing,”<sup>5</sup> or reality testing, including deductive and inductive reasoning. In the case of deductive, testing out specific instances in the model to see if the model can accommodate that instance. The pathway model may also reflect inductive reasoning, putting general, specific truths together to see if a conclusion may be reached.

Now in 2020-2021, we are launching an evolving, inaugural pathway model for the IDC Committee. We expect to use it to explain the ideas, concepts, causes, issues, and solutions around which we center our work.

With this model we expect to provide a visual rationale for (1) the data or evidence collected in the form of the stories; (2) the Committee recommendations; and (3) most significantly, the problem to be solved.

First, we should consider the problem that IDC has presented on the right side of the model in comparison to the problem(s) as presented by the Institution. In the policy process, it is said that the framing, presentation, and statement of the problem determines the breadth and depth of the solutions. The groups that are dominant in that exercise, control the board and can eliminate some solutions while highlighting other solutions.

For example, what solutions dominate if the problem is as stated below versus the alternative that is also described (opposite sides of the continuum)?

- We have not historically hired BIPOC faculty - or - we need competent BIPOC faculty?
- Women faculty need to speak up, be confident - or - we need to stop favoritism, bullying, discrimination, and harassment?

## Description

So the puzzle or problem to be solved in this model is located on the far right. It is harm, named as discrimination and described as loss of opportunities and resources. The causes of the problem are meant to be traced by working backwards across the model from right to left. Thus the first attribution made to the cause of the problem is stigmatized social status, which, in the case of the U.S., means race and ethnicity.

Note that the box labeled as stigma is located in the middle of the diagram and stretches across the model. This box also includes hatred and inhumane treatment. The reason for including all three responses to group differences in this box labeled stigma is to demonstrate that this feature of the system endures over time and that the nature of the stigma changes with time. In the 19<sup>th</sup> century, the inhumane treatment as slave labor dominated, and stigma was needed to justify the use of human bodies for capitalistic gains. The model proposes that since the civil

<sup>5</sup> Ground truth is a term used in various fields to refer to information provided by direct observation (i.e. empirical evidence) as opposed to information provided by inference.



rights movement and the advent of laws and regulations that made equality compulsory, stigmatization, or responses to group differences, takes the form of less obvious actions that include microaggressions and institutional racism. Interestingly, the extralegal killings of Black and Brown people by law enforcement could be considered a continuation of inhumane treatment reminiscent of slavery and the post civil war lynchings, where Blacks were treated as less than human. It is important to note that the model has a temporal element.

Next, additional attributions or root causes of the problem of discrimination (loss of opportunities and resources) are presented on the far left. They are (1) societal values and (2) historical factors. Societal values (e.g., the cultural toolkit is another pathway model that I use) include ideas, values, ideology, beliefs, and cognitive models that act as silent, subconscious guides to understanding “differences” between groups. Historical factors relevant to U.S. history are defined primarily as slavery.

Note that historical factors are disputed in our society, as some say institutional racism ended because slavery ended. Slavery, in this case, is defined as institutional racism. There may also be some confusion with systemic racism. In either case, these ideas are incorrect and inconsistent with the definition of institutional and systemic racism.

And so (again) if we accept the temporal element stretching across the model at the bottom, stigma and hatred continue across time and take the form in the present as microaggressions plus institutional racism in the form of policies, rules, and regulations [top and bottom boxes of the model]. Here, institutional racism works in an automatic, unquestioning, relentless way - distributing (withholding) resources and opportunities (the problem on the right of the model ) in an unjust, unfair, inequitable manner.

There are four other elements worth noting about this model.

Denial of racism by BIPOC people is listed in a box between institutional racism and loss of opportunities and resources. This box is meant to question whether racism still occurs if a BIPOC person does not believe that it occurs. The model theorizes that the answer is yes. Simply because someone does not believe that racism occurs, does not mean that they don't experience the loss of opportunities and resources. It may possibly mean that the person does not sense racism emotionally, cognitively, or physically (see box labeled trauma). It is also worth noting that this kind of denial of racism calms White fears of their responsibility for racist acts and supports common ideas that racism would not exist if BIPOC people “got over it” and moved forward.

Next, we should examine the box labeled trauma in the middle of the model. This represents the newest clinical and public health research that posits that the trauma experienced from racism gets under the skin, literally. Today we believe that groups experience racism in and upon their bodies in the form of trauma transmitted through the central nervous system in a fight or flight response that is triggered relentlessly by everyday, ongoing experiences of racism acted out over time and across generations. Further, this physical trauma impacts the population's sense of being, notions of resiliency, security, and competency or self-efficacy.

Last, this model is high functioning, meaning it has a combination of three important characteristics: **resilience, adaptivity, and hierarchy**.

**Resilience** is a measure of a system's ability to survive and persist, even in the face of great pressure to change. Using, for example, the civil war or the civil rights movement. Resilience is high if there is a variable environment and the system can bounce or spring back into shape after being pressed or stretched.

**Adaptivity**, or self-organization, refers to a system's capacity to make and remake its own structure simpler or more complex, to diversify and evolve in response to external pressures.

**Hierarchy** refers to arrangements of subsystems to facilitate the system's functioning, so that if any part stops functioning, the system may keep going. The hierarchical operations make it a tough system to stop.

## Conclusion

In this model and our work as the IDC, we think that strategies such as books, education, awareness, speakers, training, dialogue, and presentations all become "hearts and minds" work addressing the need to understand historical factors, societal beliefs, and/or stop microaggressions.

On the other hand, policy changes are meant to address institutional racism and mitigate or correct discrimination defined as loss of opportunities and resources.

## Crowdsourcing

We are refining the pathway model that explains institutional racism from the unique standpoint of Appalachia. Our goal is to use crowdsourcing to refine this model based on comments, edits, questions, and ideas.

Visit our site to provide input on "Understanding and Dismantling Racism: Crowdsourcing a Pathway Model in Appalachia": <https://sites.google.com/view/idc-pathway-model/home>

## Key Ideas Supporting the Social Justice Summits: Witnessing and Oral History



### Social Justice Summit 1: A Call to Action Emphasizing Witnessing

As part of the inaugural summit, we took seriously the notion of a “witness,” centering the importance of this notion in past social justice work, such as James Baldwin’s in the 1960s Civil Rights Movement. An excerpt from Lauri Andress’s introduction of the witness:

*To be an honest witness, we must bring ourselves to the task at hand, reveal ourselves, and ask for understanding and an exchange based on equal footing with those that we would study, lead, or seek to engage with institutionally and in our communities. Our Senate Faculty Committee decided to both bear witness and BE witnessed. We decided to entrust the act of seeing ourselves, our actions, and pursuits to a witness. In doing so, we are seeking honest engagement between ourselves and the Institution. Our hope is the Institution will respond in kind.*

#### **Need to Reframe Diversity & Act Now**

Our first invited speaker was Dr. Hillary Potter. Dr. Potter is an Associate Dean for Inclusive Practice, College of Arts & Sciences at the University of Colorado Boulder with administrative and leadership expertise in higher education that centers on social justice, equity, diversity, and inclusion (JEDI) initiatives, based in a strong social-scientific scholarly background. She was the inaugural JEDI lead for a 16,500-student college in a premier research university.

During her delivery, Dr. Potter lifted up the idea that JEDI work needs to shrug off traditional indirect, soft, or pleasant language and images and make use of words and images that call to mind the reality of institutionalized racist actions and resulting harms. She called upon the collective to “consider assigning or appending new language/terms” for our work (e.g., anti-racist, JEDI, intersectional or intersectionality, social climate and culture, anti-white supremacist, and decolonial or decolonizing).

To see the talk by Dr. Hillary Potter, as well as Lauri Andress's witness statement, you can view the YouTube video: <https://youtu.be/3gbqPh8LugA>

Dr. Hillary Potter also shared her slides for distribution:

[https://socialjusticesummit.files.wordpress.com/2020/10/wvu-presentation\\_h.potter\\_17oct2020.pdf](https://socialjusticesummit.files.wordpress.com/2020/10/wvu-presentation_h.potter_17oct2020.pdf)

**Following Dr. Potter's Delivery, the IDC Committee Resolved To:**

- Act now, stop waiting for more data.
- Start by acknowledging the truth that racism is problematic here at WVU.
- Determine who/what offices will own these actions, support them, push this agenda.

Other key ideas presented by Dr. Potter were the following:

- Identify the *outcome* we want for this work and then *work backwards* to determine how we would have gotten to that new endpoint
- Change institutional *values* along with policies and procedures
- Look to other institutions that are embracing radical culture shifts

In response to Dr. Potter's delivery, members of the collective delivered these statements via Mural, an online platform, as well as in small and large groups during the summit.

- Identity: Do we want to be a DEI university or anti-racist university?
- Consider Audience: DEI geared towards white people (failure to listen to people of color)
- Stance: a. Takes an impoverished view; need to focus on empowerment; b. DEI as celebratory or space for "real" talk?
- [Why is there a ] lack of successful examples of DEI?
- Isolated discussions/debates concerning diversity - should be unified as part of an agenda
- Hate is a core issue that requires changing others' thinking. How to do this work without clash/retaliation?
- We don't need more data (a mechanism to slow down progress)
- Questioning the effectiveness of DEI training modules: a. Not all problems can be solved through training and providing resources; b. Checking boxes problematic
- Change may necessitate more than knowledge- and awareness-building

## **Social Justice Summit 2: Connecting Lived Experience to Action Emphasizing Oral History**

At the second Social Justice Summit, we made use of the oral history approaches to center the stories and experiences of marginalized voices on campus and in the community. Alissa Rae Funderburk, an oral historian, served as both a presenter and facilitator for our whole group time, exploring the question, "What happens when stories are silenced, taken out of context, and/or misunderstood?" She also engaged in consensual<sup>6</sup> oral history interviews with interested participants ahead of time, centering clips from these interviews as part of a deep listening session. The targeted participants for the second summit included students, staff, faculty, and community members who were interested in sharing their stories openly or anonymously. Our objective was to be able to connect these stories to policy recommendations.

To see the talk by Alissa Rae Funderburk, as well as Lauri Andress's introduction regarding whitewashing, you can view the YouTube video: <https://youtu.be/0hK1Mq1RLZw>

<sup>6</sup> Informed consent of the narrators was obtained at the start of the interview and each time the story was to be shared in a public forum. Narrators were asked to review their audio and transcripts, given an opportunity to approve the oral history, choose to have their audio played or to have an actor serve as a reader of their stories, and asked for consent each time their story was disseminated/stored in a new venue/format. The Oral History Association's *Principles and Best Practices* guided these efforts since the 2019 Common Rule excludes oral history from IRB review: <https://www.oralhistory.org/information-about-irbs/>

## Critical Issue 1: Failure to Enforce Rules, Regulations, Practices



Artwork by Kaylyn Zipp

“No man, for any considerable period, can wear one face to himself and another to the multitude, without finally getting bewildered as to which may be the true”

— Nathaniel Hawthorne (1850), [The Scarlet Letter](#)



Enstropia, CC BY-SA 4.0 via Wikimedia Commons

In ancient Roman religion and myth, “Janus” is the god of beginnings, transitions, and endings. He is often depicted as having two faces, one looking to the future and one to the past.

## Narrative Grounding

### ***Am I Under Arrest Here, Officer?***

*I joined with several faculty members to report a high-level person in our school for discrimination. We were an African American and two members of the LGBTQ+ community. They filed their claim in DEI as discrimination. I was embarrassed - I thought folks might think I was playing the race card, but I was scared, and having panic attacks, and angry. So I filed harassment and bullying charges in HR.*

*When you open the investigation, if our institutional reps believe you, and I say believe because you are made to tell your story over and over, verbally and in writing, several times. So eventually you feel like you must plead your case to be believed. If believed, the institutional reps tell you that the case will be referred out for investigation - to an outside law firm. The institutional reps say it's important that there be a neutral party investigating the claim.*

*But after a while, you realize the law firm is not neutral. They get related business and contracts from the school. Then the firm enhances its reputation, and in turn, the firm makes all kinds of contributions to the school - in time and money. You soon realize that you see the neutral party – the law firm's name – on programs, buildings, committees. This is the neutral entity that is going to investigate your case.*

*The law firm interviews you many times and they call witnesses - you don't even know about the witnesses - but they may think that they are crucial. So they may call your dean in, and talk with that person. They may call your chair, or your colleagues. You never see any documents during the investigation. You don't even see documents at the conclusion of the investigation. And eventually, again, your competency, believability, and motivations are on trial – they are questioned.*

*While this investigation proceeded, the person was left in place with their full rights and privileges. So, despite my pleas to disallow that person from taking action against me, that person was allowed to continue to act. This included additional emotional bullying, harm to my reputation - by influencing another set of external people they knew as friends to pull my grant-, and they had other people that reported to them pull, to pull me from my classes that semester.. the result...my annual evaluation reflected lower ratings with no recognition of that person's role or that that person was under investigation for discrimination.*

*Yes, eventually that person was demoted. But they kept their job, their salary, and other duties at the school for another three years. I later heard they helped to write the school's five year strategic plan. This person left when they found another high-level position.*

*Eventually, all of us were asked if we were satisfied with the conclusion of the investigation when it was done. I believe that my colleagues were asked to sign a non-disclosure agreement. I was simply called into HR and asked if I was satisfied. I asked for some time to think about the*

*conclusion, came back, and made a request not to serve under my chair – because I thought there would be conflict. I was not granted that request. I was simply told to go back to my position and resume my duties, with the harm to my reputation in tact, my lower ratings on my annual evaluation, and a continued fear of - my competency, my ability to make my way in the world – unharmed. Rose-colored glasses shattered.*

## **The Nature of the Problem**

This issue problematizes enforcement as an internal conflict of interest and calls into question accountability mechanisms. While the institution may profess a desire and a responsibility to protect its members from harassment, bullying, and discrimination of all kinds, it must at the same time defend the institution. The protection of the institution's interest often occurs at the expense of fully preserving and upholding the safety of members of the system. One Summit participant spoke to this idea when they said that upon highlighting problems, no one listens, and the risk of punishment or being made to feel as an outsider is an unpleasant likelihood. Last, clarity on the institution's enforcement responsibilities, authority, systems, and processes are unknown or even hidden as witnessed by a Summit participant's statement below.

“Incrementalism” and “tempered radicalism” are two terms highlighted as problematic, both in the Summits and in the literature (Jones & Squire, 2018)<sup>7</sup>. Similar to the arguments expressed primarily by faculty and staff at WVU, Jones and Squire argue “that faculty and staff of color, particularly those who identify as Black, must be allowed to act in untempered ways as their livelihoods quite literally depend on changing a broader racist system” (p. 37). As indicated by participant comments below, incrementalism at WVU manifests in several ways: reliance on training, resource compilations, and mentorship to solve deeply ingrained racial injustices; delaying progress by responding with the rhetoric of needing more data and/or citing misalignment with institutional norms and practices.

## **Social Justice Summit participants contributed the following comments:**

### Enforcement and Accountability

- Enforcement is hidden: how are cases tracked, what happens with complaints, where does the investigation start/stop?
- Enforcement as conflict of interest – WVU tasked with both enforcing rules and regulations while protecting themselves - "a little is enough"

<sup>7</sup> Jones, V. A., & Squire, D. (2018). Disengaging whiteness and examining power in campus activism: Reuniting communities of color through a critical race analysis of tempered radicalism. *Journal Committed to Social Change on Race and Ethnicity*, 4(1), 36-65.

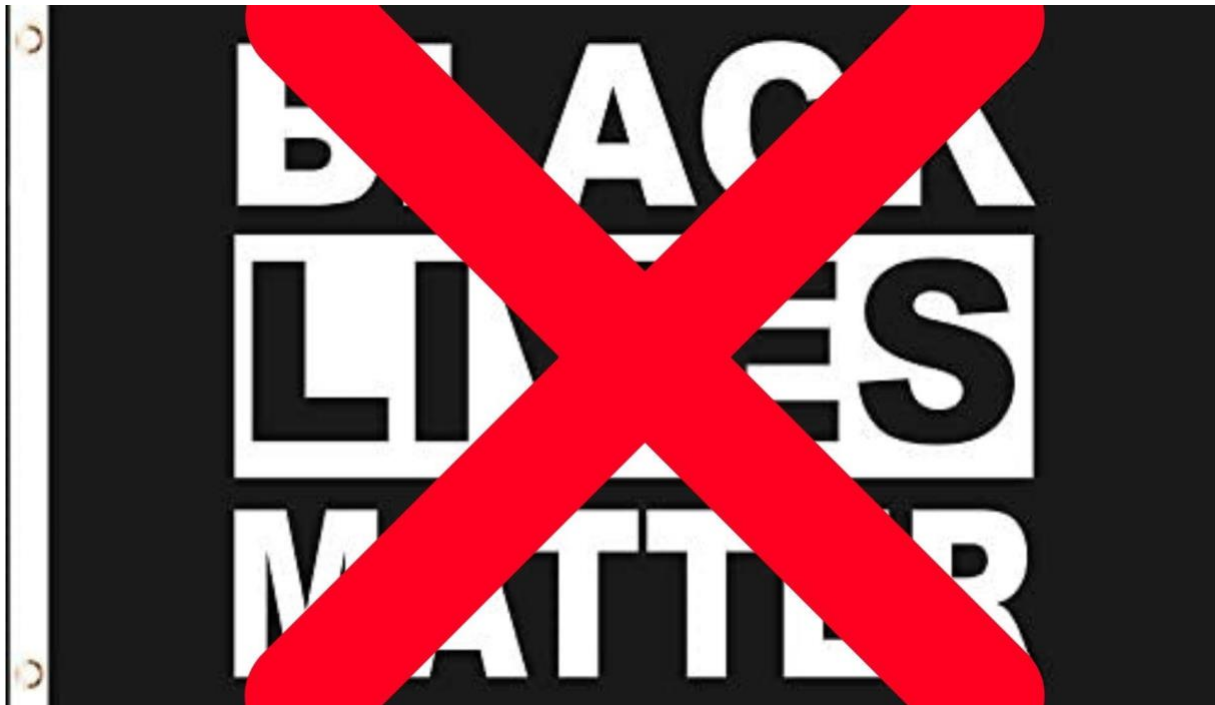


- Accountability: WVU DEI or any other WVU entity encounters a conflict of interest when enforcing rules and regulations, intervene, or punish
- When we speak up, someone needs to listen
  - Those who speak out are seen as “other” and rather than solve a problem we treat the “othered” person.

## The Problem of Incrementalism

- Not all problems can be solved through trainings and providing resources
- Change may necessitate more than knowledge- and awareness-building
- Checking boxes problematic
- Mentorship not always beneficial (or the answer)
- We don't need more data (mechanism to slow down progress)
- Naming all the reasons we can't do things

## Critical Issue 2: Racism and Retaliation



Artwork by Kaylyn Zipp

### Narrative Grounding

#### ***Initiatives and Faculty Meetings: Layers Upon Layers of Trauma***

*We started a diversity working group, and then we asked for it to be a committee. The faculty responded like we were asking to hold a conference on the moon. It's really not a radical idea—we're not the first to have a departmental diversity committee. That whole thing was very traumatic to me like you don't even want us to have a committee to deal with race and ethnic issues in our department? That's problematic, you know ...it's just layers upon layers of trauma all the time. I cringe going into our faculty meetings, because I don't know what people are going to say. I don't know what's going to be allowed to be said, you know those sorts of things. There's no guardrails. (African American Woman Faculty)*

#### ***Getting Labeled "Angry Black Woman"***

*Well, I feel like...in general, I feel like in the workplace, Black women cannot show any emotion unless it's happy or silly. I feel like if we're frustrated, if we're angry, if we're upset, if we're a little perturbed, it gets taken wrong - and you get labeled "Angry Black woman." You know what I'm saying? So I had to work through that. I got kids. I had to work through that. By that Monday, once I walked out of their office, I was over it. I shut that down. Y'all are not going to bait me into*

*turning up and being this angry Black person, because they used to say it to me. Like, "Oh, I was waiting for you to go off on her." But why would I do that at my job? Who does that? (African American Woman Community Member)*

### **Microaggression: Ethnic Foods**

*I have been in work situations as an adult actually - pretty much everywhere, including at the University, where you bring food that smells different and then someone comments on it: "That food smells gross. What's that smell?"...Reflecting on it is very painful, when people make fun of what you're eating, right. And it instantly makes you not want to eat. Now, as an adult, I take a little harder stance and I'm just like, "this is what i'm eating, like suck it up." But it still hits back to that experience as a child, being made fun of every time - that trauma - and you know, part of me is like, "oh don't snowflake out, just like get over it." But it's hard and I've been in work situations with other people who are not necessarily eating culturally American Food, where they've been picked on, you know, and that's a big one. Or even to this day, I get, "what are you eating? A cat or a dog."*

### **Contrapower and Inaction**

*[After discussing a harrowing 2-year story about contrapower harassment from a student and the failure of action on the part of police and the university]...Nothing was done until he went to the [office] and threatened to kill somebody...And that person was a [privileged member], and they had a family member who was a police officer. Once they were threatening somebody that people cared about - they had to find somebody that they cared about to really make a difference. I wasn't important enough. And that's the thing, and so you know it creates these fears. You know, people talk about, "Oh, we could put more police in the hallway, or we could do this," but when you're a person of color or you're a woman, there's no safety for you. You might be in just as much danger from the police...they're not there to help everybody, the police are not there to help everyone, and I think that that is a lesson I knew, was something I knew already. Because I had experienced it previously in my life, many times, but I got to experience it again...you have to be an important person for the police and the university to care about you.*

## **The Nature of the Problem**

Here we examine the connection between racism, retaliation, and the costs BIPOC staff, faculty, and students pay to gain status and security in predominantly white institutions (PWIs) of higher learning. We observe the ways that racism is obscured, including through the use of the concept of *diversity* which serves to diminish racism and actions to address it. We assert that diversity is the weakest strategy available to combat racism and fails to moderate acts of retaliation for those that would call out racist acts.

For there to be a connection between racism and retaliation within PWIs, any one of several actions has been observed. First, acts of racism may be reported and followed up with the use of regulations and a process to address the racism. Second, racism may be part of a scholarly

research endeavor. Finally, someone or something must call out racism as part of intentional, public, strategic efforts to fight against the racism within the PWI. In any of these scenarios, those fighting against racist acts and actors within the PWI most likely end up paying a retaliation tax, facing denial of promotion and tenure and/or suffering elevated minimization and invalidation (Arnold, Osanloo, & Sherman Newcomb, 2021; Gorski, 2019; Hughes, 2020)<sup>8</sup>.

In an examination of racism, it is important to juxtapose racism and diversity. How do these concepts relate? Why does it seem that the two concepts do not occupy the same space?

Racism, observable as a phenomenon that is visited upon or perpetrated against an individual or group, may come in several forms. First, racism may take the form of emotional, physical, or psychological acts of transgression. Additionally, racism may manifest itself as less violent, transgressive acts of commission. The action appears as more subtle omissions where something is lost or withheld in the form of resources and opportunities.

Ultimately, it might be said that, in all these cases, acknowledgment of racism by those who would practice or serve as silent witnesses to the racism requires a great deal of energy denying its existence and creating ways to obviate the racism.

The first way that racism may be erased is by justifying the act through the idea of *othering*, described by Toni Morrison as a psychological or sociological concept to justify, support, or become the basis for the treatment of another group differently from the majority (Morrison, 2017)<sup>9</sup>. Othering allows the majority to imagine some divine social or moral order creating a right and privilege to racism that enslaves, kills, or treats with indifference groups that are different from the majority. Here the perpetrator convinces themselves of some sort of natural and divine delineation between the perpetrator and the impacted group or the members of humanity and those who are decidedly non-human.

Next, scholars in PWIs label the concept of diversity as a means by which racism is erased. An abbreviated scan of peer reviewed literature labels diversity as a racial ideology that erases racism by rearticulating, i.e., reassembling civil rights (Herring & Henderson, 2011; Mayorga-

<sup>8</sup> Arnold, N., Osanloo, A. F., & Sherman Newcomb, W. (2021). Paying professional taxes for promotion and tenure: The costs of justice work for Black faculty. *Journal of Research on Leadership Education*. <https://doi.org/10.1177/19427751211002220>

Gorski, P. C. (2019). Racial battle fatigue and activist burnout in racial justice activists of color at predominantly White colleges and universities. *Race Ethnicity and Education*, 22(1), 1-20, <https://doi.org/10.1080/13613324.2018.1497966>

Hughes, T. T. (2020). *A study of factors affecting the advancement of Black faculty and staff at predominantly White institutions* (Doctoral dissertation, Trevecca Nazarene University).

<sup>9</sup> Morrison, T. (2017). *The origin of others*. Harvard University Press.

Gallo, 2019)<sup>10</sup>. While diversity may have been meant to challenge colorblindness, it instead highlights race, ethnicity, and other differences (social statuses) to achieve a blind ideal of fairness where race is subverted and diminished in comparison to other differences until it no longer matters. This is distinct from color blind ideology which explains inequality as a function of the past, individual “racist” bad apples, or the failings of people of color.

Take for example, the equation of poverty or first generation educational attainment with racist treatment. While being poor in the U.S. can most likely lead to some of the inequities and stigmatization health, economic, and housing problems we see, being poor and black would make these outcomes more certain in cases where poverty may be alleviated, while blackness may not (Garner, 2010)<sup>11</sup>.

Essentially, the logic of diversity ideology uses an amorphous framing to answer racism, racial inequality, center white people’s desires and feelings all while being devoid of power and history, which is how systemic whiteness is reinscribed (Herring & Henderson, 2011; Mayorga-Gallo, 2019).

## **Social Justice Summit participants contributed the following comments:**

### Variant Forms of Racism Manifesting On/Off Campus

- Incognito racism (e.g., embedded in social processes and structures, implicit, aversive, subconscious)
- When stories are told, they are not believed/misunderstood – ignorance about aggression and racism
- Racism impacts mental health
- Microaggressions problematic and not recognized
- Jokes are not perceived the same for all
- Racist comments: "Go back to where you came from" (e.g., A visible hijab is a trigger for some individuals)
- Male faculty perpetuate stereotypes (e.g. angry black woman)
- Experiences of our marginalized students/faculty/staff/community - spaces and places are not experienced the same way

<sup>10</sup> Herring, C., & Henderson, L. (2012). From affirmative action to diversity: Toward a critical diversity perspective. *Critical Sociology*, 38(5), 629-643.

Mayorga-Gallo, S. (2019). The white-centering logic of diversity ideology. *American Behavioral Scientist*, 63(13), 1789-1809.

<sup>11</sup> Garner, S. (2010). *Racisms: An introduction*. SAGE Publications Ltd, <https://www.doi.org/10.4135/9781446279106>

- Problematics: continually restarting conversations; “event-based” provocations for acting/attending
- Negative experiences in the community when students go out for internships, placements, etc.
- Bias manifests in search committees – “good fit” turns into going with what's comfortable, people we would like to work with
- **No safe space to share stories** (when we are so alone in our experiences, there is no anonymity - for anyone reading the story with any specificity and familiarity will recognize us)
- Zoom Bombing - Issues over summer [2020] with racial slurs

## Retaliation and Fear of Speaking Out

- Retaliation and fear (and actual manifestation of it). Expressed by students, staff, faculty.
- Protection of counter speech. Tactic of countering hate speech or misinformation by presenting an alternate narrative rather than with censorship of the offending speech.
- Contra power harassment. When someone with seemingly less power in an educational setting (e.g., a student) harasses someone more powerful (e.g., a professor).
- Perceived power struggles - student to teacher, employee to employer
- Unrealistic service expectations for under-represented minority (URM) faculty with fear of negative repercussions if you don't participate when asked
- Aggressors, imbalanced power – prevent open dialogue, free sharing. For example, participating in town halls, where some of the people who were the aggressors were present making the time null and void; do not feel safe to speak freely about some of the things that have been said, or some of the things that have happened.
- Microaggressions can be intersectional; power dynamics come into play

## Policing

- Instead of being set up to work on a college campus, current campus policing practices, processes, and procedures more closely resemble standard operating procedures for all police departments. The West Virginia University community and the greater Morgantown Community would benefit from a specialized, uniquely focused on-campus police or public safety organization.
- A central concern is with balancing the community's need for safety with the need for trust, transparency, and respect.
- West Virginia University is uniquely ingrained in the community in that the campus is part of Morgantown, WV and lacks distinct borders or boundaries. The campus itself is seen by the community as part of the town and the students themselves are embedded in the Greater Morgantown Community.
- Because of the geographic proximity and lack of physical boundaries, many issues arise from the use of a standard policing approach. WVU students, staff, and faculty,

alongside the community, are equally as likely to have interactions with University Police, Morgantown City Police, and the Monongalia County Sheriff's department.

- Most students will not interact with police officers during their time in the classroom but rather outside the classroom during social activities. Therefore, it is important to recognize that campus policing could be a community effort to engage with the WVU community and the broader Morgantown community.
- There are specialized needs of campus policing that make terms such as “public safety officers” or “campus security” more palatable but also training that could be unique to the nature of on-campus and off-campus interactions with college students. Essentially, what may be successful in a “typical” community may not be appropriate or accurate for on-campus policing. There is, perhaps, a more unique perception and balance of what the role of a campus police officer is than, perhaps, a typical city or county agency.
- Other universities, such as the University of Oregon, have started programs to disarm campus police. Schools such as Auburn University have disarmed police. These campuses have also made efforts to rename the police forces and to create an approach that sees officers more engaged as community members. Auburn University, for instance, has officers who carry only pepper spray and handcuffs but have part-time armed officers who can assist when, and if, necessary.

## Critical Issue 3: Recruitment and Retention



Artwork by Kaylyn Zipp

### Narrative Grounding

#### *Diversity Hiring as Sacrifice*

*.... I think the last time I talked to you, we were just in the throes of trying to get the Faculty on board with even wanting to hire black and brown people. We had just gotten over the faculty meeting in which someone said we shouldn't "sacrifice" another position to do a diversity hire. So we ended up drafting an ad. We did a lot of research on what the ad should say, we got a lot of help from experts. We got input from other faculty and we thought the ad was great. Other people read the ad and thought it was great. We presented the ad at the next faculty meeting and only a couple of people spoke even though we devoted a rather large portion of the meeting to discussion about the ad ... The ad passed faculty vote with overwhelming support.*

*After the faculty meeting, one faculty Member wrote a disparaging post on Facebook about me and the people who helped draft the ad, calling us hypocritical and duplicitous. Coincidentally, the same person who said this on Facebook is the same person who used the word "sacrifice" when discussing the possibility of hiring Black and Brown faculty .....I'm like Okay, this is not personally benefiting me or anybody who helped me work on this— this is for the benefit of the department and we're taking so much crap from you guys just trying to get you on board with*



*hiring more black and brown faculty. And so that happened. I don't know what the fallout from that was because we were just instructed to not talk to the faculty who were involved in the Facebook post, but apparently nothing, nothing happened to them.*

*And so the Ad is just sitting there. It's literally just sitting there and now [our chair] is pretending like everything in the department has to be 100% perfect and that everybody has to get along before we can even move forward with posting the ad. And that's not going to happen right now.*

### ***Binders of Black and Brown Bodies***

*Then I have this colleague, a white lady who ... is insisting that we have almost like a Mitt Romney thing—he said he had binders full of women during a 2012 presidential debate – but, instead, she is insisting we have something like binders full of black and brown prospective faculty that we need to personally reach out to and contact and that we need to pay for lists of people. You know, we need to pay for these binders of black and brown faculty in order to do this search. She even began creating her own excel spreadsheets where she would look up Ph.D. students on the job market and assign race to them based on their appearance. And I'm like [name omit] that's not the issue. We know where to find diverse faculty. That's not a problem. We don't need to purchase these binders, and we don't need her to create them. What we need to do is to create a departmental climate that is supportive of black and brown faculty ... what she is doing is really disturbing.... our Chair cannot see why we were disturbed by this....*

## **The Nature of the Problem**

**Recruitment:** Search committees lack the diversity of members and training for members to be able to select candidates without the influence of implicit bias and bias in general. Searches that target minoritized populations are often seen as illegitimate and as taking away qualified positions. The notion that hiring a minoritized person is a poor quality or illegitimate search is a symptom of institutional racism as well as macro aggressions towards minoritized populations. This belief and practice perpetuates not only the myth of the unqualified diversity hire but also a system that continues to exclude minoritized populations and prevent the diversifying of faculty and staff. The methods for diversity hire searches are also flawed. In regard to student recruitment, creating a more diverse faculty, administration, and staff creates a more inclusive environment and thus is more attractive to student populations.

**Retention:** The problem of recruiting minoritized students, faculty, and staff often overlooks the issue of retention. Retention needs to look holistically at the experience of those who choose not to stay and those who do. What is working? The idea that hiring faculty and staff or recruiting a student is the end of the process is incorrect. To increase retention faculty, specifically, we need to have an inclusive environment where discrimination is being actively combatted. For example, once minoritized faculty are hired, they should be offered the same

opportunities as the majority population (e.g., promotion, tenure, fellowships, awards, administrative jobs, tenure-track positions, and the opportunity to contribute.)

The same applies to students. They need to feel heard, respected, and have the opportunity to work with faculty and staff that belong to minoritized populations. Ultimately, more diverse student populations leads to more diverse faculty, staff, and community.

From the social justice summits, we learned that faculty and students who belong to minoritized populations feel alone, isolated, and unheard. They feel that they have been tokenized and therefore serve only as a symbolic gesture of diversity and inclusion.

## **Social Justice Summit participants contributed the following comments:**

### Current Recruitment Practices Problematic

- When hiring, leaders should discontinue the practice of adding additional tasks to the newly hired faculty member. One individual referred to it as “bait and switch.”
- Support, such as mentoring and providing faculty with navigational skills, are needed.
- Difficult getting leadership to commit to hiring faculty of color.
- There appears to be a lack of commitment. When there is action, it feels inauthentic.
- Tokenism
- Lack of minority leadership
- Negligent hiring practices on committees
- Need to better recruit BIPOC students into less diverse majors and programs
- Lip service and lack of self-awareness when bias manifests in hiring decisions under the guise of candidates described as being a “good fit”
- Widespread profession of personal commitment to DEI does not show up in hiring practices or search committees. Often candidates with privilege seem to get advantages based on vague qualities like “fit”
- Not just an issue of recruitment, it is critical to sustain inclusion efforts after diverse candidates are hired
- Research other institutional models of radical shift (use/adapt practices from other places)
- Each unit should publish their data for the last 10 years (buy in and responsibility at every level)
- Hire in cohorts
- Fire toxic racist people (better, never hire them)
- Searches: (1) Do not allow non-diverse pools to go forward to interviews; (2) University policy that all searches have three years to fill - units may need a year to work on itself
- Bring in visiting faculty for the short-term (especially in areas like counseling services)
- Exchange (visiting scholars) in the Big 12 or in this region

- Increased recruitment efforts in states with more diverse overall population; Not only states surrounding WV, which are also majority white
- Overall lack of representation on campus: Why would a Women of Color join a student group where no one looks like her?

## Inability to Retain Faculty, Students, and Staff

- Lack of inclusive environment (especially for graduate students – don't want to stay after graduation)
- Lack of community for people of color – isolating, unsafe, uncomfortable

## Promotion and Tenure Process Vague

- Lack of objective criteria and resistance to implement
- Promotion and Tenure handbook vague
- SEIs biased against instructors of different races/ethnicities
- Need different ways to measure teacher performance (not just students generating an evaluation)
- Promotion and Tenure process is very white (e.g., SEIs are biased against faculty of color, especially women)
- Each unit should publish their data for the last 10 years
- Identify the outcome we want for this work and then work backwards to determine how we would have gotten to that new endpoint
- Awareness is good, but does not equal action
- Be truthful about where we fall short
- Need targeted recruitment including advertising to people of color
- Hire in cohorts
- Fire toxic racist people or better yet, never hire them

## Students

- Recruiting and retaining faculty of color is directly tied to increasing same for students and staff of color
- How do we take action? Mentoring and training may not be effective. Embed experts at high levels (as paid faculty member)
- There are funds available to hire. We can get a CV from a specific person. Need to carve out positions.
- "Doing a detail" – go to a Big 12, learn, come back (exchange). Benchmarking against other universities.
- Partnering – transparency, communication
- Lack of diversity in counseling services – bring in visiting faculty for the short-term
- Graduate students are making it clear why not staying. Cannot be successful without changing culture

- Focus on the Student Experience (Inclusion, Retention, and Recruitment): Specific colleges are more inclusive than others. How do we better recruit BIPOC students into less diverse majors and programs? How do we ensure students who are already in these programs feel safe and comfortable?
  - Short Term Solutions: Faculty and staff displaying symbols of inclusion (e.g. LGBTQ Flag, BLM Symbols, Flags of international students home countries, “Safe Zone” signs), college-wide or major-wide discussions focusing on inclusion, creating networking events for BIPOC across various colleges
  - Long Term Solutions: Continued inclusion trainings for faculty and staff, college-wide or major-wide discussions focusing on inclusion, increased recruitment efforts in states with more diverse overall population (not only states surrounding WV, which are also majority white)
- Field Experiences for Students: Although field experiences and internship placements vary across degree programs, it’s important to ensure that students feel safe and included when going into the community and interacting with preceptors or other general community members.
  - Short Term Solutions: More rigorous evaluation of community sites and preceptors (e.g., asking questions to assess their bias)
  - Long Term Solutions: Constant evaluation of student experiences and interactions with preceptors and organizations, potential changes in where students are placed
- Creating community for students and faculty of color across campus by holding space for people to come together and feel connected
- Mandatory annual (or every semester, monthly? 8 week course for students?) anti-racist training for all students, faculty, and staff to identify biases not only in academic settings, but in their everyday life - correct those biases

## Critical Issue 4: Invisible and Uncompensated Labor



Artwork by Kaylyn Zipp

### Narrative Grounding

#### *Layers of Labor*

*Upon my arrival to campus, many students of color “found me” - some literally by scouring faculty profiles. They were actively seeking to connect with faculty of color for a variety of reasons, such as mentorship and navigating the challenges of being at a PWI. Most students of color I have had the pleasure of supporting and being in community with are outside of my department and college. This story is not unique to me as most faculty of color have found themselves supporting students of color and international students on nights and weekends. I want to be clear that it is not a burden to support students of color. However, this additional work, while personally fulfilling, is not often recognized professionally for promotion and tenure.*

*There is also another elephant in the room regarding compensation for both faculty, students, and staff of color. We are constantly tapped for DEI initiatives or to be a representative, whether it is to speak out about our experiences, advocate, and strategize for change on campus. We are asked, dare I say expected, to do this beyond our work/course loads and the scope of the work we came here to do without compensation. Our voice, our work is often*

*dismissed in the moment, then later co-opted/watered down. Our labor, both invisible and visible, is not recognized, compensated, and ultimately exhausting.*

## **The Nature of the Problem**

This issue is about the heightened request in Predominantly White Institutions (PWIs) for BIPOC individuals to share their presence (most often) and, with less frequency, their insight, guidance, and stories/voices in the form of service on committees, mentoring BIPOC students, or creating and presenting lectures or courses. These requests occur in PWIs because there may be an interest in giving the appearance of diversity and integration. Alternatively, or additionally, the PWI may actually want the unique perspective, insights, and experiences that BIPOC faculty can provide. Issues with this kind of activity are that BIPOC faculty may experience burnout and “racial battle fatigue” (Corbin, Smith, & Garcia, 2018)<sup>12</sup> in the face of many requests and so few racial/ethnic faculty. Second, the requests from the PWI are logged as service, which does not count equally in the promotion and tenure process. Next, BIPOC faculty may not feel as if they can say “no” and suddenly find themselves facing too many requests that interfere with productivity in the areas of scholarship and teaching, which counts greatly in promotion and tenure. Generally, there is no accountability for these circumstances and BIPOC students, staff, and faculty find themselves compromised, providing services without being acknowledged (ideas/solutions used without getting credit), uncompensated for their time and ideas (labor), and in some cases ignored.

## **Social Justice Summit participants contributed the following comments:**

- Labor for social justice/DEI work is uncompensated
- Unrealistic service expectations for under-represented minority (URM) faculty with fear of negative repercussions if you don't participate when asked
- If we mean to support activism, then how do we show it?
- Black/Underrepresented Faculty tend to engage in a lot of time on DEI efforts and mentorship of students of color which then takes away from the type of work that is privileged for promotion and tenure (research), including nights and weekends supporting students of color. There is a need to reevaluate the Promotion and Tenure system to honor this in real concrete ways.
- Break out room summary: A very interesting discussion on value. There tends to be a focus on value and not cost - what do Black and underrepresented faculty, students, and staff give up [when] sharing their stories and [to] be in certain spaces (not just time or monetary). When asking for compensation there is often [also] an assumption that you are not being a team player.

<sup>12</sup> Corbin, N. A., Smith, W. A., & Garcia, J. R. (2018). Trapped between justified anger and being the strong Black woman: Black college women coping with racial battle fatigue at historically and predominantly White institutions. *International Journal of Qualitative Studies in Education*, 31(7), 626-643.

## Critical Issue 5: Barriers to Shared Voice and Power



Artwork by Kaylyn Zipp

### Narrative Grounding

#### ***You Want a Promotion, I Want Equity and Justice***

*My lived experiences don't matter, they don't count. And so you're going to step in here because it's going to get you promoted, it's going to get you favored. And you want to include me, but you don't actually want to hear what I have to say. So if I speak too much, you'll just forget to put me on the meeting invite. You'll just forget that I was supposed to show up you'll forget to send me the agenda, so I look [incompetent] in the meeting. You know, all these little things that happen. You won't come to my event. You won't respond to me directly. But these are all underhanded, racist slights by people who are claiming to do the work. You're claiming that you care about DEI, but what you really care about is promotion. And you really care about looking good in the public. It's like people who do charity and then say, "come on, praise me, praise me because I did charity." You don't care about it actually. If you really did care about it, you would care about people like me who have had lived experiences. You would care about the people who have never had a chance to talk or have a voice. But you don't care about any of them. You want to be promoted. That is what you want, you want to look good to your friends, you want to put it on your CV, you want to put it on your resume and you want to say, "I attended the training and I*

*cried." Okay, well I'm crying right now inside. I'm recounting things to you that I can easily cry about every day. People I know are getting attacked physically and verbally. You know, these things aren't happening to you. I have children, I fear for the lives of my children. So you're upset because you feel like you deserve the DEI title, because you want a promotion. But I'm upset because I'm worried about my life. You want a promotion, I want equity and justice! I'll still do the work. You won't. That's the difference between me and some performative person doing this work. You take the committees away from you, you'll move on to another committee where you can be in charge and look good. I will still be a person of color living this life everyday.*

*You're never going to be part of the system, you're never going to be part of the white people's system. It's just not how it works. And so you can think that all you want, and you can believe that and that is your price, or your choice. The price for me is that I will be excluded by you as well, and I will be excluded by your system, but I don't care because it matters to me to keep fighting. And I will continue to keep fighting and I will continue to make a difference. I will continue to work on anything I possibly can to make a difference. And you know, when people ask me, "What are you?" I say, "an activist," because I believe that there is change that can be made. I believe in all of the policy and institutional changes that can be made. I believe that we can, tomorrow, make changes that other people think you can't make for 50 years.*

## **The Nature of the Problem**

To accomplish its charge, the Inclusion and Diversity Committee takes, as its starting point, the importance of cross-sector, collaborative shared voice - alongside power - as vehicles for addressing the complex multi-level problems of systemic discrimination for BIPOC groups.

We argue that power is not negative and does not automatically lead to absolute abuses of power when viewed in the following manner:

1. Power to (build structures);
2. Power with (other groups);
3. Power over (to stop harm); and
4. Power within ( confidence in a group's ability to make change).

We also assert that power should not be restricted to activities that simply establish structures that build an inward gaze on a group's psycho-social capacities and/or internal relationships and opportunities to gather and reflect. Power of BIPOC groups must also have an outward gaze on political and social conditions and transformation to achieve greater equity that is embedded in the system that is the foundation for an institution.

**Voice** creates an understanding of the different perspectives among cross-sector collaborators and establishes trust. Voice forms a platform from which the differing objectives of the collaborators can be met, it engages multiple parties from very different organizations and professions, and it maximizes the potential of the collaboration. Membership and representativeness of governance groups are closely linked to voice and its benefits in cross-

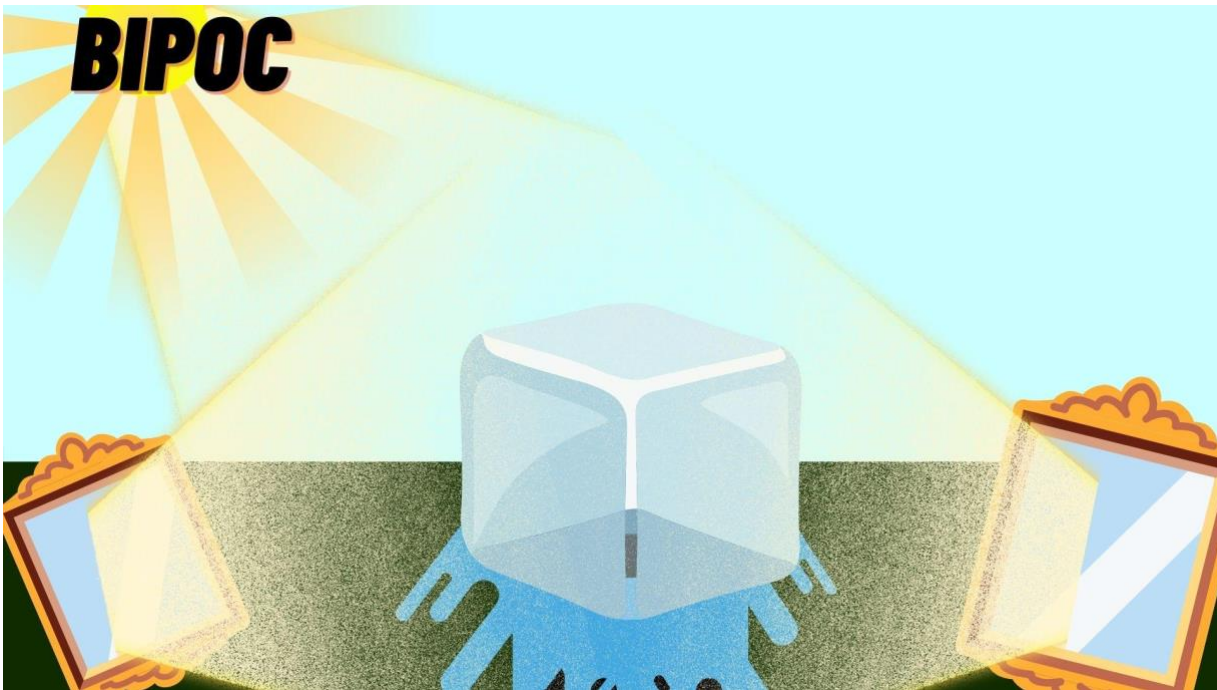


sector collaborations. Our findings emphasise the importance of collaborators understanding each other's motivations and ways of thinking, and the need to give voice to diverse identities that come together in cross-sector collaborations.

## Social Justice Summit participants contributed the following comments:

- There is a need for shared voice (via governance) and two-way discourse
- People in power are deeply embedded in system and do not seem to want to change
- Lack of coordination across groups
- Need structure to give voice and enable dialogue with leadership
- Need action – who and how do we do this?
- Be truthful about where we, as an Institution, fall short
- Need communication between faculty/staff/students/administration about issues of racism and ways to work together

## Critical Issue 6: White Fragility



Artwork by Kaylyn Zipp

### Narrative Grounding

#### ***We Need Anti-Racism Training***

*It feels awkward to talk about any issues that white people face around trying to be anti-racist, given the challenges that Black people and other people of color face in their daily lives. We sort of had two tracks going; the first was acknowledging that white fragility is a thing and that we have work to do on ourselves to be better informed about systemic racism and need to try to not do harmful things and when we are told we have done a harmful thing, to say I am sorry and I will do better next time. The second piece was the awkward piece where several people talked about not knowing how to talk to family or friends who are racist or who refuse to see systemic racism and not knowing what to do other than cut those people out of their lives. Getting rid of these relationships is painful and people are a bit lost. This is part of the reason I think we need anti-racism training - it gives people words and knowledge they can use with others, but also provides them a new community if they need to leave their old one.*

### The Nature of the Problem

This issue concerns the intentional or unintentional use of defensive instincts, demands for comfort in the face of discomfort, and other displays of emotion usually deployed by Whites

when confronted with discrimination and racism. Labeled “white fragility” (DiAngelo, 2011)<sup>13</sup>, these expressions are distinct from displays of hostility and hatred. In this example of an exchange between a Black and White woman during an academic conference, one sees the white fragility on display as well a refusal to be vulnerable by defecting to the tone of the Black woman and a refusal to engage with the subject matter.

*I speak out of direct and particular anger at an academic conference, and a White woman says, “Tell me how you feel but don’t say it too harshly or I cannot hear you.” But is it my manner that keeps her from hearing, or the threat of a message that her life may change? (Lorde, 1984/2007, p. 125)<sup>14</sup>*

In response to white fragility, Applebaum (2017)<sup>15</sup> proposes the concept of “vulnerability,” which presumes a commitment to openness to what one does not know or what one cannot control, even at the cost of being uncomfortable, whereas invulnerability involves being closed to change and challenge.

## Social Justice Summit participants contributed the following comments:

- Defensive instincts and problematic reactions related to addressing racism and racial justice
- Stands in the way of progress
- Unclear about role of being an ally
- Incentivizing is not the best. Incentivizing creates a give and take power dynamic.
- Start small (maybe just adding more pictures or movies from diverse people).
  - This was countered with: Starting small is a way to appease white people and make sure that things happen slowly without upsetting individuals. This is not always the best way.
- It’s easier said than done to take action: “If I never have done it before, how am I supposed to do something”
- Don’t want to be a white savior or talk over a POC
- “Don’t want to be a performative activist”
- I haven’t been given the proper training to act in a manner that is well informed; I might continue in a business as usual fashion. This is a barrier in and of itself.
- “If I don’t use my privilege then who will?”
- The more you do it, the easier it will get. But students may never get to this step if not given the chance/resources/training to do so.

<sup>13</sup> DiAngelo, R. (2011). White fragility. *International Journal of Critical Pedagogy*, 3(3), 54–70.

<sup>14</sup> Lorde, A. (1984/2007). *Sister outsider: Essays and speeches*. Crossing Press.

<sup>15</sup> Applebaum, B. (2017). Comforting Discomfort as Complicity: White Fragility and the Pursuit of Invulnerability. *Hypatia*, 32(4), 862–875. <http://doi.org/10.1111/hypa.12352>

## Recommendations

The recommendations below were culled from suggestions submitted by: (1) Social Justice Summit participants; and 2) Senate Faculty IDC members.

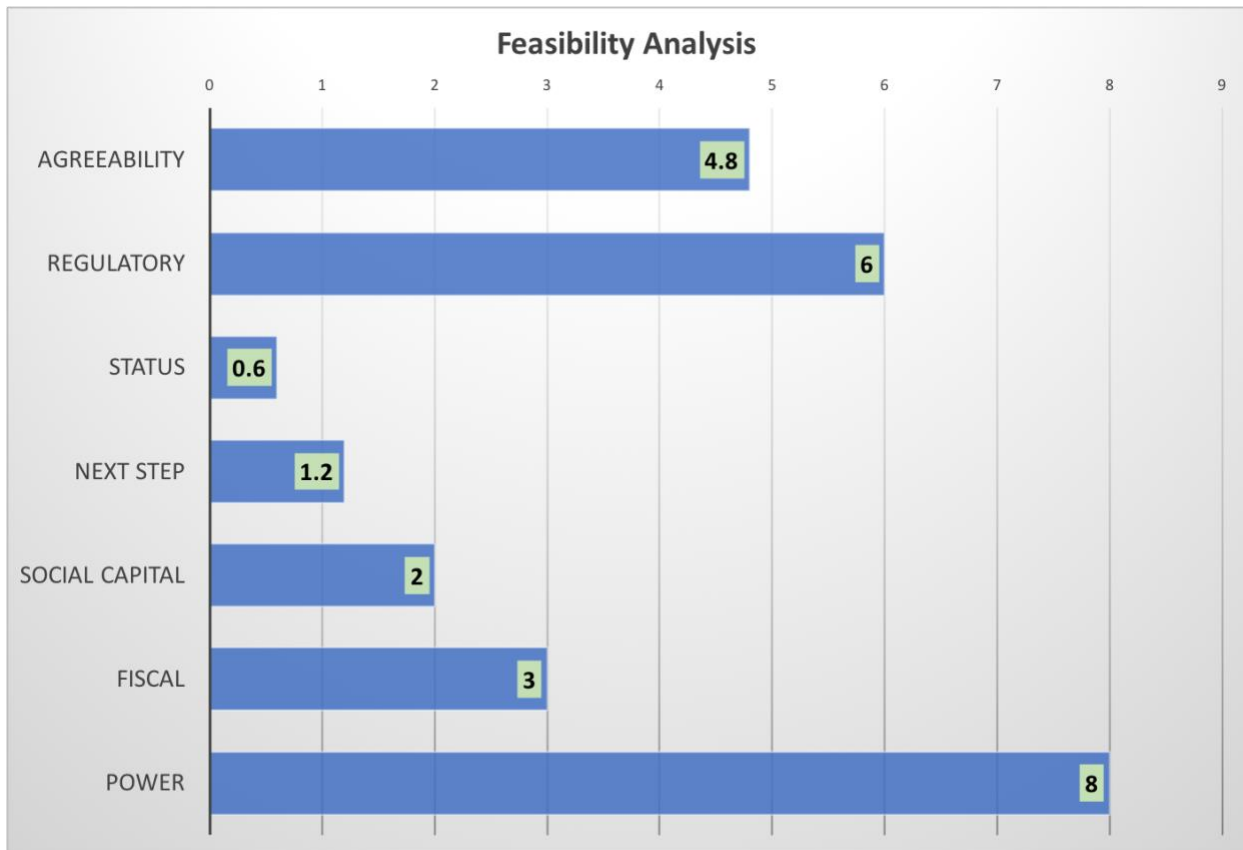
While we did not get concise socio-demographic data from the first Social Justice Summit, we think our participants from the second Social Justice Summit more accurately reflect those who wanted to do this work. It should be noted that the first Social Justice Summit spanned two days and had over 140 participants. We believe that many showed up for the first summit because it was DEI week at the University and they wanted to observe or see what would happen. It was the second Social Justice Summit where we issued a call for those who wanted to engage and do some thoughtful work around DEI. To that end, our sociodemographic data (see Appendix D) from the second Social Justice Summit most likely represents the 79 folks who selected to participate.

### Feasibility Analysis

We created a feasibility analysis (Figure 1) to monitor, measure, and consider the likelihood that any recommendation might move forward. The recommendations are listed in Table 2 and fully described in the Recommendations section, found in the table of contents.

The outcome of the feasibility analysis for each recommendation may be found in Appendix E. We think the feasibility analysis helps to ground the recommendations within the current context in which we are operating. The implications are that the likelihood of any recommendation occurring is a shifting determination based on the time period, i.e., this year or next and factors within the context.

**Figure 1: Feasibility Analysis with 7 Factors**



There are seven factors in our feasibility analysis described below in Table 1. The factors are not weighted in the final assessment of recommendations. However, we did attempt to rank these factors. In Figure 1 we indicate that the most important factors are Power followed by Regulatory issues, and then Agreeability.

**Table 1**  
Factors and Definitions in Feasibility Analysis

<b>Feasibility Factor</b>	<b>Description</b>
Agreeability	Is the recommendation likable? How is it going to go over? Will there be visible, aggressive, vocal push-back? Will it be acceptable with some modifications?
Regulatory	Refers to barriers that are legal. For example, does the recommendation require Board of Governors approval? Are there other kinds of federal and state legal barriers to that recommendation?
Status	Refers to anyone, e.g., a group that has been working on this issue.
Next Steps	Can we identify something that we would do next around that recommendation to push it forward? Is the recommendation operable?
Social Capital	Are there groups that we can work with to further that recommendation or are we just doing this alone? Who can we collaborate with around that recommendation?
Fiscal Issues	Does the recommendation have a fiscal element?
Power	Who is against that recommendation? Is the institution against the recommendation? This is weighted at eight (8) because it is a huge factor. If the institution is against the recommendation, we are keenly aware that it is probably a non-starter at least in this year. However, pending windows that are open or closed, it doesn't mean that the recommendation could not eventually work.

**Table 2**  
Recommendations

<b>Number</b>	<b>Recommendation</b>
1	Social Equity Team (SET) proposal
2	Climate assessment
3	Recommendations for addressing contrapower
4	Improve University Police Department (UPD) Interactions with campus community
5	Develop a DEI assessment tool of best practices
6	Redesign faculty evaluations including the Promotion and Tenure process
7	Stop unpaid labor (JEDI work, mentoring, activism); provide money, course release, value in promotion, etc.
8	Develop comprehensive, visible BIPOC faculty recruitment plan
9	Removed
10	Teach about racism that white people can use to challenge other white people

## Recommendation 1: Social Equity Team (SET) Proposal

A continuation of a recommendation from Year One of the IDC, the Social Equity Team (SET) would serve as a point of contact, or a bridge, between under-represented (UR) groups and the University's leadership. The purpose is to have a mechanism that implements a dialogue, i.e. two way discussion in real time, between the leadership and representatives of UR groups.

The leadership most recently established a communications tool (website that reifies and continues its practice of one way communication). Further, this website, created after the 2020-2021 IDC Social Justice Summit Series, uses similar language as that of the Social Justice Summits. The University website says:

*"When members of our WVU family raised concerns about racism and racial inequities on our campuses<sup>16</sup>, the University pledged to act with more focus and intention. Change requires sustained work. That's why we're asking for your help to identify new and existing initiatives, as well as to suggest ways we can create a safe, diverse and welcoming community for all."*

The website then uses a suggestion box where anyone may post an idea. Our position is that this is a classic, sterile, one-way form of communication. Next, the request for suggestions on the University website is stated in such a manner as to solicit ideas but seemingly not in response to the problem of racism. Instead the request is made for:

*"Inclusive Campus Suggestions" defined as "items that highlight spaces and opportunities where students, faculty and staff can feel welcome and included on our campus and beyond."*

The **Social Equity Team (SET) Proposal** would be composed of a representative from every under-represented (UR) group on campus that wishes to have such a group. The groups that appoint someone to sit on the SET may be constituted at the level of staff, faculty, and students. UR teams cutting across students, faculty, and staff may reflect community interests relating to race, sexuality, gender, disability, veterans-status, and potentially other matters.

Goal: To foster a transparent dialogue that establishes a record that may be used for purposes of assessment (change over time) and accountability.
---

The SET would do the following:

1. Hold two open town hall-style meetings per year. The image of these meetings is like a cross between a legislative hearing during which testimony is presented and a TED talk during which a person presents a talk about an issue. The number of meetings may be adjusted. This is just a suggestion.

<sup>16</sup> Statement from WVU's Concerned Black Community: <https://spark.adobe.com/page/dmH3AKdL5ih1K/>



2. Members of the SET, as representatives of their UR group, would speak at these town hall meetings based on the submission of their presentation in writing before the meetings.
3. The SET presentations would be limited to 7 minutes or less.
4. To foster dialogue the leadership will be present at these meetings and respond to the issues presented. Responses from the leadership might include any of the following described next. Note all responses should have a time frame indicating how long the leadership needs to work on an issue and respond: we will consider this and get back to you in writing within 60 days through the SET. We have been discussing this idea and have reached these conclusions so far: We have not considered this and need some time to think about it. Here is how we will proceed.
5. These SET meetings would create a record of the lived experiences of UR groups. This is important because it allows groups to have a voice, be seen, and have the opportunity to engage in a discussion about their issues.
6. Further, the act of the SET town hall meetings : a.) creates a specific fact record to use as a basis of assessing climate concerns in the present and over time; b) illuminates needs that should be addressed to create a more positive and productive working/educational environment; and c) creates a system through which the university leadership can (and should) respond to the concerns voiced by UR groups.

#### General Purposes:

- Comports with commitments to dialogue, transparency, and accountability
- Power in numbers
- Inclusivity
- Demonstrates publicly the institution's breadth of commitment to diversity
- Demonstrates the value of organizing simultaneously and not working in silos (gaining information, spreading work)
- Different things may be needed for different groups and the SET is a place where all of these needs and interests come together (recognizes variety of constituencies and needs)

## **Recommendation 2: Climate Assessment**

For the second year, we sought to forward a climate assessment proposal from Rankin and Associates (October 30, 2019; see Appendix A) and continue to share recommendations from the literature (also in Appendix A). We also continued to better understand the history of recent assessments conducted at WVU, meeting with folks in various units.

This recommendation relates to Committee Charge #1: Assess and issue a university wide report on the campus culture of inclusion, equity, and diversity to be carried out according to best practices but not less than every five years.

On February 26, 2021, the committee met with Associate Vice President of Institutional Data and Analysis, Lisa Castellino, to discuss ideas/plans for a climate assessment for faculty, staff, and students.

We believe our recommended assessment plan has merit, if we consider the recommended process and the use of an external (not all internal) expert to offer guidance. Further, our principles used in the last report were adapted from the best practices and guidance on how to do a climate assessment and engender transparency, buy in, trust, and two-way dialogue.

## Recent Assessment History

In our search for institutional knowledge regarding climate assessments, we learned that a complete climate assessment (meaning an assessment of faculty, staff, and students) has never been conducted. The following assessments are the only official ones we were able to locate that might provide insight into quality of life (for students), faculty satisfaction, and culture.

- In 2016, the university conducted a “Campus Quality of Life Survey” (this only included students)
  - <https://wvutoday.wvu.edu/stories/2017/02/17/-climate-survey-shows-general-feeling-of-safety-but-acknowledges-issues>
- In 2009, 2012, and 2015, the university conducted a "Faculty Satisfaction Survey" (this only included faculty, not publicly available)
- In 2016 and 2017, the university conducted a campus culture assessment (not the same as climate assessments)
  - <https://facultysenate.wvu.edu/files/d/8b590d90-a111-4787-bbd9-2fc8d66beb36/sept2018senateannexia.pdf>
- We also learned that there are no plans currently for conducting any additional assessments.

## Best Practices for Climate Assessment

After reviewing literature, we came up with the following points to serve as guidance in establishing a campus wide DEI climate assessment.

### KEY POINTS:

- University should express a specific narrative that links the notion of “climate” to inclusion and diversity.
- Leadership should establish a transparent mechanism that facilitates a visible two-way dialogue between underrepresented, diverse groups and the University leadership.
- Evaluate and acknowledge the experiences of underrepresented groups and identify circumstances and challenges that could make that experience different from the majority.

- Recognize that diversity is a numerical representation of underrepresented groups, while inclusion is the sense of being welcomed or not being excluded.

Specific recommendations are detailed in Appendix A.

### **Recommendation 3: Recommendations for Addressing Contrapower (i.e., Student-on-Faculty Harassment)**

Contrapower harassment refers to a situation in which an individual with lesser power within an institution harasses an individual with greater power (Lampman, Phelps, Bancroft, & Beneke, 2009)<sup>17</sup>. The term contrapower has been around since 1984. Contrapower can be exhibited by disrespect, hostility, violence, aggressive or weaponized student evaluations of instructors (SEIs), bias, intimidation, incivility, electronic harassment (e.g., Ratemyprofessor.com or email).

Studies have shown that SEIs are often used to harass faculty, especially female faculty (Matchen & DeSouza, 2000)<sup>18</sup>. Contrapower harassment has been reported by many WVU faculty members and graduate teaching assistants with no resolution because there is no guiding policy. The harassment can be sexual in nature, violent, or simply a group of students banding together purposefully, and without cause, to damage an instructor's overall scores.

The American Psychological Association's Task Force on Violence Against Teachers (2010)<sup>19</sup> surveyed 4,735 teachers across the United States and found 37% had received an obscene or sexual remark, 27% had been verbally threatened by a student, and 25% had property damaged by a student.

This type of harassment has been shown to have impacts psychologically as well as physically.

1. Strengthen and clarify steps taken to address harassment and bullying. Ask the university to recognize contra-power harassment. Determine who or what unit has a remit that allows them to explore these recommendations. When there is a pattern of behavior the people experiencing the bullying/harassment should all be engaged. These incidents and how they are handled are currently very siloed and treated as "one-off" scenarios. Consider how we can work as a team to coordinate experiences and reports so that faculty can be aware of patterns of behavior or repeat offenders.
2. Increase transparency about how student conduct and CARE issues are handled- this does not mean HIPAA violations. For example, after a complaint is made is it possible

<sup>17</sup> Lampman, C., Phelps, A., Bancroft, S., & Beneke, M. (2009). Contrapower harassment in academia: A survey of faculty experience with student incivility, bullying, and sexual attention. *Sex Roles*, 60(5-6), 331-346. <https://doi.org/10.1007/s11199-008-9560-x>

<sup>18</sup> Matchen, J., DeSouza, E. (2000). Brief report: The sexual harassment of faculty members by students. *Sex Roles* 42, 295–306. <https://doi.org/10.1023/A:1007099408885>

<sup>19</sup> <https://www.apa.org/monitor/2010/10/teachers>

for the faculty member to receive a notice and updates? Alternatively, is it possible for involved parties to understand what measures are being taken?

3. Implement training(s) for students that cover civility, SEIs, behavior and expectations when entering the university as a freshman or transfer student- including non-traditional students.
4. Implement training for faculty and staff on university policies, procedures, the CARE program/office, and student conduct. We have found that many faculty do not know about CARE or its function.
5. Implement training for “leaders” on topics such as harassment, student incivility, SEIs, how to respond when a faculty member does not feel safe at work, diversity and inclusion training.
6. Conduct a survey or focus groups with faculty (perhaps as part of a climate assessment) to learn about and document the incidence of harassment from students. As we have tried to emphasize, faculty need to feel heard.
7. Develop a policy to address what to do when students create false reports against faculty.

## **Recommendation 4: Improve University Police Department (UPD) Interactions with Campus Community**

Police interactions with the campus community are vital for a safe, developmentally appropriate, and inclusive campus. It is important to recognize the power imbalance between any enforcement structure and the community in which they serve. Context matters - university campuses include community members (students) who are transitioning developmentally. It is vital for the university and UPD to attend to this unique context to mitigate potential harm, not only to student development, but also to the unique space in which faculty, staff, and community coalesce from across the globe. To improving interactions, we recommend the following:

- Publicly report University Police Department (UPD) interactions with the community
- Create an independent mechanism by which to report police misconduct (hotline not controlled by UPD)
- Staff student crisis first responders by non-police personnel
- A comprehensive UPD training regimen
- Disarm University Police

### **An annual report detailing University Police Department (UPD) interactions with the community**

Data is needed to better understand what police do (e.g., stops, arrests, use of force, citations). At minimum, an annual report detailing University Police Department (UPD) interactions with the community should be made public and should be disaggregated to support analysis of racial, gender, and other disproportionately affected groups.

The annual report should be disaggregated by race, gender, and type of call. It should also include the following:

- Arrests, citations, warrants, and all calls for assistance
- Instances where the UPD chose not to file a report accompanied by an explanation
- Instances where the UPD is called to assist, including calls for assistance from another agency
- Any reports of excessive force and complaints against UPD and who/how those reports were handled
- Hours of DEI training, training for interacting with differently abled people, and community engagement hours. Here community engagement is meant as steps taken to become involved in a non-uniformed, unarmed manner (e.g., working out at the recreational center, volunteering with student groups, community service)
- Outline improvements for the next year

Failure to collect this data impedes our ability to address issues our community members have with the police, including biases that disproportionately impact minoritized groups. As a research institution, we should want to understand police-community interactions and engage our entire community as part of this process. It is the responsibility of WVU leadership to demand this level of accountability.

## **A mechanism by which to report police misconduct (hotline not controlled by UPD)**

In addition to a reporting mechanism, a WVU public safety committee should be implemented on the basis of the operational principles of other similar, highly regarded public safety commissions that includes a fully developed charter (and eventually, bylaws) defining responsibilities such as communications and transparency. Prosecuting attorneys should not be voting members, and technically shouldn't be on the board for credibility reasons.

A task force/investigative team should be created to review police misconduct. This team should not include prosecutors or police officers. This team should be inclusive of minoritized populations.

## **Student crisis first responders staffed by non-police personnel**

Police are not trained as mental health experts nor many of the other roles they are tasked with. A non-police personnel team should respond to mental health, sexual assault, and other non-violent calls. This team could be modeled after the UPMC Mobile Crisis center. For example, the Mobile Crisis Unit<sup>20</sup> states:

- Our mobile crisis team will travel anywhere within Allegheny County to provide support services.

<sup>20</sup> <https://www.upmc.com/services/behavioral-health/resolve-crisis-services/for-law-enforcement>

- Some people who use this service are homebound or can't travel to our walk-in center. Others feel safer in their own surroundings.
- Resolve Crisis Services knows these needs and will meet you wherever you are in the county.
- Our mobile team also offers wellness checkups and aids law enforcement with volatile, non-criminal cases.

## A comprehensive UPD training regimen

- Shift from a model of policing that uses standard operating procedures towards a specialized, uniquely focused on-campus police or public safety organization. This model would balance the community's need for safety with the need for trust, transparency, and respect.
- Training could be unique to the nature of on-campus and off-campus interactions with college students. Essentially, what may be successful in a "typical" community may not be appropriate or accurate for on-campus policing. A comprehensive training regimen should include student development theory and additional community competency elements; training must be transparent and subject to community input.

## Disarm University Police

Other universities, such as the University of Oregon, have started programs to disarm campus police. Schools such as Auburn University have disarmed police. These campuses have also made efforts to rename the police forces and to create an approach that sees officers more engaged as community members. Auburn University, for instance, has officers who carry only pepper spray and handcuffs but have part-time armed officers who can assist when, and if, necessary. Members of the WVU community (faculty, staff, students) and members of our Morgantown Community express a strong desire to eliminate lethal force and to disarm UPD.

## Recommendation 5: Develop a DEI assessment tool of best practices

In 2012 Trenerry and Paradies<sup>21</sup> observed that DEI organizational assessments were an overlooked tool to help manage diversity and racism in the workplace. Köllen (2019)<sup>22</sup> observed that diversity management was a widespread practice, but remained undefined and ambiguous. One issue that contributes to its ambiguity, according to Köllen (2019), is that of desired

<sup>21</sup> Trenerry, B. and Y. Paradies (2012). Organizational assessment: an overlooked approach to managing diversity and addressing racism in the workplace. *Journal of Diversity Management (JDM)* 7(1): 11-26.

<sup>22</sup> Köllen, T. (2019). Diversity Management: A Critical Review and Agenda for the Future. *Journal of Management Inquiry*. <https://doi.org/10.1177/1056492619868025>

outcomes of diversity management practices. Perhaps most significant are findings in the literature that diversity trainings are unlikely to have sustained positive effects if implemented without broader organizational accountability mechanisms, failure to adapt organizational structures and policies, and no buy-in from leadership (Trenerry & Paradies, 2012). The IDC believes that all of these issues can be resolved and merged with the regular application of a DEI assessment tool that measures organizational practices and policies including regular check-ins to define, reset, and gauge desired DEI outcomes.

This year, following the first Social Justice Summit, the IDC was invited by a Dean to create and pilot a DEI assessment tool within that School. Accepting that invitation, the IDC set out to develop a tool and begin the implementation process during the summer of 2021. The tool's components are listed below in Table 3.

It is important to note that IDC has another recommendation from Year 1 carried over to this year: to implement a University-wide climate assessment. In comparison, a key tenet of this assessment tool is that it is not a climate assessment (e.g., measurement of feelings about inclusion, racism, or discrimination, and treatment) but rather an evaluation of systems and processes put into place by the organization to address and improve DEI.

**Table 3**

Key Factors of the IDC Diversity Assessment Tool

<b>Factor</b>	<b>Description</b>
<b>DEI Goals</b>	What does the organization hope to achieve and by when?
<b>Organizational Commitment</b>	The organization is committed to achieving a diverse workforce and an equitable, and inclusive working environment.
<b>Climate and Culture</b>	The organization brands itself as a leader in diversity, equity and inclusion.
<b>Recruitment</b>	The organization actively recruits, promotes, and retains a diverse workforce that is reflective of the populations it serves.
<b>Retention</b>	The organization takes proactive measures to retain a diverse workforce.
<b>Talent Development</b>	The organization promotes opportunities for staff, faculty and leadership development to ensure a diverse workforce that is prepared to meet current and future needs.

## Recommendation 6: Redesign faculty evaluations including the Promotion and Tenure process

Leadership should take up teacher evaluation broadly, either limiting or abandoning student evaluations. While student evaluations of teaching, including the mandated standard student evaluations of instruction (SEIs), comprise only one form of evaluation that can be used to assess teacher effectiveness, it is still the only one that WVU requires, and tremendous energy is placed on maintaining this systemically racist and sexist structure. The consequences of the current position disproportionately impact women and minoritized instructors. We recommend enlarging the evaluative process beyond simply input from students to decrease the likelihood that UR or BIPOC faculty experience biased results. We also urge leadership and the Faculty Senate to recognize that “fixes,” such as creating new systems to deal with the trauma inflicted from the existence of this system, is yet another way in which this structure is actively maintained.

A recently released meta-analysis (Kreitzer & Sweet-Cushman, 2021)<sup>23</sup> will help those who are interested in learning more about the issues surrounding the use of and value given to students' evaluations of instruction. The authors emphasize that these evaluations might be better termed "student experience questionnaires" or "student perceptions of learning." Meaning, they are not evaluating teaching effectiveness. There were notable interactions in the data (e.g., it really depends on the field/course and student readiness/orientation more than teaching effectiveness). **[This is a Measurement Concern]** A list of recommendations can be found at the end of the article. Most notable, using student evaluations of teaching (SETs) is more than a Tenure and Promotion barrier; data shows that reliance on SETs leads to furthering the pay gap. **[This is an Equity Concern]**

Recommendations from Kreitzer and Sweet-Cushman (2021):

- Contextualize evaluations as perceptions of student learning, not as a measure of actual teaching.
- Be proactive about increasing the validity of the assessment by improving response rates.
- Administrators should interpret the results of student ratings with caution.
- Restrict or eliminate the use of qualitative comments.
- Administrators must not rely on student evaluations as the sole method of assessing teaching.
- Produce more research in interventions to reduce bias.

<sup>23</sup> Kreitzer, R. J., & Sweet-Cushman, J. (2021). Evaluating student evaluations of teaching: A review of measurement and equity bias in SETs and recommendations for ethical reform. *Journal of Academic Ethics*, 1-12.



Kreitzer and Sweet-Cushman (2021) conclude that “teaching evaluations are poor metrics of student learning and are, at best, imperfect measures of instructor performance” (p. 8). Further, student evaluations of teaching are biased and “penalize” marginalized faculty. They warn:

Until feasible, reliable, and fair methods for evaluating teaching and learning are established, more caution should be taken in the use of SETs in hiring, tenure, and promotion decisions and alternatives assessments of teaching should be further utilized. (p. 8)

We recommend reimagining the evaluation of teaching, as these assessments impact retention, promotion, emotional and mental health, and perpetuate pay inequities. This is particularly concerning because 1) students are being positioned as experts of teaching; 2) SETs disproportionately impact minoritized faculty; 3) it censors teaching and learning; 4) it works to disempower instructors, both in the act of teaching and in communicating one’s narrative.

## **Recommendation 7: Stop unpaid labor (JEDI work, mentoring, activism); provide money, course release, value in promotion, etc.**

Faculty that engage in social justice, diversity, equity, and inclusion (JEDI) work face unique challenges at Predominately White Institutions (PWIs). While service is a typical part of faculty workloads, JEDI work typically demands unique forms of labor: it is emotional, risky, and time-consuming. For BIPOC individuals, the requests to serve on multiple committees at all levels in the university, the requests for unique insights and experiences, the requests from BIPOC students for mentorship and other forms of labor, etc. can be overwhelming. This labor is especially problematic for pre-tenured faculty - not just because of the time-consuming nature, but also because of the emotion and risks involved when advocating for justice. There is also the feeling that one cannot turn down requests - because of deep commitment to issues and/or fear for one’s position.

As stated earlier, JEDI service is often not counted equally in the promotion and tenure process and generally, there is a lack of accountability for circumstances where BIPOC students, staff, and faculty find themselves compromised. As expressed by Social Justice participants, BIPOC faculty are oftentimes asked to provide services without being acknowledged (ideas/solutions used without getting credit), uncompensated for their time and ideas (labor), and in some cases ignored.

Our recommendation is two-fold: 1) Re-evaluate the tenure and promotion system to honor JEDI work in concrete ways; 2) pay for this labor in the form of money and/or course releases.

1. Change the tenure and promotion guidelines, to create a new (and highly valued, privileged) category for JEDI work in addition to the typical three areas of research, teaching, and service.
2. Change workload documents to reflect JEDI work. This might include creating a new category with a percentage designation. This would allow one to formally reduce teaching loads to account for this additional labor in the JEDI area.
3. Compensate faculty for JEDI work, monetarily, that extends beyond the normal expectations for service.
4. When creating committees and task forces to address JEDI issues, accompany this request with a plan for compensation. Do not leave this up to students, staff, and faculty to negotiate with their chairs, directors, and/or deans.

## **Recommendation 8: Develop comprehensive, visible BIPOC faculty recruitment plan**

In order to recruit and retain BIPOC faculty, the university will first need to develop a set of practices across the institution that make WVU a healthy place for BIPOC faculty to live and work. The recommendations below include diversity-driven instructional practices, best practices to increase the diversity of instructional faculty, information to better understand what attracts minority candidates to academic positions, and best practices to retain ethnically, racially, and gender-diverse faculty on campus<sup>24</sup>. This is followed by a list of recommendations for recruiting diverse faculty that can support deans, department chairs, and search committees.<sup>25</sup>

### ***Optimal Diversity-Driven Instructional Practices***

- Establish diversity planning committee, commission, or taskforce that discusses local, national and international affairs by taking a team approach that does the following:
  - Require diversity plans from department heads, schools/colleges.
  - Embed diversity and inclusion goals and plans in mission statements, as well as academic and strategic plans.
  - Make use of multicultural branding and communication techniques (e.g., diversity-themed admissions materials and brochures, diversity-targeted advertising and outreach campaigns, use of the words “sexual orientation” and/or “lesbian, gay, bisexual, transgender”).
  - Formally report on campus diversity plans, success, challenges, and opportunity areas.

<sup>24</sup> Sources include: Insight Into Diversity HEED Award – Higher Education Excellence in Diversity Award; VCU – Strategies for Successfully Recruiting a Diverse Faculty

<sup>25</sup> Stewart, A. J., & Valian, V. (2018, July 19). *Recruiting diverse and excellent new faculty*. Inside Higher Ed. <https://www.insidehighered.com/advice/2018/07/19/advice-deans-department-heads-and-search-committees-recruiting-diverse-faculty>

- Implement diversity scorecard system to measure diversity progress (e.g., include diversity leadership assessment as part of the annual review of administrators, chairs, department heads, faculty portfolio, as well as part of the tenure and promotion process.)
- Provide competitive diversity grants and make funds available to seed new diversity initiatives on campus.
- Encourage the participation in diversity training (e.g., educate administrators, staff, faculty, and search committees on issues of campus climate, inclusion, institutional satisfaction, capabilities, cultural survey, and exit interviews).
- Provide gender-neutral/single occupancy restroom facilities in administrative and academic buildings.
- Provide a clear and visible procedure for reporting minority-related bias incidents and hate crimes (e.g., issues associated with accessibility, cultural competence, gender identity/expression issues, and anti-gay or anti-transgender violence).

In addition, the university should ***move away from traditional recruitment strategies:***

- Circulate announcements in businesses, corporations, governmental agencies, the military, social organizations, minority caucus groups, historically Black or predominantly Latino institutions.
- Recruit via personal contact (e.g., minorities who have received grants and/or professional recognition, referrals and nominations from colleagues, universities that secure a list of upcoming doctoral graduates, contacting field-specific associations).

#### ***Best Practices to Increase the Diversity of Instructional Faculty***

- Faculty diversity strategic plan
- National partnership efforts (e.g., membership in the Center for Faculty Diversity, Southern Regional Education Board Doctoral Scholars Program)
- Participation in diversity recruitment events (e.g., Compact for Faculty Diversity, Higher Education Recruitment Consortium)
- Hosting future faculty diversity symposiums on campus
- Diversity-themed postdoctoral fellowships and faculty exchange programs (e.g., with HBCUs)

#### ***What Attracts Minority Candidates to Academic Positions?***

- Announcement that addresses the importance of diversity
- Campus and community demographics (including presence of other faculty of color)
- Faculty development, mentors, possibility of achieving tenure and being promoted in rank
- Infusion of diversity issues into the curriculum
- Social support network, community resources (churches, restaurants, hair stylists, professionals of color to provide medical, dental, and legal services, information about distance to large metropolitan area)

### ***Best Practices to Retain Ethnically, Racially, and Gender-Diverse Faculty on Campus***

- Mentor programs for junior faculty
- Cohort-driven leadership program for junior faculty
- Course release to support scholarly productivity
- Graduate research support for new faculty
- Start-up research funds for new faculty
- Family-flexible tenure timelines (e.g., ability to extend, suspend, and adjust the tenure clock to support work-life balance)
- Support affinity or employee resource groups for faculty and staff (e.g., Hispanic Association of Engineers)
- Grant-funded initiatives to drive retention (e.g., NSF – Advance Program or create future faculty diversity recruitment database)

### ***Recruiting Diverse Faculty***

- Ensure a broad and diverse pool of candidates by **defining the position in broad terms**. Jobs defined in narrow terms (e.g., single research area, specific methodological approaches, specific courses to be taught) will lead potential applicants to select themselves out and lead to a less diverse pool of candidates. By listing alternative topics or approaches, the job announcement will **provide cues of belonging**.
- **Cues of belonging** (and not belonging) also manifest in a job announcement's gendered language. Masculine words (e.g., demanding, strong) versus feminine or neutral words (e.g., capable, sensitive) will similarly narrow the applicant pool.
- **Search actively and broadly** for diverse candidates, and especially those who have a track record of mentoring students with diverse backgrounds.
- **Recognize the impact of expressed institutional values** (e.g., family-friendly policies, language regarding values in job description)
- **Effective search procedures and practices**
  - Identify individuals who are mentoring women and minoritized doctoral students at other institutions and consider those faculty for senior positions
  - Recruit diverse graduates back on to the faculty in the future
  - Provide an open-ended opportunity for applicants to “make a case” for fit and relevance to the position
  - Ask applicants to submit a diversity statement about past contributions and anticipated contributions
  - The search committee should include broad expertise represented among reviewers
  - The search committee should be aware of implicit bias and if, possible, include a diverse composition (with the caveat that a diverse committee is not immune from implicit bias)
  - Train and educate the search committee on evaluation bias and how to overcome these biases
  - Consider equity advisors who can serve on search committees
  - Consider creating college standing search committees with a multiple year term and ensure the committee is committed to diversity

- Ensure the institution and department websites are diverse in composition, open to a range of perspectives, convey inclusive policies, etc.
- Provide institutional data on Ph.D. pools and department-level outcomes that search committees and departments can use.

## **Recommendation 9: Removed**

## **Recommendation 10: Teach about racism that white people can use to challenge other white people**

WVU should provide and promote ongoing opportunities to teach about racism in ways that allow white students, staff, and faculty to challenge other white folks who continue to hold marginalizing and problematic beliefs, and who continue to act in ways that marginalize others.

One example currently being implemented this May, 2021, is an Anti-racism experience named, “A Long Talk about the Uncomfortable Truth” (<https://www.alongtalk.com>). Rather than a training, this program is an experience and an opportunity to build community with others who want to end racism. Videos explaining A Long Talk:

- <https://youtu.be/QdVZcEaaK6s>
- <https://m.youtube.com/playlist?list=PLXVgujpFyEhHQTGcXjifmdAN68UnNif5>

## Part 2

Part Two details the achievements, activities pursued, membership, and committee charge. Part Two also provides information regarding processes and approaches (e.g., how the Social Justice Summits were conceptualized and implemented).

This section includes:

- [Committee Charge](#)
- [Membership](#)
- [History of Social Justice Efforts at WVU](#)
- [Achievements in 2020-2021](#)
- [First year Committee Report \(2019-2020\)](#)
- [Ten-year Analysis of Recruitment, Retention and Promotion](#)
- [Future Committee Activities and Goals](#)

### Committee Charge

1. Assess and issue a university wide report on the campus culture of inclusion, equity, and diversity to be carried out according to best practices but not less than every five years;
2. Provide material, curricular support, and guidance, including an online toolkit, for faculty teaching and service related to diversity, equity, and inclusion (DEI);
3. Establish and hold ongoing conversations with key units and stakeholders at West Virginia University including but not limited to the Division of Diversity, Equity, and Inclusion, the office of Equal Opportunity and Affirmative Action, the Center for Excellence in Disabilities, the Center for Black Culture and Research, the ADVANCE program, the LGBTQ+ Center, the Office of Multicultural Affairs and external community leaders and stakeholder groups that work to further social justice and inclusion in West Virginia;
4. Evaluate periodically national trends and report on best practices related to diversity and inclusion, and make recommendations to appropriate University bodies including the Office of the Provost, the Teaching and Learning Commons, and other Centers, Colleges, Schools and programs affiliated with the University;
5. Report on systems and mechanism that provide support to faculty who engage in research and scholarship on issues related to social status including but not limited to race, ethnicity, income, gender, sexuality, and religion;
6. Address in a timely fashion other issues pertinent to the charge of the committee.

## **Membership (2020-2021)**

Keri Valentine, College of Education and Human Services (Chair)  
Stefanie Hines (Chair-elect)  
Lauri Andress, School of Public Health (Previous Chair)  
Malayna Bernstein, College of Education and Human Services  
Heather Billings, School of Medicine  
Jerry Carr, ex officio, NAACP  
Scott Crichlow, College of Arts and Sciences  
J. Spenser Darden, ex officio, Division of DEI  
Cerasela Zoica Dinu, College of Engineering and Mineral Resources  
Dariane Drake, ex officio, Student Representative  
Marina Galvez Peralta, School of Medicine  
Dave Hauser, College of Arts and Sciences  
Erin Kelley, ex officio, Teaching and Learning Commons  
Tiffany Mitchell Patterson, College of Education and Human Services  
Jessica Morgan, College of Creative Arts  
Ellen Rodrigues, LGBTQ+ Center  
Denis Scott, Extension Service  
Robynn Shannon, ex officio, Library  
Beth Toren, ex officio, Library  
Aisury Vaquez, ex officio, Division of DEI  
Bradley Wilson, ex officio, Center for Resilient Communities  
Kay Zipp, ex officio, Student Representative

## History of Social Justice Efforts at WVU

The National Association of Criminal Defense Lawyers (NACDL) held a 2017 Presidential Summit titled, “Race Matters: The Impact of Race on the Criminal Justice System.” At the Summit, Jeffrey Robinson presented, “The History of Race in America.” Salient was an oft-repeated phrase, “Who controls the past, controls the future...The narrative of how we got here is critical.” He continues the linkage: “Who controls the present, controls the past. We can laugh about what some people are saying about our past, but it makes a difference.” We understand the importance of narratives and believe it does make a difference how we talk about our past as we engage in our present social justice efforts. Dr. Elizabeth Dooley was most generous to give us her perspective so that we can move more thoughtfully and intentionally.

### Interview with Dr. Elizabeth Dooley: Personal Perspective of Social Justice Work at West Virginia University

In Dr. Elizabeth Dooley’s 24 years (1991-2015) at West Virginia University, she served in many roles; she started her career at WVU as an Assistant Professor in the College of Education and Human Services. In addition to working as a professor, Dr. Dooley served in many leadership positions at WVU:

- Co-founder of the Health Sciences and Technology Academy (HISTA)
- Interim director of the Center for Black Culture and Research
- Department Chair, Department of Curriculum and Instruction/Literacy Studies in the College of Education and Human Services
- Associate Provost, Undergraduate Academic Affairs
- Interim Dean, College of Education and Human Services
- Secured the Carnegie Classification for Community Engagement for WVU
- Founded and served as the Dean of University College

In an interview with Dr. Dooley on May 11, 2021, she talked about social justice during her time at WVU. When starting her career at WVU in 1991, Neil Bucklew was the President of the University, whom she described as being “a proponent for inclusivity and diversity. That was obvious.” At the time:

[WVU] had the special initiative to recruit and retain African American faculty...faculty of color in general...individuals from underrepresented groups. But also, at that time, the Black Community Concerns Committee was an organization consisting of faculty and staff, which was initiated at least five years before my arrival. And because the President was a proponent of social justice, that committee was given direct access to the President. The committee had periodic meetings with President Bucklew to discuss the issues confronting the African American community. That committee also presented recommendations.



Additionally, the Center for Black Culture and Research, established in 1987, served as a vibrant hub for individuals interested in Africana Studies and created an ecosystem where Black African American faculty and students could thrive. At the time, because of the recruitment initiative, I believe we were nearing a “critical mass” of African American and Black faculty on campus. Research was embedded in the Center's title as it was critical to recognize the Center as an academic vehicle on campus. Many faculty members and students gravitated to the Center for events, cultural enrichment, and served as faculty fellows to the Africana Studies Program. The Black Community Concerns Committee and the Center for Black Culture and Research were instrumental in creating a “sense of community.” Over time, the number of Black faculty on campus began to erode, particularly at the decision point of their academic careers (tenure and promotion). What became clear is that while the University successfully recruited faculty in the early 90s, many African American faculty members were not retained.

So, at that time, we had systemic structures on campus that supported inclusion and equity. Dr. Bucklew also recognized the need to have a “social justice officer” in the mid-90s and appointed an individual to serve in that capacity. I believe that was before creating the director of Affirmative Action (AA) position and the subsequent hire. Over time, I believe the director of AA became recognized as the diversity officer. Also, over time the Social Justice Council was created, and each of the WVU constituency groups had a representative to serve on the Council. The expectation was that issues and concerns would flow through the Social Justice Council.

Dr. Dooley shared her perspective of what is needed to make DEI work sustainable:

What happens, though, sometimes from my vantage point, when you hire individuals, and you stand up units, the University typically looks to that unit to do all of the diversity work, and that's the unit that's most often held accountable. That's a problem because if you truly want a sustainable model, each pocket of the university needs to focus on diversity, equity, and inclusion; the goals and objectives are not the same across disciplines. The nuances of diversity, equity, and inclusion can vary by discipline, mission, goals, and objectives. As an example, as a faculty member in The College of Education and Human Resources at the time, we stood up a college committee, which was one of the first at the University. And because we were working with schools in the community, we actually delivered diversity workshops in schools; we would bring in guest speakers to discuss strategies for educating diverse groups (e.g., youth with disabilities and youth from various ethnic backgrounds). The committee also sponsored college-wide diversity events, bringing in keynote speakers to address best practices educating preservice and in-service teachers to work in diverse settings.

In 1995, under new executive leadership, diversity continued to be supported, but a shift in the approach occurred - a shift which created a distance between leadership and constituency groups manifested:

With a Social Justice Officer and a director of Affirmative Action in place, most issues and or concerns had to flow through the Social Justice Council chaired by the director of Affirmative Action. Access to the executive leadership was limited. And, as a result, some perceived the voices of some constituency groups as being muted. So, in my mind, if you're going to address diversity, one needs to have access to the constituency groups, and the constituency groups need to have access to the individuals who are in decision-making positions. When voices are filtered, or those messages are filtered, you don't know the truth anymore or what the truth is for those individuals. While I thought the Social Justice Council had some merit, constituency groups such as the Black Community Concerns Committee no longer had direct access to University's executive leadership; many believed that to be problematic.

Dr. Dooley emphasized the importance of understanding individual experiences:

One of the questions that I ask the underrepresented faculty 'Are you surviving or thriving?' and many of them just say, 'We're just surviving.' And so now you have to unpack that. And so, if you're not a faculty member, or you've never been a faculty member, and you've never been a person of color who is a faculty member, then you don't know their story. And so, I thought that having the Social Justice Council, with all of the information funneled through one person, was constructive.

She describes the shift towards her work as part of the Black Community Concerns Committee, which included faculty and staff. As one of the presidents, she created separate task forces to attend to the special needs of faculty, students, staff, and community "because the issues were so different and depending upon, again, who's at the helm, one group may get more attention than another group, so we had to make sure we would mitigate that to the extent possible, which we were able to do."

Following, from 2012-2014, a similar constriction of information emerged, leading to the formation of the Black Faculty Association:

And then, over time, because the Black Community Concerns Committee now became part of the Social Justice Council, again, the information had to flow through a single individual. I and others co-founded the Black Faculty Association (BFA) because we wanted to reignite the communication directly to the President. And at the time, the President of the University was receptive to and worked with the Black Faculty Association. In fact, the hiring of the University's first chief diversity officer was the result of the BFA's research on chief diversity officers and putting forward a compelling rationale.

Dr. Dooley emphasized the importance of supportive leadership, one that prioritizes direct channels of communication, where a "window for authentic dialogue" is opened:

Those constituency groups need to have direct access to the senior leadership team, even if it's two times a year. It doesn't matter when they have access; folks just need to be heard. And then, obviously, the president and the provost decide how they're going to deal with the issues presented. Here's the thing which I think we always have to be careful about. Because when you start talking about VPs and AVPs, some people may feel threatened, and so they're going to silence themselves without anyone even telling them to be silent. You know, so individuals like you all, who are going to the Faculty Senate and hoping to bring about change, your voices are being heard, but some won't come forward, and they're living in a shell, and they're suffering. And somebody has to care about those individuals – opening the window for authentic dialogue with an action-oriented framework and or allowing for a call to action.

Dr. Dooley offers insight into navigating DEI efforts, especially when DEI concerns are managed by leadership. She warns of filtering ideas through individuals who don't have a first-hand experience or an accurate assessment of the needs of the various constituency groups, as they don't "retain the texture of its original state...it's left up to one's interpretation. If you don't know the raw data...If you don't understand the data, it is difficult to know whether or not you're addressing the concern." She adds that flawed structures inform the "inputs and outputs of your work." Therefore, it is imperative to set goals and create a dashboard or scorecard to assess progress in real-time.

WVU has always articulated a commitment to diversity, inclusion, and equity, as do many universities. However, most universities committed to doing the work often lack a data-informed approach. What typically fails is the execution of a plan and accountability. Data and metrics are critically important. It is difficult to articulate a path forward when you don't know where you're going. For example, suppose there's an interest in diversifying the faculty. In that case, one needs to know the current numbers of faculty by discipline and the number of faculty you wish to secure by an agreed-upon time, the strategies to accomplish the goals, and a monitoring plan.

## **Achievements in 2020-2021**

The 2020-2021 academic year built on the inaugural Inclusion and Diversity Committee work from the previous year. The committee met monthly to take up recommendations manifesting from the previous year-end report, as well as responded to in-the-moment DEI issues raised by faculty, staff, students, and community members. Highlights from our September 11, 2020 meeting included a robust discussion about who we wanted to be as a committee. We discussed the tension between existence as a committee that makes groups feel welcome and being an advocate/activist group that works towards building the systems, mechanisms, and policies that ensure that groups feel welcome and able to succeed. We all agreed to focus on actionable steps that would support transparency within the WVU community and accountability of DEI work on campus. We also discussed the 2019-2020 report and recommendations to help guide our agenda for the remainder of the year. Also notable, we were starting the academic

year following a summer of racial justice protests and wondered how our agenda could further promote racial justice at WVU, following President Gee's June 19, 2020 public announcement committing WVU to address campus racial shortcomings.<sup>26</sup> We ended the meeting with a plan to bring together faculty, staff, students, and community members to work together to address racial justice by planning a Social Justice Summit call to action. Our goal was to create a transparent, systematic mechanism that would facilitate an open dialogue on power imbalances, commitment to diversity and inclusion goals, and equity between WVU leadership and marginalized faculty, staff, students, and community. We chose Diversity Week for our inaugural Summit (more about the Social Justice Summit Series below). We used our October 9, 2020 committee meeting to finalize plans for the Summit

At the November 13, 2020 IDC meeting, the Social Justice Summit planning team (Keri Valentine, Lauri Andress, and Stefanie Hines) presented data generated from the summit regarding critical issues and possible action steps. The planning team also met with several leadership teams across campus (e.g. College of B&E DICE Committee, CEHS Administrative Team, CPASS) to discuss the issues and actions from the summit. At this time, we were also making plans for the second summit focused on lived experiences of marginalized faculty, staff, students, and community members in order to connect experiences to action (more about the second Social Justice Summit below).

Between November and the December 11, 2020 IDC meeting, our committee was called upon by faculty across campus to take up the issue of the newly released eSEI video that many found problematic (e.g., racist depictions of instructors and students, narrow focus on gender bias, continued investment in the use of SEIs without addressing the systematic and disproportionate impacts of all forms of student evaluations of teaching). A recently released meta-analysis (Kreitzer & Sweet-Cushman, 2021)<sup>27</sup> will help those who are interested in learning more about the issues surrounding the use of and value given to students' evaluations of instruction. The authors emphasize that these evaluations might be better termed "student experience questionnaires" or "student perceptions of learning." Meaning, they are not evaluating teaching effectiveness. There were notable interactions in the data (e.g., it really depends on the field/course and student readiness/orientation more than teaching effectiveness). [Measurement Concern] A list of recommendations can be found at the end of the article. Most notable, using student evaluations of teaching (SETs) is more than a Tenure and Promotion barrier; data shows that reliance on SETs leads to furthering the pay gap. [Equity Concern] At the December 7, 2020 Faculty Senate meeting, our committee made the following request:

*Our committee requested a report and presentation from the Office of the Provost regarding teacher evaluation in order for the Faculty Senate at large to review and offer comment at the January 11, 2021 Faculty Senate meeting. This report and presentation would outline the*

<sup>26</sup> <https://wvutoday.wvu.edu/stories/2020/06/19/gee-announces-first-steps-in-wvu-s-efforts-to-address-campus-racial-shortcomings>

<sup>27</sup> Kreitzer, R. J., & Sweet-Cushman, J. (2021). Evaluating student evaluations of teaching: A review of measurement and equity bias in SETs and recommendations for ethical reform. *Journal of Academic Ethics*, 1-12.

*office's latest thinking on teacher evaluation, methods under consideration, and a timeline for advancing this work. While student evaluations of instruction (SEIs), including the mandated standard SEIs, comprise only one form of evaluation that can be used to assess teacher effectiveness, it is still the only one that WVU has required. The consequences of the current position disproportionately impact women and minoritized instructors. We particularly want to know how the Provost Office plans to enlarge the evaluative process beyond simply input from students to decrease the likelihood that UR or BIPOC faculty experience biased results.*

While the problematic eSEI video was pulled from public view, we are still awaiting more information about the future direction for assessing teaching as the University.

At the start of the Spring semester, our committee worked to finalize the second Social Justice Summit. This involved many small-group meetings with faculty, staff, students, and community members across campus as well as partners agreeing to help us forward our racial justice efforts. We also planned steps to revisit the October 2019 Rankin & Associates Climate Assessment proposal (see Appendix A) and work with Dr. Jerry Carr, President of the Morgantown/Kingwood branch of the NAACP, to elicit support for the Morgantown Civilian Police Review and Advisory Board orginance.

At the February 22, 2021 Faculty Senate Executive Committee meeting, the Executive Committee supported seeking full Faculty Senate endorsement of the proposed ordinance establishing A Civilian Police Review and Advisory Board (CPRA) and encouraging the Morgantown City Council to adopt the proposal. This was taken to the full Faculty Senate for a vote on March 8, 2021 and passed overwhelmingly.

At the February 26, 2021 IDC meeting, we were joined by Associate Vice President of Institutional Data and Analysis, Lisa Castellino, to discuss ideas/plans for a climate assessment for faculty, staff, and students. Dr. Castellino indicated that there was no documentation related to climate assessments in her office and that this was long overdue organizationally. She shared her expertise in her role conducting institutional research for over 20 years in Pennsylvania, North Carolina, and California. A mantra she shared with the group was that an institution should not collect information if the institution is not going to do anything with it - this would be a disservice and empty promise. Rather, an institution must first have an action plan for what it intends to do with the data. Everyone agreed that we know what the University's issues are (not news to anybody) and that the reason to collect the data was to help add legitimacy to the issues and do so in a way that is sharable for folks who may have a difficult time having these conversations for various reasons. It also provides a plan of action that the campus can take about things and understand where students sit and relative experiences. Dr. Castellino shared examples of climate assessments with the group that she felt were great examples. Several of these used the same Rankin & Associates group that our committee proposed in October 2019 (see Appendix A).

Dr. Catellino indicated that successful climate assessments have several characteristics:

- Clear and distinct connection to faculty leadership, staff leadership, and student leadership. There is an organizational commitment to do this data collection effort and we all share a clear charge about why we are going to do this.
- Collaborative – there will be something you like/don't like. Perfection is the enemy of progress – can be used as an excuse to do nothing – however, we need to collect data to understand what we are talking about.
- Institution makes a commitment for that collaboration to get the word out to participate (marketing). Otherwise, we are faced with a lack of participation, especially for Faculty of Color and Students of Color. This can make “generalizing” results challenging. She also warned against the use of language, like “generalizing,” because stories from marginalized groups are unique and important to honor, hold up, and understand. But there is a certain statistical metric we need to work within.
- Qualitative data is important as well. We need narratives to create interweaving stories.
- We need to be data informed, not data driven. What are the stories the data are telling – what stories do students, faculty, and staff want to tell of the experience “climate” on campus?
- The experience of climate can mean different things.
- It would be okay to survey one facet of climate one year and then another facet another year. Plan on 3-5 years for a full climate survey. We may want to do a smaller subset each year – to keep this in our minds more frequently – sustains momentum.
- The university needs to have a collective commitment to communicate to the university community that this is important and we want you to participate and we want to share what we learn. So when the data comes back, is analyzed, there will be multiple opinions about what it means and “we” will do our best to tell a story. Then ask students, faculty, and staff to reflect on that story being told (e.g., Is what I am describing as a researcher how you feel? What do you see? This is a way to check bias in qualitative research. It also adds a layer of reflection to have a back and forth dialogue.
- The institution needs to do something with the information it collects (e.g., task forces, guest speakers, range of anything you can think of). The institution needs to respond to the data we see and recognize that what we see may not be what we like to see – takes bravery to speak to these issues head on.

Dr. Castellino indicated that what she shared with us was her experience and she wanted to bring this as a start to a dialogue and get a sense of how we feel. She also indicated that right now, her office has no official charge to do a climate survey.

At the March 26, 2021 IDC meeting, we were joined by former faculty member and leader, Dr. Elizabeth Dooley. Along with Dr. Lauri Andress. They presented a proposal for Social Equity Teams (SET), a team that would serve as a point of contact, or a bridge, between underrepresented (UR) groups and the university's leadership (see proposal under recommendations section in Part One). We also discussed the end of year report and ways we might generate more recognition across campus. We noted the problematic nature of Faculty Senate Committee reports being buried in the Annex of Faculty Senate meeting agendas.

Without knowledge that this is the reporting practice, these reports are essentially not made public to the larger WVU community. We discussed ways we might change this practice, starting with this 2020-2021 report. Another parallel issue raised was the inability to release statements in real time. During this meeting, concern was expressed that we are too often silent regarding issues, such as the rise in Asian hate and violence in America and on college campuses.

We are meeting again on April 30, 2021 to finalize the end of year report and look towards the 2021-2022 academic year.

## Activities Pursued

- Eliciting full Faculty Senate support for the [Morgantown Civilian Police Review and Advisory Board ordinance](#)
- [Social Justice Summit Series](#) (and cross college/unit dialogue)
- [Social Equity Teams \(SETs\) proposal](#) (see recommendations in Part One)
- [Climate Assessment recommendations and Rankin and Associates proposal](#)
- Programming: [Women's Leadership Initiative](#), Microaggressions and Structural Racism: "Women of Color in PWIs: Microaggressions, Allusions to Competency, and Chronic Anxiety" (2-part series; April 19, 2021 and April 26, 2021)

## Civilian Police Review and Advisory Board Ordinance

Building on our work from the Summer 2019, our committee worked to garner support for building a relationship with the Morgantown Police Department, the local branch of the NAACP, and WVU. With the support of the full Faculty Senate, Dr. Jerry Carr was able to bring together the community and Morgantown/Kingwood branch of the NAACP to draft a Civilian Police Review and Advisory Board ordinance, submitted to the Morgantown City Council. A link to the document can be found online:

<https://drive.google.com/file/d/1nIsoBIARXGvxKI1187tGksVaemAJB1YN/view>

The purpose of the ordinance is as follows:

The City shall have a Civilian Police Review and Advisory Board, established and operated in accordance with this Article. The general purpose of this Article is to provide for citizen participation in reviewing Police Department policies, practices, and procedures; to promote the availability of data relating to police practices and procedures; and to provide a prompt, impartial, and fair investigation of misconduct complaints relating to the Morgantown Police Department in a manner which protects the rights of police officers and the rights of individuals who have contact with the Morgantown Police Department

**Motion (passed):**

The Faculty Senate Inclusion and Diversity Committee would like to make a motion that the Faculty Senate endorse the Morgantown city ordinance establishing a Civilian Police Review and Advisory Board (CPRA) and encourage the Morgantown City Council to adopt. The Inclusion and Diversity Committee wants to express the desire for WVU scholars to work with the proposed Civilian Police Review and Advisory Board to study policing, social justice, racism, and ways it can shape public policy. The committee shares the NAACP's goal to work with the proposed Civilian Police Review and Advisory Board to help prevent violence against marginalized populations, combat racism, and encourage stronger ties between the community and law enforcement. We, along with the NAACP, hope the proposed ordinance can become a model for other communities both local and around the state.

## **Social Justice Summit Series**

The Social Justice Summit Series seeks to create a transparent, systematic mechanism that facilitates an open dialogue on power imbalances, commitment to diversity and inclusion goals, and equity between WVU leadership and marginalized faculty, staff, students, and community.

Starting in the Fall of 2019, the Faculty Senate Inclusion and Diversity Committee committed to the concepts of dialogue and deliberation. In the Fall of 2020, we launched a Social Justice Summit Series to address racism and racial injustice at West Virginia University and the larger community and spaces they occupy.

**Purpose:** The purpose of the Social Justice Summit series is to establish a transparent mechanism that facilitates an open dialogue on power imbalances, commitment to diversity and inclusion goals, and equity between WVU leadership and underrepresented faculty, staff, students and other stakeholder groups. The summit is a call to center the voices of marginalized faculty, staff, students, and community in order to identify, acknowledge, and evaluate the experiences of underrepresented, diverse groups to make clear that majority and minoritized experiences within the same space and time can feel and look different. The summit series will work to highlight the concept of "climate" and establish a narrative that links the word to issues of inclusion and exclusion for underrepresented groups and further underscore the interconnectedness between WVU and the community.

**Outcomes:** The outcomes this summit seeks to address are: (1) the creation of a systematic mechanism that allows WVU leadership to hear from, learn about, and respond to the social-emotional climate that measures the extent to which individuals experience racial conflict and or discrimination at WVU as voiced by impacted groups internal and external to WVU and (2) to establish a record of the extent to which individuals experience racial conflict and or discrimination at WVU so that WVU leadership may respond in a transparent way that establishes accountability.



**Sponsors:**

Benjamin M. Statler College of Engineering and Mineral Resources  
College of Creative Arts  
College of Education and Human Services  
College of Law  
College of Physical Activity and Sport Sciences  
Davis College of Agriculture, Natural Resources and Design  
Eberly College of Arts and Sciences  
John Chambers College of Business and Economics  
LGBTQ+ Center  
Reed College of Media  
School of Dentistry  
Vice President for Research  
WVU Center for Resilient Communities

## **Social Justice Summit #1: A Call to Action**

The first summit was a call to action for WVU Faculty, Staff, Students, and Community invested in addressing racism and racial injustice. We were joined by ‘witness’ and speaker, Dr. Hillary Potter. Dr. Potter is an Associate Dean for Inclusive Practice, College of Arts & Sciences at the University of Colorado Boulder with administrative and leadership expertise in higher education that centers on social justice, equity, diversity, and inclusion (JEDI) initiatives, based in a strong social-scientific scholarly background. She has more than 20 years of experience in JEDI and anti-racism development, community building, coaching, and implementation. She was also the inaugural JEDI lead for a 16,500-student college in a premier research university.

On October 16, 2020, we worked together as faculty, staff, students, and community members to identify core issues and develop actions for moving our social justice agenda forward. On October 17, 2020, we reconvened to share our work across groups. Dr. Hillary Potter also shared commentary on our progress as both an external witness and expert in social justice, equity, diversity, and inclusion (JEDI).

As part of the inaugural summit, we took seriously the notion of a “witness,” centering the importance of this notion in past social justice work, such as James Baldwin’s in the 1960s Civil Rights Movement. An excerpt from Lauri Andress’s introduction of the witness:

*To be an honest witness, we must bring ourselves to the task at hand, reveal ourselves, and ask for understanding and an exchange based on equal footing with those that we would study, lead, or seek to engage with institutionally and in our communities. Our Senate Faculty Committee decided to both bear witness and BE witnessed. We decided to entrust the act of seeing ourselves, our actions, and pursuits to a witness. In doing so,*

*we are seeking honest engagement between ourselves and the Institution. Our hope is the Institution will respond in kind.*

To see the talk by Dr. Hillary Potter, as well as Lauri Andress's witness statement, you can view the YouTube video: <https://youtu.be/3gbqPh8LugA>

Dr. Hillary Potter also shared her slides for distribution:

[https://socialjusticesummit.files.wordpress.com/2020/10/wvu-presentation\\_h.potter\\_17oct2020.pdf](https://socialjusticesummit.files.wordpress.com/2020/10/wvu-presentation_h.potter_17oct2020.pdf)

### **Participation**

- October 16, 2020 (Day 1): 137 participants
- October 17, 2020 (Day 2): 56 participants

## **Social Justice Summit #2: Connecting Lived Experience to Action**

This second summit focused on Narratives and Black Voices, exploring the question, "What happens when stories are silenced, taken out of context, and/or misunderstood?" Our objective was to be able to connect these stories to policy recommendations in a report to be issued to the Senate Faculty Committee in May 2021. Eighty (80) students, faculty, staff, administrators, and community members joined us for this second summit.

On February 11, 2021, our featured speaker and facilitator was Alissa Rae Funderburk, a graduate of the Oral History Master's Program at Columbia and the Oral Historian for the Margaret Walker Center at the HBCU Jackson State University in Jackson, Mississippi. She maintains an oral history archive dedicated to the preservation, interpretation, and dissemination of African American history and culture. More about her work can be found on her website: <https://www.alissaraefunderburk.com/>

We were also joined by Doris A. Fields, also known as Lady D, West Virginia's First Lady of Soul. She "acted out" those lived-experiences for folks who preferred to remain anonymous. Doris A. Fields is a native West Virginian and a professional vocalist, actor, songwriter, director, and promoter. She has toured her one-woman show, "The Lady and the Empress," a musical stage play based on the life and music of blues legend, Bessie Smith. In 2008, her original song, "Go Higher," was chosen as the best Obama Inaugural Song. More about her work can be found on her website: <https://musicbyladyd.com/>

During the three-hour summit, Alissa Rae Funderburk presented on the foundation of oral histories and why they are important. She also addressed elements of identity and intersectionality and methods currently being used to interview those with variant identities using her own data and the stories submitted ahead of time. She centered the question: "What happens when stories are silenced, taken out of context, and/or misunderstood?" This was

followed by an active listening session of recorded black narratives as well as narratives acted out by Doris Fields, drawing on interview audio.

For approximately 30 minutes, participants moved to breakout rooms based on one of the six critical issues, with the addition of a student group to alleviate concerns and inhibitions over potential power imbalances. These included:

1. Naming, Addressing, and Enforcing DEI Efforts
2. Racism and Retaliation
3. Recruitment and Retention
4. Invisible and uncompensated Labor
5. Barriers to Shared Voice and Power
6. White Fragility
7. Student Group

We ended with a whole group debrief and discussed next steps. A video of Alissa Rae Funderburk's presentation, as well as the listening session can be found in the following YouTube video: <https://youtu.be/0hK1Mq1RLZw>

Feedback from the second Social Justice Summit can be found in Appendix C.

## Committee Proposals

Several proposals emerged from the work of our committee. These are elaborated in the [recommendations section in Part One of this report](#).

## First Year Committee Report (2019-2020)

As this committee engaged in dialogue with colleges, units, and leaders throughout the university this past 2020-2021 academic year, we realized that knowledge of and ability to access the 2019-2020 Inclusion and Diversity Committee year-end report was problematic. This decreases the potential impact of our faculty committee and works to exclude faculty voices from efforts to engage in DEI and social justice efforts. As the university moves forward with DEI and social justice initiatives, working groups, even college- and departmental-level work, we argue that it will be important to consider the way in which the work of Faculty Senate committees can be better disseminated.

The current process by which someone may access annual committee reports requires knowledge that an Annex link is found in the Senate Meeting Agenda - in this case, September 14, 2020 - as well as a link to the Senate Meeting Agenda website:

<https://faculty senate.wvu.edu/minutes-agendas/senate-meeting-agendas> This current way of disseminating reports makes it highly unlikely that folks across the university were able to

access the 2019-2020 report. To temporarily mitigate this issue, we will use this space to summarize the previous year's report, which included a ten-year analysis of recruitment, retention, and promotion at WVU.

## **Summary 2019-2020**

As a new entity, the Committee on Inclusion and Diversity began meeting on August 23, 2019 and convened monthly to consider how to build an agenda around the charge of the Committee. In the first year report, we summarized achievements followed by initiatives that were attempted. We also outlined ideas for future committee activities. These included: best practices for climate assessments; the data analysis conducted on trends in faculty appointments and hiring at West Virginia University; and a summary of the reading and lecture series on Inclusion.

### **Achievements**

- Created a set of principles around best practices on campus climate assessments.
- Piloted a reading and lecture series on issues of inclusion and diversity.
- Received an analysis of data detailing trends in racial, ethnic, and gender diversity in undergraduate students and instructional staff with faculty status at WVU; and
- Piloted collaborative work across Senate Committees by meeting with two Committees (Teaching and Assessment Committee (TACO) and Faculty Welfare) to advance several ideas including recommendations on contra-power, a classroom assessment summit, and Social Equity Teams.

### **Actions and Ideas Attempted**

- Rapid Response Protocol
- Social Equity Teams
- Recommendations on Contra-Power

### **Future Committee Activities and Goals**

- Use the data shared in this report to work with a more visible entity (ex. Center for Resilient Communities) to consider how we might build deliberative action towards greater inclusion and diversity.
- Enhance specific efforts to support underrepresented faculty and train/mentor Department chairs/deans about diversity issues.
- Continue to work towards finding a place within the WVU structures for the Committee (more than interaction through the Faculty Senate meetings). The idea is to participate in discussions before they are made. Determine mechanisms through which this committee could collaborate with the University leadership before policies and decisions are presented in their final form at the Faculty Senate meetings.
- Discuss the tension between whether the Committee exists to make groups feel welcome or whether the Committee should be a watchdog or advocate/activist group that works towards building the system, mechanisms, and policies to ensure that groups feel welcome and able to succeed. Could the Committee do both?

- Create a sense of community in Morgantown, making faculty and staff feel safe, respected, and understood, and ensure proper policies are in place to support diversity, equity and inclusion (DEI).
- Create a ground swell among faculty to help them understand the benefits of using resources towards these efforts (i.e., inclusion, diversity), to better understand policies/actions etc. that act to counter diversity and inclusion.
- Engage more faculty in social justice efforts to truly "Go First" as a university in order to be a leader in these efforts. It means we cannot rely solely on administration to do something. Try to heighten faculty engagement in ways that raise critical consciousness (notion is meant to reflect Freire, father of community organizing in the slums of Brazil).
- Be faculty leaders for our respective colleges to link others to the Committee charge that calls for us to "Provide material, curricular support, and guidance, including an online toolkit, for faculty teaching and service related to diversity, equity, and inclusion."
- Establish a Provost Fellow to work within the Provost office.

## Best Practices for Climate Assessment

After reviewing literature, we came up with the following points to serve as guidance in establishing a campus wide DEI climate assessment.

### KEY POINTS:

- University should express a specific narrative that links the notion of "climate" to inclusion and diversity.
- Leadership should establish a transparent mechanism that facilitates a visible two-way dialogue between underrepresented, diverse groups and the University leadership.
- Evaluate and acknowledge the experiences of underrepresented groups and identify circumstances and challenges that could make that experience different from the majority.
- Recognize that diversity is a numerical representation of underrepresented groups, while inclusion is the sense of being welcomed or not being excluded.

### Specifically:

1. Research demonstrates that efforts to address inclusion and diversity are successful to the extent that they account for relations between the leadership and social identity groups including issues of trust, accountability, obligations, transparency, and perceptions of the university's commitment to stated diversity goals. Results indicate that transparency and trust are important to building and maintaining the perception that the university is committed to its stated diversity goals (Pepper, Tredennick, & Reyes, 2010).<sup>28</sup>
2. In addition to attending to structural diversity, i.e., counting numbers of diverse faculty/students/staff, a best practice is to monitor and aim to improve the psychological

<sup>28</sup> Pepper, M. B., Tredennick, L., & Reyes, R. F. (2010). Transparency and trust as antecedents to perceptions of commitment to stated diversity goals. *Journal of Diversity in Higher Education*, 3(3), 153.

climate on campus. This dimension of climate is meant to capture the extent to which individuals perceive racial conflict and/or discrimination on campus (Hurtado, 1992), feel somehow singled-out because of their background (Nora & Cabrera, 1996), or perceive institutional support.

3. The changing composition of college staff/faculty/ students in terms of race, ethnicity, religion, sexual orientation, and gender while positive should not be the only measure of progress when, in fact, little has been done to measure, assess or discern the culture and climate of the institution as perceived by non-majority social identity groups.
4. Inclusion and diversity efforts should acknowledge that faculty/staff/students of different identities have more observed and direct encounters with exclusion, discrimination and/or racism than their White peers, and therefore, perceive their campuses as more hostile and discriminatory. To point to outcomes that indicate no discrimination, collegiality, and a sense of inclusion while most of the respondents are White is inconsistent with the data and lacks credibility.
5. A commitment to diversity and inclusion should use practices and survey instruments that incorporate the wide variety of social identity groups on a diverse campus.
6. Assessments of faculty should identify and account for aspects of the institutional environment that may explain varied faculty classroom outcomes associated with diversity issues and ongoing, unacknowledged stigmatization, discrimination, and inequities in academia.
7. Perceptions of leadership and staff in positions that control hiring can make a difference in the implementation of efforts to recruit and retain different identity groups. Accordingly, assessments of climate should examine perceptions of priorities and intent on the part of leadership and staff to recruit greater numbers of social identity groups. These perceptions can be compared with or triangulated with actual structural changes including the implementation of plans and programs.
8. Any efforts to assess climate on diversity, equity, and inclusion should prepare the campus staff, students, and faculty for involvement in the process because it promotes consensus building and engenders a sense of ownership in current and future plans (Rankin & Reason, 2008)<sup>29</sup>.
9. Efforts to assess climate on diversity equity and inclusion (DEI) should result in a transparent, widely shared report that facilitates future planning and discussions that are built around a two-way dialogue between leadership and underrepresented groups.
10. To ensure trust and objectivity during a campus-wide climate assessment on inclusion and diversity, ideally a team of facilitators from outside the institution should conduct the groups and develop a report that is shared with the campus constituents. Should funding be an issue, having something like a Social Equity Team (SET) that oversees any campus climate assessment on inclusion and diversity can help to ensure that notions of trust, transparency, objectivity, and accountability are woven throughout the process.
11. The SET provides a greater sense of trust in the neutrality of the effort by actually and literally separating the self-interest of the University from the evaluation and assessment

<sup>29</sup> Rankin, S., & Reason, R. (2008). Transformational Tapestry Model: A comprehensive approach to transforming campus climate. *Journal of Diversity in Higher Education*, 1(4), 262.

process. The most successful teams are comprised of salient social identity groups including student, faculty representing various ranks and disciplines, and staff representing various grades and positions (e.g., clerical, housing and food service, physical plant) (Rankin & Reason, 2008).

12. It is imperative that the entire process of the campus climate assessment be transparent. It has been found that failure to promote transparency and equitable sharing of the effort as articulated and supported by the campus leadership can make the difference in the success and failure of the effort.

## Ten-year Analysis of Recruitment, Retention and Promotion

The Committee is working with the Provost Office to update the data being considered for this analysis. An updated analysis using the IPEDS dataset will be finalized in December 2021.

Our Integrated Postsecondary Education Data System analysis was presented at a full Faculty Senate meeting at the close of the 2019-2020 year (see Annex IX<sup>30</sup> and IXA<sup>31</sup> from September 14, 2020 Senate Meeting Agenda). This data was also presented earlier at the February 10, 2020 mid-year reporting Senate Meeting<sup>32</sup>. The response to this data was underwhelming. In response we have decided to highlight and examine this data more extensively to bring attention to the fact that although many activities over the past 10 years have been aimed at DEI, revolutionary changes in our recruitment, retention, and promotion must occur.

*Since the IPEDS data was not impactful*, the IDC decided in its second year to collect and use qualitative data in the form of oral histories (i.e., narratives and stories) and anonymous written submissions by Social Justice Summit participants to highlight institutional discrimination in the lived experiences of BIPOC faculty, students, staff, and community members. Together, these data indicate not only troubling trajectories regarding faculty diversity, but also a campus community that is falling short in the areas of equity and inclusion. We suspect these phenomena are strongly intertwined.

<sup>30</sup> <https://facultysenate.wvu.edu/files/d/8bef0f49-4448-40b2-bb80-e016ef23f0ad/sept2020senateannexix.pdf>

<sup>31</sup> <https://facultysenate.wvu.edu/files/d/c7d29a88-6ec5-4609-b4ba-d26e98b1df8d/sept2020senateannexixa.pdf>

<sup>32</sup> <https://facultysenate.wvu.edu/files/d/fca731ce-0f5e-4073-9dd7-877f4393cea8/feb2020senateagenda.pdf>



# Future Committee Activities and Goals for 2021-2022

Looking forward to the 2021-2022 academic year, the IDC committee is committed to the following actionable items and recommendations:

## Actionable Items for the Future

- Continue the Social Justice Summit Series for 2021-2022
- Work with DEI groups across campus, as well as leadership, to engage them with the framework for addressing systemic racism as well as the 2020-2021 year-end report
- Pilot a modified tool to assess best practices for DEI with college partners
- Advocate for a Climate Assessment
- Advocate for changes in UPD policies, training, etc.
- Work with the institution to carry out recommendations in this report

## 10 Recommendations from 2020-2021 Inclusion and Diversity Committee

1. Social Equity Team (SET) proposal
2. Climate Assessment
3. Recommendations for addressing contrapower
4. Improve University Police Department Interactions with Campus Community
5. Develop a DEI assessment tool of best practices
6. Redesign faculty evaluations including the Promotion and Tenure process
7. Stop unpaid labor (JEDI work, mentoring, activism); provide money, course release, value in promotion, etc.
8. Develop comprehensive, visible BIPOC faculty recruitment plan
9. **Removed**
10. Teach about racism that white people can use to challenge other white people

# Appendix A: Climate Assessment Recommendations and Proposal

## Best Practices for Climate Assessment

After reviewing literature, we came up with the following points to serve as guidance in establishing a campus wide DEI climate assessment.

### KEY POINTS:

- University should express a specific narrative that links the notion of “climate” to inclusion and diversity.
- Leadership should establish a transparent mechanism that facilitates a visible two-way dialogue between underrepresented, diverse groups and the University leadership.
- Evaluate and acknowledge the experiences of underrepresented groups and identify circumstances and challenges that could make that experience different from the majority.
- Recognize that diversity is a numerical representation of underrepresented groups, while inclusion is the sense of being welcomed or not being excluded.

### Specifically:

1. Research demonstrates that efforts to address inclusion and diversity are successful to the extent that they account for relations between the leadership and social identity groups including issues of trust, accountability, obligations, transparency, and perceptions of the university’s commitment to stated diversity goals. Results indicate that transparency and trust are important to building and maintaining the perception that the university is committed to its stated diversity goals (Pepper, Tredennick, & Reyes, 2010).<sup>33</sup>
2. In addition to attending to structural diversity, i.e., counting numbers of diverse faculty/students/staff, a best practice is to monitor and aim to improve the psychological climate on campus. This dimension of climate is meant to capture the extent to which individuals perceive racial conflict and/or discrimination on campus (Hurtado, 1992), feel somehow singled-out because of their background (Nora & Cabrera, 1996), or perceive institutional support.
3. The changing composition of college staff/faculty/ students in terms of race, ethnicity, religion, sexual orientation, and gender while positive should not be the only measure of progress when, in fact, little has been done to measure, assess or discern the culture and climate of the institution as perceived by non-majority social identity groups.
4. Inclusion and diversity efforts should acknowledge that faculty/staff/students of different identities have more observed and direct encounters with exclusion, discrimination

<sup>33</sup> Pepper, M. B., Tredennick, L., & Reyes, R. F. (2010). Transparency and trust as antecedents to perceptions of commitment to stated diversity goals. *Journal of Diversity in Higher Education*, 3(3), 153.

and/or racism than their White peers, and therefore, perceive their campuses as more hostile and discriminatory. To point to outcomes that indicate no discrimination, collegiality, and a sense of inclusion while most of the respondents are White is inconsistent with the data and lacks credibility.

5. A commitment to diversity and inclusion should use practices and survey instruments that incorporate the wide variety of social identity groups on a diverse campus.
6. Assessments of faculty should identify and account for aspects of the institutional environment that may explain varied faculty classroom outcomes associated with diversity issues and ongoing, unacknowledged stigmatization, discrimination, and inequities in academia.
7. Perceptions of leadership and staff in positions that control hiring can make a difference in the implementation of efforts to recruit and retain different identity groups. Accordingly, assessments of climate should examine perceptions of priorities and intent on the part of leadership and staff to recruit greater numbers of social identity groups. These perceptions can be compared with or triangulated with actual structural changes including the implementation of plans and programs.
8. Any efforts to assess climate on diversity, equity, and inclusion should prepare the campus staff, students, and faculty for involvement in the process because it promotes consensus building and engenders a sense of ownership in current and future plans (Rankin & Reason, 2008)<sup>34</sup>.
9. Efforts to assess climate on diversity equity and inclusion (DEI) should result in a transparent, widely shared report that facilitates future planning and discussions that are built around a two-way dialogue between leadership and underrepresented groups.
10. To ensure trust and objectivity during a campus-wide climate assessment on inclusion and diversity, ideally a team of facilitators from outside the institution should conduct the groups and develop a report that is shared with the campus constituents. Should funding be an issue, having something like a Social Equity Team (SET) that oversees any campus climate assessment on inclusion and diversity can help to ensure that notions of trust, transparency, objectivity, and accountability are woven throughout the process.
11. The SET provides a greater sense of trust in the neutrality of the effort by actually and literally separating the self-interest of the University from the evaluation and assessment process. The most successful teams are comprised of salient social identity groups including student, faculty representing various ranks and disciplines, and staff representing various grades and positions (e.g., clerical, housing and food service, physical plant) (Rankin & Reason, 2008).
12. It is imperative that the entire process of the campus climate assessment be transparent. It has been found that failure to promote transparency and equitable sharing of the effort as articulated and supported by the campus leadership can make the difference in the success and failure of the effort.

<sup>34</sup> Rankin, S., & Reason, R. (2008). Transformational Tapestry Model: A comprehensive approach to transforming campus climate. *Journal of Diversity in Higher Education*, 1(4), 262.

# **Proposal Submitted by Rankin & Associates: October 30, 2019**



**Climate Project Proposal  
West Virginia University**

**Proposal Submitted by:  
Rankin & Associates Consulting  
October 30, 2019**

## **Introduction**

### **Rankin & Associates Consulting**

*(For information on R&A Associates, please see [www.rankin-consulting.com](http://www.rankin-consulting.com))*

Rankin & Associates have been working with higher education institutions for the past 20 years. (A list of our clients is provided in Appendix D). We are committed to assisting campuses and organizations in assessing their environments for learning, living, and working. We support educational and organizational program planners and policy makers in identifying their successes and strengths and provide potential best practices for addressing challenges. We provide (1) assessment of the current campus/organizational climate via focus groups, interviews, and surveys to identify current strengths and challenges; (2) analysis and synthesis of the data collected; (3) summary reports and presentations; and (4) recommend strategic initiatives to build on the success and address the potential challenges offered by community members in the assessment process. We have assisted over 200 campuses/organizations including community colleges, Research I institutions, liberal arts institutions, law schools, technology institutions, and non-profit organizations in reviewing their climates for learning, working, and living. These campuses/organizations have successfully completed the process and developed specific initiatives to improve their climate for working and learning.

### **Institutional Contact**

*To be determined*

## Overview of the Project

### **Project Title**

An Examination of the Learning, Working, and Living Environment for faculty, staff, and students at West Virginia University.

### **Project Objective and Summary of Related Literature<sup>1</sup>**

#### *Project Objective*

Provide West Virginia University with institutional/community information, analysis, and recommendations as it relates to climate.<sup>2</sup> This information will be used in conjunction with other data to provide West Virginia University with an inclusive view of their community. It is expected that the contractor and the institutional contact person will be in frequent communication to ensure project expectations are met. In an effort to gather a variety of data and assess the climate for faculty, staff, and students at West Virginia University, Rankin and Associates Consulting which has extensive experience conducting educational and institutional climate assessments and developing strategic planning initiatives based on those assessments, prepared this proposal.

One of the primary missions of higher education institutions is the discovery of and distribution of knowledge. Academic communities expend a great deal of effort fostering climates that nurture this mission with the understanding that climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship. The climate on college campuses not only affects the creation of knowledge, but also affects members of the academic community who, in turn, contribute to the creation of the campus climate.

Reinforcing the importance of campus climate, three decades ago, several U.S. national education association reports advocate creating a more inclusive, welcoming climate on college campuses. The Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) established that to build a vital community of learning, an institution must create a community that is purposeful, open, just, disciplined, caring, and

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<sup>1</sup> The information provided in the summary and review of literature are based primarily on United States higher education literature.

<sup>2</sup> Climate in educational institutions not only affects the creation of knowledge, but also has a significant impact on members of the academic community who, in turn, contribute to the creation of the educational environment (Bauer, 1998, Kuh & Whitt, 1988; Peterson, 1990; Rankin, 1994, 1998, 1999, 2003; Smith, 2009; Tierney, 1990). Preserving a climate that offers equal learning opportunities for all students and academic freedom for all is one of the primary responsibilities of educational institutions.

celebrative (Boyer, 1990). Achieving these characteristics is part of “a larger, more integrative vision of community in higher education, one that focuses not on the length of time students spend on campus, but on the quality of the encounter, and relates not only to social activities, but to the classroom, too.” (Boyer, 1990, p. 7).

The Association of American Colleges and Universities (AAC&U) also challenged higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion” (1995, p. xvi). The AAC&U proposed that colleges and universities commit to “the task of creating...inclusive educational environments in which all participants are equally welcomed, equally valued, and equally heard” (p. xxi). The report asserted that, in order to provide a foundation for a vital community of learning, a primary duty of the academy is to create a climate grounded in the principles of diversity, equity, and an ethic of justice for all individuals. The vision of these national education organizations serves as the foundation for current campus climate research and assessment.

#### **Definition of Campus Climate**

Hurtado, Milem, Clayton-Pedersen, and Allen (1999), extending the work of Hurtado (1992), describe campus climate as the combination of an institution’s historical legacy of inclusion/exclusion, psychological climate, structural diversity, and behavioral dimensions. Historical legacy includes an institution’s history of resistance to desegregation as well as its current mission and policies. Psychological climate refers to campus perceptions of racial/ethnic tensions, perceptions of discrimination, and attitudes toward and reduction of prejudice within the institution. Structural diversity encompasses demographic diversity, facilities/resources, while behavioral dimensions of campus climate comprise social interaction, campus involvement, and classroom diversity across race/ethnicity. Building on this model, Rankin and Reason (2008), define campus climate as:

The current attitudes, behaviors, and standards, and practices of employees and students in an institution. Because in our work we are particularly concerned about the climate for individuals from traditionally underreported, marginalized, and underserved groups we focus particularly on those attitudes, behaviors, and standards/practices that concern the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Note that this definition includes the needs, abilities, and potential of all groups, not just those who have been traditionally excluded or underserved by our institutions (p. 264).

Campus climate assessment attempts to understand and evaluate these factors.

**Influence of Climate: Position Status, Racial Identity, Gender Identity, and Sexual Identity**

Campus climate influences individuals' sense of belonging within social and academic institutional environments. Put simply, the degree to which individuals experience a sense of belonging in their role as a student, staff, or faculty member frequently correlates with their intention to remain or persist in their role at an institution (Hausmann, Schofield, & Woods, 2007; Lefever, 2012; Ostrove & Long, 2007; Oseguera & Rhee, 2009). Anderman and Freeman (2004) and Strayhorn (2012) explain that the need to belong takes on "increased significance in environments or situations that individuals experience as different, unfamiliar, or foreign, as well as in context where certain individuals are likely to feel marginalized, unsupported, or unwelcomed" (Author, year, p. 10). For many underrepresented faculty, staff, and student groups, college and university campuses are such environments.

Individuals representing different identity groups often perceive campus climate differently from their peers and those perceptions often adversely affect a variety of social, academic, and work-related outcomes (Chang, 2003; Navarro, Worthington, Hart, & Khairallah, 2009; Nelson-Laird & Niskode-Dossétt, 2010; Rankin & Reason, 2005; Tynes, Rose, & Markoe, 2013; Worthington, Navarro, Lowey & Hart, 2008). These outcomes include but are not limited to: academic success, physical and/or emotional well-being, personal and/or social development, and employee success. Campus climate assessments are able to measure the intersectional experiences (how multiple aspects of one's identity combine and influence one another) of student, faculty, and staff (Griffin, Bennett, & Harris, 2011; Laird & Niskode-Dossétt, 2010; Maramba & Museus, 2011; Patton, 2011; Pittman, 2010; Turner, 2002). The following paragraphs present key research findings by selected campus constituents with the awareness that intersectionality is the core of all lived experience.

***Students & Campus Climate.*** Research demonstrates that campus climate influences students' social and academic development, academic success, and well-being. Hostile or exclusionary campus environments negatively impact students in a number of ways. For example, scholars have found that when students of color perceive their campus environment as hostile, outcomes such as persistence and academic performance are negatively affected (Booker, 2016; Guiffreda, Gouveia, Wall, & Seward, 2008; Hurtado & Ponjuan, 2005; Johnson, et al., 2007; Strayhorn, 2013; Yosso, Smith, Ceja, & Solórzano, 2009.) Other research offer an evaluation of the ways



that race-based microaggressions contribute to hostile and exclusionary campus climate for students of color (Solórzano, Ceja, Yosso, 2000; Sue, 2010). Johnson (2012) found that for undergraduate women in STEM (science, technology, engineering, math), race/ethnicity, perceptions of campus climate, academic self-confidence, and residence hall environment are primary indicators of students' sense of belonging.

Similarly, queer-spectrum and trans-spectrum students, faculty, and staff continue to experience hostility and discrimination within institutional environments (Rankin, Weber, Blumenfeld, & Frazer, 2010). Garvey, Taylor, and Rankin (2015) found that classroom climate is a key indicator of how lesbian, gay, bisexual, transgender, and queer (LGBTQ) community college students perceive campus climate. Vaccaro and Newman (2017) examined how lesbian, gay, bisexual, pansexual, and queer (LGBPQ) students develop their sense of belonging within their first year at an institution. The authors found that students' sense of belonging is influenced by individuals' degree of outness, university messaging specific to LGBPQ individuals, and meaningful social interactions with peers. Trans-identified students report more negative perceptions of classroom climate, campus climate, and curriculum inclusivity in comparison to their heterosexual and queer-spectrum peers (Dugan, Kusel, & Simounet, 2012; Garvey & Rankin, 2015; Nicolazzo, 2016).

*Faculty & Campus Climate.* Campus climate also shapes the experiences of faculty, specifically as it relates to their professional success and perceptions of professional development opportunities and support.

Faculty of color often report high levels of work-related stress (Eagan & Garvey, 2015), moderate to low job satisfaction, feelings of isolation, and negative bias in the promotion and tenure process (Dade, Tartakov, Hargrave, & Leigh, 2015; Patton & Catching, 2009; Jayakumar, Howard, Allen, & Han, 2009; Urrieta, Méndez, & Rodríguez, 2015; Whittaker, Montgomery, Martinez Acosta, 2015). Faculty of color at two-year institutions report similar climate experiences (Levin, Haberler, Walker, & Jackson-Boothby, 2014; Levin, Jackson-Boothby, Haberler, & Walker, 2015; Walpole, Chambers, & Goss, 2014).

Campus climate research also offers insights into individual and community coping mechanisms. For instance, Griffin, Pifer, Humphrey, and Hazelwood (2011) assert that Black faculty may respond to institutional and personal racism with "psychological departure" through an assertion of critical agency and external network development. Similarly, Pittman (2012)

found that African American faculty at predominately White institutions responded to micro-invalidations by White faculty and micro-insults by White students not by departing the institution, but by working to create safe spaces for students of color. Griffin, Pifer, Humphrey, and Hazelwood (2011) caution administrators against assuming that a climate is hospitable to Black faculty simply because Black faculty do not leave the institution.

Additionally, women faculty and/or women faculty of color each experience gender discrimination and lack of work-life balance within campus environments (Gardner, 2013; Settles, Cortina, Malley, & Stewart, 2006). In her seminal work, Bannerji (1992), offered that women who teach in the academy are generally qualified to postgraduate level and are relatively privileged - there are relative degrees of comfort and power which are available to these women. These experiences often prompt higher rates of institution departure for these faculty. Intersectional research regarding the experiences of women faculty of color explains that women faculty of color also fail to receive professional mentorship and leadership development opportunities in a manner consistent with their White women colleagues. (Blackwell, Snyder, & Mavriplis, 2009).

Queer-spectrum and trans-spectrum faculty and staff often experience hostile and exclusionary institutional climates (Bilimoria & Stewart, 2009; Rankin, 2003; Sears, 2002). These individuals commonly feel forced to maintain secrecy regarding their marginalized identities. According to Bilimoria and Stewart (2009), failure to hide one's queer or trans identity often results in alienation from professional spaces and unwanted scrutiny from fellow faculty members. Rankin, Weber, Blumenfeld, and Frazer (2010) identify campus climate, specifically feelings of hostility and isolation, as significant factors in queer-spectrum and trans-spectrum faculty members' desire to leave an institution.

*Staff & Campus Climate.* There is dearth of research on how staff members experience campus climate and how the campus climate influences their professional success and overall well-being. From the limited amount of available research, the results suggest that higher education professional and classified staff members perceive a lack of professional support and advancement opportunities, often based on individuals' personal characteristics such as age, race, gender, and education level (Costello, 2012; Jones & Taylor, 2012). Garcia (2016) and Mayhew, Grunwald, & Dey (2006) highlight the role of staff members' immediate work environment in constructing individuals' perception of campus diversity and campus diversity.

### **Influence of Campus Climate: Other Selected Constituent Groups**

Campus climate researchers continue to broaden the scope of their investigations. Recent research focuses on campus climate for individuals with disabilities (DaDeppo, 2009; Fleming, Oertle, Hakun, & Hakun, 2017; Huger, 2011; Negrón-Gonzales, 2015; Vaccaro, Daly-Cano, & Newman, 2015), student veterans (Vaccaro, 2015), undocumented students (Barnhardt, Phillips, Young, & Sheets, 2017), immigrant students (Griffin, Cunningham, Mwangi, 2016; Stebleton, Soria, Huesman, & Torres, 2014), first-generation students (Harackiewicz, Canning, Tibbetts, Giffen, Blair, Rouse, & Hyde, 2014), low-income students (Engle & Tinto, 2008; Evans, Broido, Brown, & Wilke, 2017; Jury, Smending, Stephens, Nelson, Aelenei, & Darnon, 2017; Kezar, 2011; Ostrove & Long, 2007; Park, Denson, & Bowman, 2013;), and student-athletes (Hoffman, Rankin, Loya, 2016; Rankin, Merson, Garvey, Sorgen, Menon, Loya, & Oseguera, 2016).

In recent years, campus climate investigations have extended to many institutional types, including public institutions and private institutions, primarily white institutions (PWI), Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutions (HSI), and religiously-affiliated institutions. For example, research released within the last three years examines the experiences of Hispanic students (Cuellar & Johnson-Ahorlu, 2016), LGBTQ students (Garvey, Taylor, & Rankin, 2015), faculty of color (Levin, Haberler, Walker, Jackson-Boothby, 2014; Levin, et al., 2015), African American women (Walpole, Chambers, & Goss, 2014), and students in two-year, community college environments (citation).

### **Influence of Diversity and Inclusivity Efforts on the Campus Community**

Diversity and inclusivity efforts on campus enhance student learning outcomes and foster interpersonal and psychosocial gains among students and faculty (Chang, Denson, Sáenz, & Misa, 2006; Hale, 2004; Harper & Hurtado, 2007; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Sáenz, Ngai, & Hurtado, 2007). Hurtado, et al. (1999) report, “Students’ openness to diverse perspectives and willingness to be challenged are significantly associated with a variety of inter-group contacts that include living in residence halls, participation in a racial cultural awareness workshop, and association with peers who are diverse in terms of race, interests, and values.” (p. 53) These findings are not exclusive to four-year institutions. For example, Jones (2013) found that the racial composition of two-year institutions, similar to four-year institutions, affects the likelihood of whether students will engage in conversations with peers from different racial

backgrounds, how students understand others from different racial backgrounds, and how willing students are to engage in conversations with peers who hold beliefs different from their own.

Climates that include meaningful interactions, learning opportunities, and support resources for all students create positive outcomes. Gurin, Dey, Hurtado, & Gurin (2002) report that demographics, or “structural diversity,” is a key element to building an inclusive racial climate. Increasing the number of individuals from underserved, underrepresented groups is insufficient for fostering an inclusive and equitable climate. Interactions with diverse individuals, beliefs, and perspectives and effective, supportive resources must also be present. According to Gurin, et al. (2002), “informal interactional diversity was influential for all groups and more influential than classroom diversity” (p. 353). For interactional diversity to occur, however, structural diversity must first be present.

#### **Role of Campus Administrators**

Improving campus climate to build diverse, inclusive, and equitable educational experiences and opportunities for all is not a simple task. As Hurtado, et al. (1999) explain, “Campuses are complex social systems defined by the relationships maintained between people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and the larger sociohistorical environments where they are located. Therefore, any effort to redesign campuses with the goal of improving the climate for racial and cultural diversity must adopt a comprehensive approach” (p. 69). Whatever the approach may be, institutional campus climate initiatives must include good intentions, thoughtful planning, and deliberate follow-through in order to be successful (Ingles, 2005).

Building a deep capacity for diversity requires the commitment of senior leadership as well as support from all members of the academic community (Smith, 2009). Ingles (2005) asserts that to be successful, diversity initiatives require commitment from the campus community and, specifically, campus leadership. Further, Harper and Yeung (2013) state that student perceptions of institutional commitment to diversity positively correlated with student openness to diverse experiences. Milem, Chang, and Antonio (2005) suggest that “Diversity [work] must be carried out in intentional ways in order to accrue the educational benefits for students and the institution...[T]o be successful they must engage the entire campus community,” (p. v). Ultimately, how institutions choose to respond to calls for increased structural and interactional diversity is critical to how students, staff, and faculty experience campus climate.

### **Assessing Campus Climate: The Transformational Tapestry Model**

Rankin's model<sup>3</sup> was designed to provide higher education administrators with the tools to assess and transform their campus climates. *The Transformational Tapestry Model*<sup>®</sup> (TTM) includes assessment protocols and recommendations for creating strategic initiatives and implementation and accountability practices. The model is presented through a power and privilege lens, a lens we have found to be more inclusive because it incorporates an understanding that each of us has and understands our own power and privilege. Our power and privilege perspective is grounded in critical theory and assumes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege is associated with membership in certain dominant social groups (e.g., White, heterosexual, able-bodied) (Johnson, 2005). Because we all hold multiple social identities we have the opportunity and, we assert, the responsibility to address the oppression of underserved social groups within the power/privilege social hierarchies on our campuses.

The model is instituted via a transformational process that capitalizes on the inclusive power and privilege perspective. The model has been implemented at over 190 campuses over the past twenty-five years using the assessment process we present in this proposal as a means of identifying current successes and challenges with regard to climate issues.

#### ***Projected Outcomes***

- West Virginia University will learn how students, faculty, and staff experience and perceive the climate for learning, working, and living and how the community responds to them (e.g. governance issues, pedagogy, curricular issues, professional development, inter-group/intra-group relations, respect issues, etc.)
- West Virginia University will develop specific actions to address institutional changes and cultural shifts.

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<sup>3</sup> For a more detailed description of the Transformational Tapestry Model, the reader is directed to Rankin & Reason, 2008.

## Scope of the Work<sup>4</sup>

### Overview of Strategies

As noted above, the climate assessments will be based on the Transformational Tapestry Model© and tools developed and copyrighted by the contractor. An overview of the five phases of the project is presented below. An outline of the phases of the project is also provided in the projected time-line offered in Appendix A.

*Phase I: Preparing the Campus/Ownership of the Process by the Community.*

Phase I is centered on preparing the campus for involvement in the process from modifying the process methodology to “fit” the specific campus to developing a communication/marketing plan for distribution of the project’s findings. This includes consensus building among constituent groups (faculty, staff, students, and administrators) who must feel fully engaged in and have ownership of the process for it to be successful. The first task in Phase I is the creation of a campus team (Climate Study Working Group – CSWG) to assist in coordinating these efforts. The CSWG is essential and the members of the team are crucial to the project’s success. In our experience, the most successful teams are comprised of students, faculty (representing various ranks and disciplines), and staff representing various grades and positions (e.g., clerical, housing and food service, physical plant). We also have found that successful teams are representative of the salient social identity groups that comprise the community (e.g., socioeconomic class, race, gender, spirituality, sexual orientation).

A three-hour introductory meeting (s) is held with the CSWG to familiarize members with the process, to provide a rationale for the project, to review the project’s process/timeline, and to answer questions on both the project’s methods and the process.

Next, we convene a series of focus groups with members from an inclusive list of campus constituent groups provided by the CSWG. The number of focus groups varies from campus to campus, ranging in our current work between 15 and 20. The make-up of the groups (e.g., selection of group members) and the constituent groups represented (e.g., medical students, women faculty of color; white male staff) are determined by the CSWG. The team members are cognizant of the campus context and are aware of the salient social identity groups in the community. Their knowledge is instrumental in knowing which groups are included and who is

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<sup>4</sup>A summary of the Scope of the Work is presented in Appendix A.

invited to participate. The objective of this section is to examine institutional challenges as provided by members of the campus community. The groups provide information from students, staff, faculty, and administrators about their perceptions of the campus climate. Their insights and reflections assist in informing the questions used in the campus-wide survey that is used to assess the state of and challenges perceived within the campus climate (Phase II of the assessment). A team of facilitators from Rankin & Associates conduct the groups and a report is developed that is shared with the campus constituents. It is important to note here that the entire process of the Transformational Tapestry Model is transparent. The project's transparency is shared with the CSWG and the campus community throughout the process. We find that if this transparency is not articulated and supported by the campus leadership that the overall process is jeopardized.

Finally, we engage in an internal and external campus systems analysis. The review may include some of the following: (a) examining the campus mission and organizational charts; (b) reviewing previous research/institutional data with regard to climate; and (c) examining local, regional, and state environments (e.g., recent legislation). The review is also used to help inform the second phase of the internal assessment, the construction of a survey of the campus climate.

*Phase II: Developing the Campus-Wide Contextualized Assessment/Marketing & Communication Plan*

Phase II proposes that an institution conduct an internal assessment of the campus climate via a generalized survey. The survey questions are informed by the bank of questions offered to the CSWG by Rankin & Associates, data gathered and reported in Phase I, and the demographic make-up of the institution. The survey construction is accomplished through a series of meetings with the CSWG. The ADA compliant surveys are offered via either an on-line or paper/pencil format. We offer both mediums cognizant that all members of our campus community may not have ready access to computers. We also recognize some of our prospective participants may not have English as their first language and provide for the instrument to be offered in several languages (e.g., Spanish, Mandarin).

The survey examines participant responses to their personal campus experiences, their perceptions of campus and their perceptions of institutional actions including administrative policies and academic initiatives regarding campus climate. Although this approach to the survey construction is time-consuming when compared to the use of a standardized instrument, it has the advantage of providing a “campus-specific” tool. One of the benefits of this approach is that the results provide directly actionable items for the campus. All findings associated with the analysis of quantitative data, both the successes and the challenges, are shared with the campus community, reinforcing the transparency of the assessment process.

The survey instrument provides multiple opportunities for respondents to provide comments in response to open-ended questions. Although other researchers (Allan & Madden, 2006) have found that qualitative analysis of this type of data can lead to findings that contradict the quantitative data, this has not been our experience. The qualitative analysis of respondent comments often allows for a greater depth of understanding of the quantitative survey results. Like Allan and Madden, however, we believe a multiple method approach is the most appropriate approach to the assessment of climate issues on college campuses. As is the case with the quantitative findings, the qualitative analysis of respondents’ comments is shared with the campus community.

Phase II of the project also involves reviewing and approving the marketing and communication plan (e.g., project “talking points,” possible survey incentives, letter of invitation to participate, FAQ’s) (Examples provided in Appendix I)<sup>5</sup>. Finally, the project is reviewed via the campus Institutional Review Board. Approval by the IRB is a required prerequisite of the assessment.

*Phase III: Survey Implementation/Data Analysis*

Once the project is approved, the survey is distributed to the entire population of faculty, staff, and students. In our experience, the drawbacks of random sampling (the voice of only the majority is reported) and randomized stratified sampling (many voices are still missed) around these issues is not adequate to address the successes and challenges surrounding equity issues on campus (Heckathorn, 1997). The assessment will be administered to all faculty, staff, and

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<sup>5</sup> For an example of a campus climate website inclusive of a marketing & communication plan, the reader is encouraged to review the University of California system <http://campusclimate.ucop.edu/index.html>



students at West Virginia University. The contractor will develop the instrument, distribute the instrument in collaboration with the CSWG, counsel the working group on distribution methods/techniques to ensure maximum return rates, monitor the implementation process, and collect the resulting data. The system employed will ensure confidentiality of respondents. Updates via frequency distributions by various student demographics are provided to the CSWG every 4-5 days to assist in more targeted subsequent invitations to participate.

Survey data will be analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS. Descriptive statistics will be calculated by salient group memberships (e.g., by gender, by race/ethnicity, by position) and intersections of those identities to provide additional information regarding participant responses. Confirmatory factor analyses will be conducted on the scales embedded in the survey questions, should the CSWG decide to use said questions. Where salient, chi-square and t-test statistics will be conducted to examine significance of the findings and determine differences between groups.

The survey also includes qualitative questions that allow respondents the opportunity to further describe their experiences, to expand upon their survey responses, and to add any additional thoughts. Comments are solicited to give voice to the data and to highlight areas of concern that might have been missed in the body of the survey. These open-ended comments are reviewed using standard methods of comments analysis. Reviewers will read all comments and prepare a list of common themes based on the judgment of the reviewer. The reviewers then meet and examine their separate reviews and develop the final themes that are offered in the report. This methodology does not reflect a comprehensive qualitative study. Comments will not be used to develop grounded hypotheses independent of the quantitative data.

#### *Phase IV: Development of Report/Sharing the Results with the Community*

Phase III of the model involves the development of the report and the presentation of the results to the campus community. The communication and marketing plan developed by the CSWG is followed throughout the model. In this phase, constituent group representatives on the CSWG maintain communication with their respective constituents throughout the first two

phases, providing them with updates and seeking their feedback. The report (examples of reports (websites) are provided in Appendix I) is developed by the contractor and includes the following:

- An executive summary
- Frequency of responses to each individual question
- Cross tabulation for demographic categories selected by the consultant
- Thematic analysis of the open-ended questions

The initial draft is reviewed by a sub-committee of the CSWG and the report revised by the contractor inclusive of the requested revisions. The results are reported out via a series of “town meetings” and/or through a series of reconvened focus groups. The “report-outs” are used for the community to identify advanced organizational challenges and offer recommended actions to address the challenges uncovered in the report. In each “report-out” the respective participants are presented the report’s findings and requested to provide feedback. This feedback may take the form of additional requested analyses, highlighting additional salient points in the Executive Summary, inserting more qualitative data to give “voice” to the quantitative data, etc. These groups also serve as means for constituent groups to maintain their ownership of the process.

*Phase V: Transformation via Intervention*

The final phase of the project is the development of strategic initiatives based on the findings of the internal assessments, feedback from CSWG members, and input from salient campus constituent groups. The contractor offers a recommended process for the development of the actions based on the feedback from the community members outlined in Phase IV.

Based on the actions developed, recommendations for assessing the outcomes over the life of the plan are developed. For example, yearly initiative status reports provided by each academic unit and academic support unit to address the actions presented in the plan, “Best Practices” forwarded to units to assist them in responding to the recommended actions, metric measures of the actions as determined by the CSWG, etc.

### **Sole Source Justification**

Dr. Susan Rankin<sup>6</sup>

Dr. Susan Rankin completed her 36-year career at the Pennsylvania State University in 2013 where she most recently served as a Senior Research Associate in the Center for the Study of Higher Education. Dr. Rankin earned her doctorate in higher education focusing on climate and culture in higher education specifically focusing on issues and challenges confronting underserved populations. She has conducted several quantitative and qualitative investigations applying the methodologies used in this project. She is the primary investigator of this project and will oversee all data collection and data analysis. Dr. Rankin has completed CITI IRB on-line training and NIH on-line Human Subjects Training. The certificates are available upon request. Dr. Rankin has conducted over 200 institutional climate assessments in her 42-year career in higher education. With specific regard to climate assessment, Dr. Rankin:

- Developed and copyrighted the model and the instruments that will provide the basis for the proposed institutional climate assessment and strategic plan.
- Has consulted, administered the climate assessment, monitored the implementation, collected and analyzed data, authored reports to present the results, and prepared recommendations for change via strategic plans for numerous Universities/non-profit agencies/educational institutions.
- Is an authority on climate assessment, strategic planning, and intervention strategies.
- Is prepared to work in collaboration with the CSWG, modify the instrument, administer the tool, analyze the data, prepare reports, develop the strategic plan and present each phase of the project to West Virginia University within the time frame requested.

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<sup>6</sup> Dr. Rankin's vita is available upon request

**Rankin & Associates Consulting  
2019 Team**

*Qualifications/bios of each associate is available at [www.rankin-consulting.com](http://www.rankin-consulting.com)*

Name	Project Managers	Responsibilities and Qualifications
Susan (Sue) Rankin	Principal and Chief Executive Officer	Project Managers are responsible for supervising all phases of the project. Integrates all qualitative and qualitative analyses into a final report.
Emil Cunningham	Senior Executive Associate	
Stefani Bjorklund	Executive Associate & Senior Research Associate	Qualifications include a substantiated commitment to social justice issues; 10 years administrative experience in higher education OR a terminal degree in higher education, educational psychology, institutional research, and/or statistics and at least 5 years of experience in higher education (e.g. faculty or administrator). A proven research record (e.g., articles in peer-reviewed journals) focusing on social justice issues is also desired.
Genevieve Weber Gilmore	Executive Associate & Senior Research Associate	
Dan Merson	Executive Associate & Senior Research Associate	
Kadian McIntosh	Executive Associate & Senior Research Associate	
Julie Del Giorno	Executive Associate & Senior Research Associate	
Michael Rauch	Director of Technical Operations	Manages all survey programming, server security, and database management for R&A.
Samantha Wallace	Chief Financial Officer	Manages all financial aspects for R&A including completing and submitting invoices for deliverables to institutions
M.A. Ladd	IT Specialist	Provides technical support to all R&A associates
Allison Subasic	Office Operations and Survey Design	Assists with day-to-day operations of the R&A office and assists with survey design.

<b>Name</b>	<b>Data Analyst</b>	<b>Responsibilities and Qualifications</b>
Jason DeRousie	Senior Data Analyst	<p>Completes all data analyses for R&amp;A projects. Specializes in the application of mathematical and statistical methods. Reviews and synthesizes collected data from R&amp;A projects. Uses appropriate analysis tools to assess and analyze the data derived from survey data and provide a written report of the findings.</p> <p>Qualifications include a terminal degree in higher education, educational psychology, institutional research, and/or statistics.</p>
Rebecca (Becky) Crandall	Research Associate- Data Analyst	
Christina Turner	Research Associate- Data Analyst	
Rodney Hughes	Research Associate- Data Analyst	
<b>Name</b>	<b>Quantitative/Qualitative Analyst/Report Writer</b>	<b>Responsibilities and Qualifications</b>
Mitsu Narui	Research Associate -Qualitative and Quantitative Analyst	<p>Integrates all qualitative and quantitative analyses into a final report.</p> <p>Qualifications include a substantiated commitment to social justice issues; 10 years administrative experience in higher education OR a terminal degree in higher education, educational psychology, institutional research, and/or statistics and at least 5 years of experience in higher education (e.g. faculty or administrator). A proven research record (e.g., articles in peer-reviewed journals) focusing on social justice issues is also desired.</p>
<b>Name</b>	<b>Technical Editor</b>	<b>Responsibilities and Qualifications</b>
Janet Brubaker	Research Associate-Technical Editor	Provides technical editing for all R&A reports and publications
Maryann Stassen	Research Associate-Technical Editor	<p>Qualifications include at least 5 years of technical editing experience with specific knowledge of qualitative and qualitative writing. A substantiated focus (e.g., research, publications, job experience) in social justice issues is also desired.</p>
Kristine Subasic Nichols	Research Associate-Technical Editor	

<b>Name</b>	<b>Qualitative Analyst</b>	<b>Responsibilities and Qualifications</b>
Alexandra Davenport	Research Associate - Qualitative Analyst	Assist in the design and development of research projects, including the research methodology and implementation. Use appropriate analysis tools to assess and analyze the data derived from focus groups and open-ended survey questions and provide a written report of the findings.  Qualifications include an advanced degree and least five years' experience in qualitative data analyses. A substantiated focus (e.g., research, publications, job experience) in social justice issues is also desired.
Becky Sanford DeRousie	Research Associate - Qualitative Analyst	
Jason Garvey	Research Associate - Qualitative Analyst	
Alphonso W. Grant	Research Associate - Qualitative Analyst	
Emily Niemann	Research Associate - Qualitative Analyst	
Stephanie Danette Preston	Research Associate - Qualitative Analyst	

<b>Name</b>	<b>Qualitative Specialist</b>	<b>Responsibilities and Qualifications</b>
Rob Freer	Research Associate - Qualitative Specialist	Specialization in conducting focus groups/interviews. Use appropriate analysis tools to assess and analyze the data derived from focus groups and provides a written report of the findings.  Qualifications include an advanced degree and/or at least three years' experience in facilitating discussions and qualitative data analyses.
Annette Hestres	Research Associate - Qualitative Specialist	
Sonia Jiminez	Research Associate - Qualitative Specialist	
Laura Kovach	Research Associate - Qualitative Specialist	
Marcela Ramirez	Research Associate - Qualitative Specialist	
Gabe Reif	Research Associate - Qualitative Specialist	
Dian Squire	Research Associate - Qualitative Specialist	
Carl (Kip) Sorgen	Research Associate - Qualitative Specialist	
Lissa Stapleton	Research Associate - Qualitative Specialist	
Kenjus Watson	Research Associate - Qualitative Specialist	
Jordan West	Research Associate - Qualitative Specialist	
Nancy Wong	Research Associate - Qualitative Specialist	
Rheya Neabors	Research Associate - Qualitative Specialist	

**Appendix A**  
**Summary of the Five Phases in the**  
**West Virginia University Climate Assessment Project**

**Phase I.**      **Initial Proposal Meeting(s)/Focus Groups**

- a) Presentation of proposal to the CSWG & other constituent groups
  - The meetings are conducted to prepare the campus community for the climate project and have community input into the project process
- b) Focus Groups
  - Work with the CSWG to:
    - Identify and populate the focus groups
    - Develop the protocol for the focus groups
  - The focus group facilitators are selected and trained by the consultant

**Phase II.**      **Assessment Tool Development, Communication Plan, IRB Proposal**

- a) Development of assessment tool
  - Development of web based and/or paper & pencil survey instruments
- b) Develop communication plan for the assessment
  - Coordination with the CSWG on the marketing and communication plan strategy (e.g., letter of invitation, talking points to be shared among the constituent groups)
- c) IRB proposal
  - Development of proposal in collaboration with institutional contact

**Phase III.**      **Survey Implementation & Data Analysis**

- a) Survey administration (design, methods, sampling) and monitoring
  - Consultation with the CSWG and other constituent representatives on the strategy for administration that will yield the highest response rates
- b) Data coding and database management
- c) Data analysis (descriptive statistics, frequency tables, significance testing) as deemed appropriate by Rankin & Associates

**Phase IV. Development and Presentation of Report**

- a) Development of draft report (executive summary, data presentation, and report findings)
  - The CSWG will review the draft reports and provide consultant with recommended revisions
  - The CSWG will review the recommended revisions with the consultant and agree upon said revisions for inclusion in the final report
- b) Development of final reports (executive summary, data presentation, and report findings)
- c) Presentation of final report to the CSWG & other constituent groups

**Phase V. Facilitate Actions Planning Process**

Assist the community in developing the process to develop strategic actions that respond to the results of the internal assessment.



**Appendix B  
Climate Assessment Project  
Projected Timeline**

**Fall 2020**

September-  
October

*Phase I.* Initial proposal meeting with the CSWG

*Phase I.* Internal and external campus systems analysis/Review of other relevant data (e.g., NSSE, CIRP, COACHE)

*Phase I.* Plan conduct of focus groups

*Phase II.* Develop Initial Communication & Marketing Plan

November  
December

*Phase I.* Focus Groups

*Note:* Date of groups to be determined by CSWG

*Phase II.* Complete assessment tool

*Phase II.* Complete Communication & Marketing Plan

*Phase II.* IRB Proposal Development

*Approval projected – January 2020*

**Spring 2021**

February-  
March

*Phase III.* Survey Administration

*Note:* Date of survey implementation to be determined by CSWG

April-  
May

*Phase III.* Data Analysis

**Summer 2021**

June-  
August

*Phase IV.* Development of Report

**Fall 2021**

September

*Phase IV.* Presentation of Report Results to community

October-  
November

*Phase V:* Development of Strategic Initiatives/Actions

Appendix C  
(WVU Proposed Budget Omitted - contact committee for information)

Total = \$122,613.00

**Appendix D**  
**Prior Experience (2000-2020)**

Institution/Organization	Year Project Initiated
<b>2000-2001 (16)</b>	
American University (District of Columbia) *	2000-2001
DePauw University (IN)*	2000-2001
Duke University (NC)*	2000-2001
Emory University (GA)*	2000-2001
University of Indiana, Bloomington*	2000-2001
San Jose State University (CA)*	2000-2001
University of Arizona*	2000-2001
University of California, Irvine*	2000-2001
University of California, Riverside*	2000-2001
University of California, Santa Cruz*	2000-2001
University of Connecticut*	2000-2001
University of Minnesota-Duluth*	2000-2001
University of Minnesota-Twin Cities*	2000-2001
University of Oregon*	2000-2001
Washington State University*	2000-2001
Bucknell University (PA)*	2000-2001
<b>2002 (5)</b>	
Foothill-DeAnza Community College District	2002
U.S. Department of Agriculture (Extension)	2002-2006
St. Cloud State University (MN)	2002
Alliance For Tolerance And Freedom (PA)	2002
Millersville University	2002
<b>2003 (6)</b>	
Monmouth College (NJ)	2003
Northampton Community College (PA)	2003
PFLAG (District of Columbia)	2003
Rural Opportunities, Inc (NY)	2003
University of Illinois, Chicago (LGBT only)	2003
University of Hawaii	2003

Institution/Organization	Year Project Initiated
<b>2004 (8)</b>	
CALS – NC State College of Agriculture	2004
Iowa State University	2004
North Dakota State University	2004
New York University (LGBT only)	2004
Oregon State University	2004
Portland State University (OR)	2004
Southern Oregon University	2004
University of Vermont	2004
<b>2005 (4)</b>	
University of New Hampshire (LGBT only)	2005
University of Massachusetts, Boston (Race only)	2005
Syracuse	2005
SUNY-Oneonta	2005
<b>2006 (12)</b>	
Lehigh University	2006
Ramapo College	2006
<b>North Dakota State University System</b>	
<i>Bismarck</i>	2006
<i>Dickinson</i>	2006
<i>Lake Region</i>	2006
<i>Mayville</i>	2006
<i>Minot</i>	2006
<i>MSU-Bottineau</i>	2006
<i>University of North Dakota</i>	2006
<i>North Dakota College of Science</i>	2006
<i>Valley City</i>	2006
<i>Williston</i>	2006
<b>2007 (3)</b>	
Messiah College	2007
Clarkson University	2007
East Carolina University	2007

Institution/Organization	Year Project Initiated
<b>2008-2009 (29)</b>	
<b>Carleton College</b>	2008
<b>Wittenberg College</b>	2008
<b>University of Wisconsin System</b>	
<i>UW-La Crosse</i>	2008
<i>UW-Milwaukee</i>	2008
<i>UW-Oshkosh</i>	2008
<i>UW-Stevens Point</i>	2008
<i>UW-Baraboo County</i>	2008
<i>UW-Barron County</i>	2008
<i>UW- Fond du Lac</i>	2008
<i>UW-Fox Valley</i>	2008
<i>UW-Manitowoc</i>	2008
<i>UW-Marathon County</i>	2008
<i>UW-Marinette</i>	2008
<i>UW-Marshfield</i>	2008
<i>UW-Richland</i>	2008
<i>UW-Rock County</i>	2008
<i>UW-Sheboygan</i>	2008
<i>UW-Washington County</i>	2008
<i>UW-Waukesha</i>	2008
<i>UW-Eau Claire</i>	2009
<i>UW-River Falls</i>	2009
<i>UW-Whitewater</i>	2009
<i>UW-Parkside</i>	2009
<i>UW-Extension</i>	2010
<i>UW-Green Bay</i>	2010
<i>UW-Madison</i>	2010
<i>UW-Platteville</i>	2010
<i>UW-Stout</i>	2010
<i>UW-Superior</i>	2010

<b>2010 (20)</b>	
West Chester State University	2010
Grand Valley State University	2010
Kutztown University	2010
Slippery Rock University	2010
Montgomery County Community College (PA)	2010
Michigan State University (LGBT only)	2010
University of California System	
<i>UC-Berkeley</i>	2011
<i>UC-Davis</i>	2011
<i>UC-Merced</i>	2011
<i>UC-Irvine</i>	2011
<i>UC-Santa Barbara</i>	2011
<i>UC-Santa Cruz</i>	2011
<i>UC-San Diego</i>	2011
<i>UC-San Francisco</i>	2011
<i>UC-Los Angeles</i>	2011
<i>UC-Riverside</i>	2011
<i>UC-Office of the President</i>	2011
<i>Lawrence Berkeley National Laboratory (LBNL)</i>	2011
<i>Agriculture and Natural Resources (ANR)</i>	2011
<b>2012 (10)</b>	
California University of Pennsylvania	2012
Clarkson College	2012
College of New Jersey	2012
Fashion Institute of Technology	2012
University of Missouri, St. Louis	2012
Missouri University of Science & Technology	2012
Reed College	2012
University of Massachusetts, Boston	2012
Ursuline College	2012
California University of Pennsylvania	2012

Institution/Organization	Year Project Initiated
<b>2013 (8)</b>	
SUNY Brockport	2013
College of Charleston	2013
Grand Rapids Community College	2013
Kennesaw State University	2013
Philadelphia College of Osteopathic Medicine	2013
Providence College	2013
Cal State Fullerton	2013
Cal Poly San Luis Obispo	2013
<b>2014 (9)</b>	
Armstrong State University	2014
Drake University	2014
Indiana University of Pennsylvania	2014
Kansas State University	2014
Marquette University	2014
Saginaw State University	2014
Seattle University	2014
Southern Polytechnic State University (SPSU)	2014
Swarthmore College	2014
<b>2015 (11)</b>	
CUNY College of Staten Island	2015
Kent State University	2015
SUNY Oneonta	2015
Stetson University	2015
Texas A&M Commerce	2015
Gettysburg College	2015
Whitman College	2015
Dartmouth College	2015
West Chester University	2015
University of Minnesota Duluth	2015
Syracuse University	2015

Institution/Organization	Year Project Initiated
<b>2016 (25)</b>	
A.T Still University of Health Sciences	2016
Gonzaga University	2016
Hofstra University	2016
Ithaca College	2016
Millersville University	2016
Salem State University	2016
Smith College	2016
Texas A&M Law School	2016
University of Michigan, Flint	2016
University of Kansas	2016
<i>Kansas City</i>	2016
<i>Medical Center</i>	2016
University of Missouri System	2016
<i>UM Columbia</i>	
<i>UM Kansas City</i>	
<i>UM S&amp;T</i>	
<i>UM St. Louis</i>	
<i>UM System Office</i>	
University of Northern Colorado	2016
University of Tennessee System	2016
<i>UT Chattanooga</i>	
<i>UT Martin</i>	
<i>UT Health Center</i>	
<i>UT Knoxville</i>	
Woods Hole Oceanographic Institute	2016
<b>2017 (11)</b>	
Boston University Law School	2017
Iowa State University	2017
Lock Haven University	2017
Loyola University – New Orleans	2017
Miami University (Ohio)	2017
Michigan Technological University	2017
New York University	2017
Rockhurst University	2017
Shippensburg University	2017
UCSF School of Dentistry	2017
University of San Francisco	2017



Institution/Organization	Year Project Initiated
<b>2018 (14)</b>	
Clarkson University	2018
Finger Lakes Community College	2018
Kansas City College of Medicine & Biosciences	2018
Loyola University, Maryland	2018
Marist College	2018
PSU College of Earth & Mineral Sciences	2018
Providence College (ICA)	2018
Rhode Island College	2018
San Francisco State University	2018
Saint Joseph's University	2018
Santa Clara University	2018
UCSF School of Dentistry	2018
University of Nevada Reno	2018
University of New Hampshire	2018
University of Pennsylvania Law School	2018
Vassar College	2018
Winona State University	2018
<b>2019 (8)</b>	
Franklin & Marshall College	2019
Le Moyne College	2019
Mira Costa College	2019
Saginaw Valley State University	2019
University of New England	2019
University of Mississippi	2019
University of New Hampshire (ICA)	2019
University of Washington	2019
<i>Bothell</i>	
<i>Seattle</i>	
<i>Tacoma</i>	
<i>Health Sciences</i>	

Institution/Organization	Year Project Initiated
<b>2020 Contracted (7)</b>	
Brock University (Ontario, Canada)	2020
Northeastern Illinois University	2020
Pomona College	2020
Salisbury University	2020
San Jose State University	2020
University of New England	2020

## **Appendix E Work Samples**

Most of the assessment projects we facilitate are confidential to the institution/organization. There are a few states that are “open record” states where the final reports are available for review.

We offer the following websites as examples of our work

### **1. Communication & Marketing Plan Example**

University of Northern Colorado

<https://www.unco.edu/campus-climate/>

University of Missouri System

<https://diversity.missouri.edu/our-work/campus-climate-survey/>

University of Tennessee System

[http://mycampus.tennessee.edu/?utm\\_source=newsletter&utm\\_medium=email&utm\\_content=mycampus.tennessee.edu&utm\\_campaign=broadcast-experience-survey](http://mycampus.tennessee.edu/?utm_source=newsletter&utm_medium=email&utm_content=mycampus.tennessee.edu&utm_campaign=broadcast-experience-survey)

Kent State University

<https://www.kent.edu/voices>

### **2. Final Report Examples**

University of Northern Colorado

<https://www.unco.edu/campus-climate/>

Kent State University

All of the reports (each campus and aggregate) are available for review at:

<https://www.kent.edu/voices>

University of Missouri System

<https://diversity.missouri.edu/our-work/campus-climate-survey/>

Ithaca College

<https://www.ithaca.edu/campusclimate/>

**Appendix F**  
**Selected References**

*A full list of our clients is available in Appendix D. The contact information for any of the campuses is available upon request*

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# Appendix B: Ten-year Analysis of Recruitment, Retention, and Promotion

Access online version: <https://spark.adobe.com/page/U089wswkFEqRT/>

The Committee is working with the Provost Office to update the data being considered for this analysis. An updated analysis using the IPEDS dataset will be finalized in December 2021.



# Appendix C: Feedback from Social Justice Summit 2

## What do you feel went well?

- Sessions and group discussions; great discussions; breakout rooms
- I think you did a great job of allowing voices to be heard about what kinds of change can be made and on lived experience.
- I thought the speaker/scholar on narratives was really powerful. I ended up googling the names of the two women who spoke about how that professor treated them and found their blog and read more of their story there. We need to bring more individual experiences to the forefront because people don't "hear" about racism on our campus. While some may say it didn't happen or that it was anecdotal, I found it to be pretty powerful.
- I think the set up was great . And the speakers were great
- Level of participation
- I loved the oral history portion of the summit series. I think hearing the local stories really makes an impact on people (myself included) because I was not reading the story but hearing the emotion communicated through the word. I love that you got a guest speaker to read the testimonies of the other individuals. I think that made it hit harder. I think that this could be taken a step further with the permission of the participants and turned into an exhibition where the school acknowledges how it has failed POC in the past, where it has not supported them and makes a commitment to do better.
- I attended only a portion, but I appreciated the opportunity to hear more Black voices and experiences and to reflect and to discuss the impact of hearing those stories.
- The execution of the event was well organized and the event itself was easy to join and engage.
- It was very powerful to hear people's stories, the use of narratives was exceptional, break out rooms

## Why did you choose to attend this summit?

- JEDI is an important and serious issue
- Interest in improving the racial culture of the University
- I was made aware of it by a graduate student in my research lab and thought it would be a great way to understand the lived experience and culture of people in the community I live and work in.
- I know people on the committee and I want to support BIPOC faculty/students at WVU.
- It's important to learn about this topic and to be challenged. We need to work together to make diversity happen.
- As committee member

- Continued education and to be socially and culturally aware
- I attended the summit because I needed to be among the choir. By this I mean I really needed the reminder that there are others in this community that feel as strongly as I do about these issues, that see that these things are wrong and that I am not alone in that fight. As a graduate student sometimes the wall of opposition can seem overwhelming. I also attended because I am white and I need to hear what POC are facing here in this community and take my direction from POC. As an ally I want to be a megaphone amplifying the voices of the minority.
- I care about the history of racism in our country and want to do something to change its course and make reparations.
- I chair two diversity committees in my unit and I am wanting to both represent my unit and better prepare myself to lead those committees. On a separate note, I identify as a white woman and I think too often, we push the burden of DEI-related work onto non-white OR underrepresented women at WVU and I'd like to be a part of the solution.
- So important....feel like we should ask why people did not!

## Did you get the experience you were looking for?

- Yes, I got to hear and see more of the diversity of the community and gained a deeper understanding of the concerns of the people of color and differing culture from the majority in West Virginia.
- I think I did and more. I was not aware of the summit until right before so I didn't really know what to expect. For me it was my first time being introduced to people involved and now I know the various organizations coming together to make a difference. I really liked breaking up into the smaller groups, as an auditory processor that worked really well for me. I did not expect to feel such overwhelming excitement from administrators and professors that a grad student had joined the conversation. That was refreshing.
- Yes, it continued to educate me and inspire me to take action.

## *Comment on three possible actions. Would these feel performative? What would you change?*

1. Annual Social Justice Summit with a speaker
  2. Creation of a committee that meets regularly with the President's Office
  3. Publishing an annual report on experiences of exclusion and discrimination
- While most responses saw a danger of “feeling performative” (symbolic only), they offer the following ways to work past the danger:
    - Implement and enforce
    - More discussion
    - Leadership would have to change and be more engaging for something like that to work.
    - I think all three of the above are needed in order to be effective.
    - Combine summit and publication of a report

- If there was a way to ensure that the president would not treat the meetings as a PR stunt and actually support the group
- I feel like just having the summit, it can become a PR thing. Like hey look we do this thing so we don't need to do anything else. I think creating a committee that has working groups that tackle various issues is important. These individuals must feel passionately about the subject and come to the table ready to give a part of themselves to make the changes needed. They should be either chosen by POC/minority groups or POC/minority groups themselves.
- I also like the idea of creating a report, but I think it should be created by an independent organization from the university to prevent potential bias or university pressures. We don't need WVU patting itself on the back.
- Publishing an annual report on experiences of exclusion and discrimination is important; but recommendations for policy and cultural changes would be essential in the report as well.
- I would like to see action taken at the departmental/program level - trainings- curricular review- FEC document changes, etc.

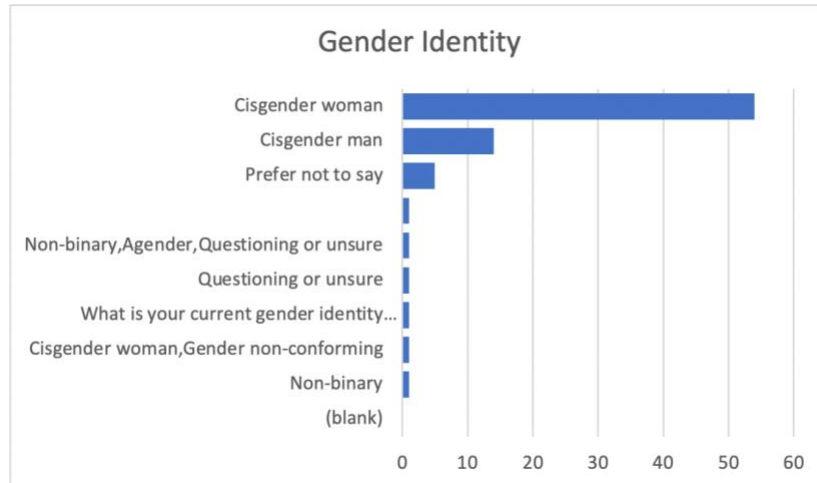
## Anything else you would like to convey?

- I'm proud of the students and staff at WVU for organizing this. I really appreciate it.
- I watched a documentary recently that said "taking up space matters" and it was in regard to women and their minority status in STEM and I think that applies here as well. We have a history of POC and minorities here in Morgantown, let's honor it. Let's honor our "firsts" of various programs and that it wasn't that long ago that they walked these halls. Let's make these things not exhibits people go to but incorporate them in the atmosphere here so that we can shift the culture.
- These thoughts were inspired by a recent trip to Charlotte NC where I saw spaces honoring POC, in particular the statue Spiral Odyssey created by artist, Richard Hunt, a contemporary of Bearden. The two were the first African-American artists to have solo shows at the Museum of Modern Art, both in 1971. That statue caught my eye the second I got to the park, I walked up, I read, I learned.

# Appendix D: Demographics from Social Justice Summit 2

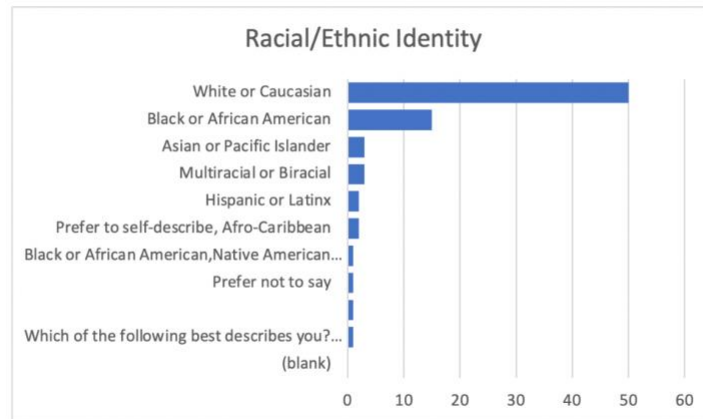
## Gender Identity

Row Labels	Count
Cisgender woman	54
Cisgender man	14
Prefer not to say	5
	1
Non-binary,Agender,Questioning or unsure	1
Questioning or unsure	1
What is your current gender identity (optional; choose all that apply): - Selected Choice	1
Cisgender woman,Gender non-conforming	1
Non-binary	1
(blank)	
<b>Grand Total</b>	<b>79</b>



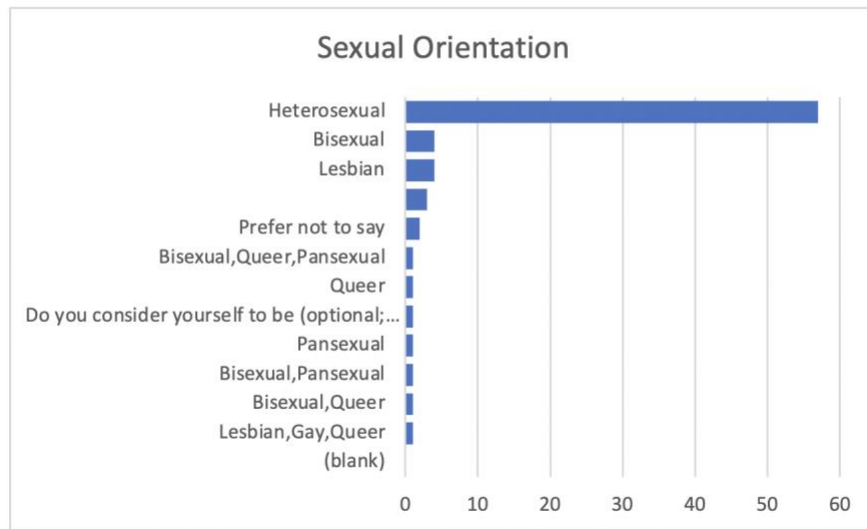
**Racial/Ethnic Identity**

Row Labels	Count
White or Caucasian	50
Black or African American	15
Asian or Pacific Islander	3
Multiracial or Biracial	3
Hispanic or Latinx	2
Prefer to self-describe, Afro-Caribbean	2
Black or African American,Native American or Alaskan Native,White or Caucasian,Multiracial or Biracial	1
Prefer not to say	1
Which of the following best describes you? (optional; choose all that apply): - Selected Choice	1
(blank)	1
<b>Grand Total</b>	<b>79</b>



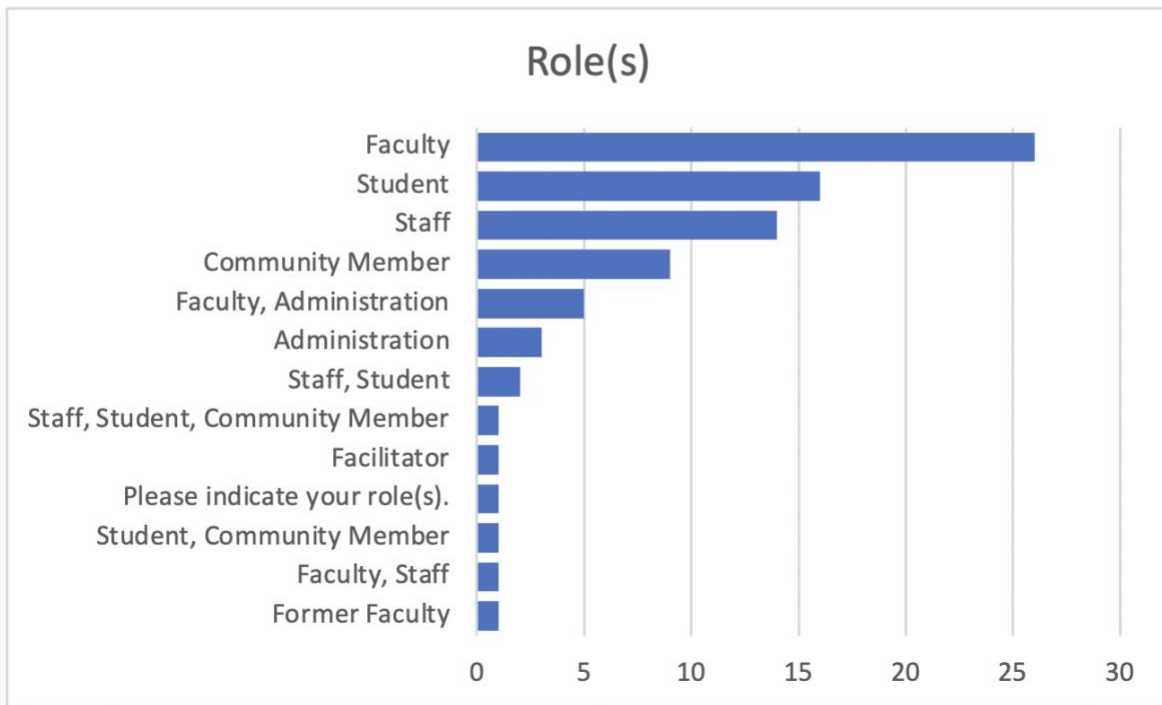
**Sexual Orientation**

Row Labels	Count
Heterosexual	57
Bisexual	4
Lesbian	4
	3
Prefer not to say	2
Bisexual,Queer,Pansexual	1
Queer	1
Do you consider yourself to be (optional; choose all that apply) - Selected Choice	1
Pansexual	1
Bisexual,Pansexual	1
Bisexual,Queer	1
Lesbian,Gay,Queer	1
(blank)	
<b>Grand Total</b>	<b>77</b>



**Role(s)**

<b>Row Labels</b>	<b>Count</b>
Faculty	26
Student	16
Staff	14
Community Member	9
Faculty, Administration	5
Administration	3
Staff, Student	2
Staff, Student, Community Member	1
Facilitator	1
Please indicate your role(s).	1
Student, Community Member	1
Faculty, Staff	1
Former Faculty	1
<b>Grand Total</b>	<b>81</b>



# Appendix E: Feasibility Analysis

Critical Issues	Recommendations	Current Status (Describe any work around this)	Social Capital (Are there others to connect with to move this forward?)	Legal or Regulatory Barriers (Briefly describe if possible)	Fiscal Issues	Level of Agreeability or Likability (Degree to which this will be blocked or found agreeable, supported?)	Power Imbalance (Institutional forces exceed social capital)	Identify One Next Step
<b>Barriers to Shared Voice and Power; Retaliation</b>	The Social Equity Team (SET) would serve as a point of contact or a bridge between UR groups and the university's leadership.	See details and history in Part Two of the report.	LGBTQ+ Center, Student-led UR Groups	n/a	Minimal but does require staff time to implement	Likely to argue not needed, but focus on two-way dialogue demonstrates that this does not exist; the idea seems to be gaining some support	Yes, Institution will push back	Incubate the SET and launch a committee under IDC with partners
<b>Failure to Enforce Rules, Regulations, Practices; Recruitment and Retention</b>	Climate assessment relates to committee charge #1: Assess and issue a university wide report on the campus culture of inclusion, equity, and diversity to be carried out according to best practices but not less than every five years	See details and history in Part Two of the report	Senate Faculty leadership	n/a	Total external assessment has price tag; hiring one external expert to guide the process is less expensive	The idea has gained in likability over the last year	Getting lower	Look for foundation funds and ask for an external expert to consult
<b>Racism &amp; Retaliation</b>	Improve University Police Department (UPD) interactions with the campus community includes several considerations: an annual report on interactions with the community, a neutral mechanism to report police misconduct, first responders staffed by non-police personnel, a comprehensive UPD training regiment, and disarming university police.	Regarding reporting: UPD advisory board (not specifically creating a report), Clery Act Reporting; no mechanism by which to neutrally report police misconduct; first responders being discussed by multiple groups on campus; No known training of the type being recommended has currently been identified as being planned for the UPD; no movement on disarming UPD	City of Morgantown, state legislative supporters, local social justice groups, UPD, Division of DEI, Morgantown/Kingwood Branch of the NAACP, other training organizations	Regarding reporting police misconduct: Enforcement issues and potential legal/ethical issues on who/which department or 3rd party handles this; Regarding first responders: Would require working with Caruth Center and legal department	Regarding reporting police misconduct: Unknown, but may require 3rd party ethics reporting hotline; Regarding first responders: May require the hiring of additional mental health workers (costs for training)	Regarding reporting: Resistance because there is already Clery Act Reporting as well as a UPD Advisory Board that has not specifically taken this up, but was recently created. However, the Clery Act reporting does not account for race and gender. Regarding reporting police misconduct and non-police first responders: Students, faculty, and staff seem to agree this is a good and feasible idea; resistance to comprehensive training by UPD is highly likely; resistance to disarming UPD is highly likely	UPD holds power and will likely push back; Regarding non-police first responder: Yes, however, this seems to be growing in popularity as concern for mental health increases	Raise awareness about the gaps in reporting and work to identify data sources; Gather more information about potential barriers for neutral police misconduct reporting; Reach out to UPMC, University of Pittsburgh Medical Center regarding non-police first response teams; Request information regarding planned trainings; Compile information about the ways other universities are disarming campus police and the outcomes
<b>Racism &amp; Retaliation</b>	Contrapower (i.e., Student-on-Faculty Harassment) Contrapower harassment refers to a situation in which an individual with lesser power within an institution harasses an individual with greater power	See details and history in Part Two of the report.	TACO committee, Office of Student Conduct, Title IX	Access to student data, currently no system to report repeat offenders	n/a	The idea has gained in likability over the last year as evidenced in the TACO meetings regarding one aspect (student SEI comments)	Has been resistance to recognize and create policy around this issue	Raising awareness (this might include a plan for awareness training)
<b>Failure to Enforce Rules, Regulations, Practices</b>	Develop a DEI assessment tool of best practices	No evidence that this is being done	School of Business & Economics; School of Sociology or Social Work	n/a	A graduate student to help administer and assess data	This is a desirable action in high demand by many college and school committees	None	Develop assessment tool and present to one School/College



Annex VIII

Critical Issues	Recommendations	Current Status (Describe any work around this)	Social Capital (Are there others to connect with to move this forward?)	Legal or Regulatory Barriers (Briefly describe if possible)	Fiscal Issues	Level of Agreeability or Likability (Degree to which this will be blocked or found agreeable, supported?)	Power Imbalance (Institutional forces exceed social capital)	Identify One Next Step
<b>Racism &amp; Retaliation</b>	Redesign faculty evaluations including the P&T process	TACO committee has recommended a modified process to challenge biased student evaluations that passed Faculty Senate on May 10, 2021. Annex V, VI, and VII <a href="https://facultysenate.wvu.edu/files/d/7c2508ba-a85e-492d-a831-a740dda43361/may2021senateagenda.pdf">https://facultysenate.wvu.edu/files/d/7c2508ba-a85e-492d-a831-a740dda43361/may2021senateagenda.pdf</a>	Connect with members of the Long Talk, the Faculty Justice Network, Faculty Senators in support; have a Social Justice Summit: An investigation of diverse ways to evaluate teaching and learning	A perceived regulatory barrier, however, SEIs are not required. Board of Governors Faculty Rule 4.2: Appointment, Promotion, Tenure, and Dismissal for Cause, Section 7.2: "Evaluation procedures shall include but not be limited to peer evaluations, <b>student evaluations</b> , and evaluations by immediate supervisors."	n/a	There seems to be some unidentifiable affinity for a common SEI/SET. We will explore adherence to this method of evaluating faculty.	Institution has invested in SEIs and is reluctant to do away with that metric/practice	(1) Create a briefing document that will become a resolution to take back to Faculty Senate; (2) Create a Digital Measures template that can be used to explain the limitations of student evaluations (e.g., measurement and equity concerns); (3) Plan and implement the next Social Justice Summit for Diversity Week; (4) Ensure data is being collected to monitor the unintended consequences of the new complaint process AND collect data on weaponized SEI comments.
<b>White Fragility</b>	Teach about racism that white people can use to challenge other white people who make comments around them	A session called A Long Talk was implemented May 2021 to begin to change hearts and minds about racial injustice, history of white supremacy, and activate allyship	Ongoing opportunities for the entire WVU system to join this community	n/a	Allocate funding for addition participants	There seems to be a great deal of support for this kind of work from across all colleges and units	The university tends to like this kind of activity. The question is linking it to systems change where there is substantial push back on problematic institutional systems.	Invite Long Talk folks to participate in the Social Justice Summits
<b>Invisible and Uncompensated Labor</b>	Stop unpaid labor (JEDI work, mentoring, activism); Provide money, course release, value in promotion, etc.	No evidence that this is being done - only a select few folks are given Provost fellowships to offset workload	Talent and Culture, deans and department chairs, P&T committees at all levels, faculty welfare committee	n/a	Course releases would have a departmental level cost. Consider adjunct or TA positions for this purpose.	This is an agreeable action based on faculty and chairs we've talked to. Barriers are financial (course release) and structural (change workload and P&T documents).	Yes	Propose 4 workload categories (Teaching, Research, Service, and JEDI work)
<b>Recruitment and Retention</b>	Development of a comprehensive, visible BIPOC faculty recruitment plan with guidelines for how to recruit and where.	This work seems to be lodged in the Provost office.	Connect with allies who have information on the initiative that we don't have.	There are no barriers, but there are regulations that can support us (e.g., data reporting required because of federal funding, regulations that compel hiring/recruitment/tracking of minority faculty).	WVU has to put more resources into recruiting and retaining BIPOC faculty. This needs to be in proportion to BIPOC students attending the university.	The institution seems to support this but not at the rate and to a degree that is visible	The university seems to hold the power in this discussion	The committee will increase the visibility and disseminate the ten year analysis of IPEDS data regarding minority faculty hiring, retention, and promotion

## WVU Faculty Senate Library Committee Annual Report 2020-2021

**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.

### Goals for 2020-2021 from the previous year's committee were:

- Increased involvement of WVU Faculty Senate in supporting WVU Libraries movements into open access materials and publishing.
- Increased faculty involvement with WVU's research repository.
- Improved communications between faculty and library with respect to journal subscriptions and other library resources, perhaps with more communication through library liaisons.

### Fall 2020:

(committee meeting October 16, 2020) Thirteen committee members and invited guests were present via zoom call or by phone. The committee charge, goals, introductions, and discussion of the invited WVU Libraries participants' work was covered. Dean Diaz gave an update of the library's status during the previous months of the Covid pandemic. The libraries were closed from March 19, 2020 until August 20, 2020. However, the library staff continued to work from home during this time-frame. The library continued to maintain access to digital material, purchase new academic content, continue with online classes. The library also mailed books as needed and continued the interlibrary loan system.

The following data was given on library activities during the closed time:

- Items checked out: 1,337
- Books purchased that could not be borrowed through ILL: 719
- Reference questions answered (Morgantown): 1,242
- Reference questions answered (WVRHC): 164
- Scheduled consultation sessions: 120
- eReserves added (books, articles, streaming media): 389
- ILL filled (articles): 5,208
- Visits to our website: 526,727
- Visits to our research guides: 2,232

Dean Diaz also brought a new vendor policy to the meeting that the committee discussed and amended for presentation to the executive committee in January of 2021. This was then uploaded to the library website and titled "Licensing Principles for Vendors", please see link to this webpage within the library system. See appendix a for document.

[Licensing Principles for Vendors | Libraries | West Virginia University \(wvu.edu\)](#)

## **Spring 2021**

(committee meeting February 23, 2021) Thirteen committee members and invited guests were present via zoom call or by phone. The committee charge, goals, introductions, and discussion of the invited WVU Libraries participants' work was covered. Dean Diaz and her staff presented 23 initiatives that were debated and narrowed down to 5 goals, which was used to determine the strategic Roadmap for WVU Libraries. The entire roadmap is included as an appendix. See appendix b.

The five goals are outlined below:

1. Build strategic partnerships across WVU and with community groups
2. Be a leader in teaching equity-informed information literacy
3. Be proactive in assessing and implementing process-driven work
4. Be intentional about recruiting, hiring, and retaining Black, Indigenous, and people of color
5. Cultivate an organizational culture that prioritizes well-being and work-life balance

# WVU Libraries Vendor Policy

## Introduction:

The WVU Libraries support the following principles in providing access to all materials, whether purchased, licensed, or open access.

All contracts must conform to all applicable West Virginia state laws.

Vendors must clearly communicate with us regarding product contents, options for purchase, and pricing. Vendors must provide accurate, timely billing without unexpected increases in price. Vendors must meet professional standards of collegial and informative communication.

Our policy prioritizes openness and pricing. WVU Libraries advocate for openness and expect vendors to meet us in these major areas:

- |                              |                               |
|------------------------------|-------------------------------|
| 1) Authorized Users          | 7) Fair Use/Scholarly Sharing |
| 2) Privacy                   | 8) Interlibrary Loan          |
| 3) Usability & Accessibility | 9) Transparency               |
| 4) Author Rights             | 10) Usage Data                |
| 5) Green Open Access Policy  | 11) Pricing                   |
| 6) Institutional Repository  |                               |

The WVU Libraries are not alone in maintaining these expectations. Our policy is modelled after policies developed by other universities including but not limited to Iowa State University, the University of North Texas, and the University of Washington. The WVU Libraries are grateful to these institutions for permission to incorporate ideas and language from their published policies.

## 1. Authorized Users:

We are committed to licensing resources for the benefit of all students and researchers at West Virginia University campuses, including individuals visiting the University to use our collections onsite.

“Authorized users” include all current students, faculty, and staff of West Virginia University. As a public institution with a broad mandate to serve the State of West Virginia, WVU Libraries’ “authorized users” also include other library patrons accessing the WVU Libraries’ collection onsite (a.k.a. “walk-in users”).

## 2. Privacy:

Vendor privacy policies must be available upfront and understandable to users. The library and users must be notified of changes to these policies. Vendors should ensure the privacy of our community members by using HTTPS for all content delivered through the web. Vendors should abide by the guidelines set forth in the American Library Association's Library Privacy

Guidelines for Vendors<sup>1</sup>, including securing and encrypting data, securely destroying data that is no longer needed, and giving users options as to how much information is collected.

### **3. Usability & Accessibility:**

We are committed to providing equitable service and access to information for all our library users. Licensors shall ensure their resources are accessible and comply with the Americans with Disabilities Act (ADA) by providing closed captions for all video content. Licensors should also ensure that their resources support accommodative mechanisms including but not limited to screen readers, large-print formats, alternative input and navigation tools, and other technologies as outlined in the Web Accessibility Initiative Web Content Accessibility Guidelines (WCAG)<sup>2</sup>. As a part of these measures, we request that licensors complete and maintain ongoing compliance with the WCAG Voluntary Product Accessibility Template (VPAT)<sup>3,4</sup>.

### **4. Author Rights:**

WVU authors should be able to use their own scholarly work when and how they see fit, including self-archiving or depositing their work in an institutional repository. Publishers should permit authors to share their own scholarly work openly for the public good, without delay or publisher embargo. Therefore, no author should be compelled or required to relinquish copyright. Publishers will directly deposit scholarly articles in institutional repositories immediately upon publication or will provide tools/mechanisms that facilitate immediate deposit.<sup>5</sup>

### **5. Green Open Access Policy:**

As we have laid out elsewhere in this document, the WVU Libraries have a strong commitment to openness for scholarly works. Wherever possible, WVU Libraries prefer that vendors permit WVU authors to retain the copyright for author-submitted manuscripts (pre-prints) and author accepted manuscripts (post-prints) (see Author Rights). The intent is to allow WVU authors to use these works for non-commercial, scholarly purposes including, but not limited to, dissemination on personal websites, company or institutional repositories (see Institutional Repository), any repository mandated by an agency or funder who supported the research upon which the work was based, subject-specific repositories, social collaboration networks, the fulfillment of personal-use requests by other researchers and students, for teaching and training,

<sup>1</sup> Intellectual Freedom Committee, "Library Privacy Guidelines for Vendors," Text, American Library Association, January 26, 2020, <http://www.ala.org/advocacy/privacy/guidelines/vendors>.

<sup>2</sup> World Wide Web Consortium (W3C), "Making the Web Accessible: Strategies, Standards, and Supporting Resources to Help You Make the Web More Accessible to People with Disabilities," Web Accessibility Initiative (WAI), accessed April 2, 2020, <https://www.w3.org/WAI/>.

<sup>3</sup> U.S. General Services Administration, "Voluntary Product Accessibility Template (VPAT) | Section508.Gov," Government-wide IT Accessibility Program, April 2018, <https://www.section508.gov/sell/vpat>.

<sup>4</sup> Collection Analysis and Strategy, "Licensing Principles and Expectations for Vendors," University of Washington University Libraries, April 11, 2019, <https://www.lib.washington.edu/cas/licensing-principles-and-expectations-for-vendors>.

<sup>5</sup> MIT Libraries, "MIT Framework for Publisher Contracts," *Copyright and Publishing* (blog), February 19, 2020, <https://libraries.mit.edu/scholarly/publishing/framework/>.

and/or as part of an author's grant applications or theses/doctorate submissions (see Fair Use/Scholarly Sharing). These expectations are commonplace among universities around the world and may be referred to as Green Open Access, self-archiving, posting rights, or rights retention.

#### **6. Fair Use/Scholarly Sharing:**

We recognize and respect the well-established principles of Fair Use. In accordance with these principles, vendor licenses and agreements must not explicitly bar the fair use of materials in educational pursuits. Licenses should make clear provisions for fair use in paper and electronic reserves for coursework; other such uses may include but are not limited to copying and distributing reasonable amounts of materials in activities including workshops, reading groups, and other relevant endeavors. Off-campus access must also be available to authorized users.

#### **7. Institutional Repository:**

Because we are committed to the dissemination of knowledge and the advancement of scholarly research, licenses should allow us or the vendor to deposit at no cost the final version of works from all faculty, staff, and students into the WVU Research Repository<sup>6</sup> upon publication, or permit our faculty, staff, and students to do so themselves. (See Author Rights).

#### **8. Interlibrary Loan (ILL):**

In accordance with the Interlibrary Loan Provisions of Sections 107 and 108<sup>7</sup> of the U.S. Copyright Law, license agreements<sup>8</sup> must allow for interlibrary loan and similar services.

#### **9. Transparency:**

The WVU Libraries subscribe to a forthright and transparent approach with our community of users and partners. Confidentiality clauses in license agreements stifle dialog and communication to an unacceptable degree. We expect that we should be permitted to publicly share, if we so choose, the pricing, expenditures, and all details related to our contracts for specific or all journals, publishers, and platforms as needed. We will demonstrate this commitment to transparency by rejecting non-disclosure language in our agreements and sharing our agreements publicly.

#### **10. Usage Data:**

Because data is needed to inform decisions at various times and for various purposes, usage data should be available on demand. Usage data must be provided for all electronic resources and at no additional cost. Likewise, information is needed about individual resources, not bundles of resources. Usage data should be granular and easily matched to purchasing information by use of

<sup>6</sup> West Virginia University, "The Research Repository @ WVU," accessed April 2, 2020, <https://researchrepository.wvu.edu/>.

<sup>7</sup> U.S. Copyright Office, "Chapter 1 - Circular 92," Copyright Law of the United States (Title 17), accessed April 2, 2020, <https://www.copyright.gov/title17/92chap1.html#107>.

<sup>8</sup> Collection Analysis and Strategy, "Licensing Principles and Expectations for Vendors."

standard identifiers, such as ISSN. Usage data should conform to current, accepted industry standards, such as COUNTER (Counting Online Usage of Networked Electronic Resources)<sup>9</sup>, and be SUSHI (Standardized Usage Statistics Harvesting Initiative)<sup>10</sup> compliant.

### **11. Pricing:**

The WVU Libraries, as part of the Greater Western Library Alliance (GWLA), have endorsed the “MIT Framework for Publisher Contracts,”<sup>11</sup> which states in part: “Institutions will pay a fair and sustainable price to publishers for value-added services, based on transparent and cost-based pricing models” (see Transparency above).

Vendors must engage in honest, flexible negotiation about pricing, open access, use rights, and content. Pricing models must be completely transparent and reflected accurately in the contract or license. Vendor price increases should not exceed the consumer price index (CPI), or if they do, the vendors must provide explicit justification as to why the increase is higher.

The WVU Libraries will prioritize financially sustainable agreements that contribute to an academic publishing environment that is viable for a range of institutions, platforms, and publishers. We support agreements that cultivate equitable information environments within and across academic institutions even as community needs and means evolve.

Approved by Karen Diaz, dean, May 20, 2020.

<sup>9</sup> “Project COUNTER - Consistent, Credible, Comparable,” Project Counter, accessed April 2, 2020, <https://www.projectcounter.org/>.

<sup>10</sup> NISO, “Standardized Usage Statistics Harvesting Initiative (SUSHI) Protocol (ANSI/NISO Z39.93-2014),” Standards Committees, accessed April 2, 2020, <https://www.niso.org/standards-committees/sushi>.

<sup>11</sup> MIT Libraries, “MIT Framework for Publisher Contracts.”

## WVU Libraries 2021-2024 Strategic Roadmap

There are 14 initiatives across the five goals. Initiatives with an asterisk meet more than one goal.

<b>Goal 1</b>
* Build strategic partnerships across WVU and with community groups
* Expand access to and breadth of collections, including collections focusing on West Virginia and Appalachia
Participate in University initiatives focusing on West Virginia and Appalachia
<b>Goal 2</b>
Be a leader in teaching equity-informed information literacy
* Expand access to and breadth of collections, including collections focusing on West Virginia and Appalachia
Pursue alternative research and publishing models to improve access to materials in anticipation of rising collections costs and budgetary restrictions
<b>Goal 3</b>
Be proactive in assessing and implementing process-driven work
* Build strategic partnerships across WVU and with community groups
* Engage in inclusive decision-making based on assessment and data
* Provide excellent equity and data-informed library services
<b>Goal 4</b>
Be intentional about recruiting, hiring, and retaining Black, Indigenous, and people of color
* Engage in inclusive decision-making based on assessment and data
Normalize accessibility and Universal Design in our physical, digital, and instructional spaces
* Provide excellent equity and data-informed library services
<b>Goal 5</b>
Cultivate an organizational culture that prioritizes well-being and work-life balance
Grow as a Learning Organization
Explore ways to make the Libraries a safe and affirming space for all, but especially for library users who belong to minoritized social groups
Identify ways to implement sustainable practices



## **Goal 1: Be an exemplary land-grant university library that advances and promotes West Virginia and the Appalachia region**

\*Build strategic partnerships across WVU and with community groups

---

*Meets goals 1 & 3*

In recognizing that collaboration can foster creative approaches to meet the needs of the WVU community, WVUL will work to develop partnerships with relevant groups across the University and in our communities.

Sample actions include:

- Continue partnerships with Center for Service Learning, Humanities Center, Office of Graduate Education and Life
- Develop ways for community members to be more involved in the process of collecting community archives

\*Expand access to and breadth of collections, including collections focusing on West Virginia and Appalachia

---

*Meets goals 1 & 2*

WVUL's collections support the educational mission of WVU as a land-grant university. In doing so, we commit to collecting resources that reflect local, state, and regional interests, while identifying and addressing historic and systemic collection gaps.

Sample actions include:

- Undergo Name Authority Cooperative (NACO) training to enable KARM to create specific name authorities specific to West Virginia
- Develop the Feminist Activist Archives in the West Virginia Regional History Center

Participate in University initiatives focusing on West Virginia and Appalachia

---

*Meets goals 1 & 3*

To meet our land grant mission in a collaborative, integrative, and effective way, WVUL will support University-wide initiatives focusing on advancing education, healthcare, and prosperity in West Virginia and Appalachia.

Sample actions include:

- Support the WVU Press by continuing to purchase items from them
- Support the WV P20 Program by providing library resources to enrolled students

## Goal 2: Be a leader in the creation and dissemination of knowledge

### Be a leader in teaching equity-informed information literacy

Librarians will lead information literacy instruction for WVU by centering equity-driven approaches. Critically evaluating information for research and learning requires teaching students how to think about systemic inequities in society and how those inequities inform the development and dissemination of knowledge.

Sample actions include:

- Create educational modules that highlight archival collections focusing on underrepresented groups in West Virginia
- Integrate culturally-responsive and culturally-inclusive teaching practices into instruction

\*Expand access to and breadth of collections, including collections focusing on West Virginia and Appalachia

### *Meets goals 1 & 2*

WVU's collections support the educational mission of WVU as a land-grant university. In doing so, we commit to collecting resources that reflect local, state, and regional interests, while identifying and addressing historic and systemic collection gaps.

Sample actions include:

- Undergo Name Authority Cooperative (NACO) training to enable KARM to create specific name authorities specific to West Virginia
- Develop the Feminist Activist Archives in the West Virginia Regional History Center

Pursue alternative research and publishing models to improve access to materials in anticipation of rising collections costs and budgetary restrictions

WVU will pursue alternative research and publishing models to improve access to collections for WVU student, faculty, and staff. This goal will require creative and collaborative approaches to balance disciplinary and budgetary needs.

Sample actions include:

- Continue to advocate and negotiate for open access, e.g. by adding pre-prints or post-prints to the Research Repository
- Maintain current level of support for OA efforts; when possible, review additional avenue of OA support with the goal of eventually achieving the 2.5% commitment

### **Goal 3: Be a unified university library that is collaborative, integrative, and effective**

#### **Be proactive in assessing and implementing process-driven work**

---

We strive to continuously assess and improve our collaborative efforts through engaging in process-driven work. Process-driven work will foster more collaboration, sharing, and replication so there will be less uncertainty or duplication of effort. Adopting iterative, flexible, and process-driven approaches will better position us to meet the changing needs of library users.

Sample actions include:

- Make committee decision-making transparent by documenting via Confluence and the WVU website
- Adopt a project management philosophy to improve the process for everyone involved regarding ease, communication, and effectiveness

#### **\*Build strategic partnerships across WVU and with community groups**

---

*Meets goals 1 & 3*

In recognizing that collaboration can foster creative approaches to meet the needs of the WVU community, WVU will work to develop partnerships with relevant groups across the University and in our communities.

Sample actions include:

- Continue partnerships with Center for Service Learning, Humanities Center, Office of Graduate Education and Life
- Develop ways for community members to be more involved in the process of collecting community archives

#### **\*Engage in inclusive decision-making based on assessment and data**

---

*Meets goals 3 & 4*

Since decision making can favor the perspectives and values of those in power, e.g. department heads and committee chairs, decision makers will balance incorporating relevant assessment and data while being inclusive of diverse groups. Assessment may include both qualitative and quantitative methods.

Sample actions include:

- Make committee decision-making transparent by documenting via Confluence
- Develop an assessment plan early on in a project lifecycle

#### **\*Provide excellent equity and data-informed library services**

---

*Meets goals 3 & 4*

To meet the changing needs of students, faculty, and staff at an R1 land-grant university, we will provide excellent services by integrating relevant data in an equitable way to better understand the landscape and to improve services.

Sample actions include:

- Identify ways to better meet the needs of non-traditional student populations (e.g. international, commuting, and veteran students) through inclusive processes that respect and include students' perspectives
- When creating safety procedures and working with UPD, consider whether it is safe for everyone, e.g. for people of various races, genders, and other social identities

## Goal 4: Be a model of social equity

Be intentional about recruiting, hiring, and retaining Black, Indigenous, and people of color

We aim to build on previous work in recruiting Black, Indigenous, and people of color by developing a plan to assess and improve hiring and retention practices. This work is contingent on developing a climate where Black, Indigenous, and people of color feel supported and able to influence policies, practices, and values.

Sample actions include:

- Track the hiring, retention, and promotion of Black, Indigenous, and people of color in faculty and staff positions over time to identify action areas
- Examine the framework for success in the WVUL Residency Program

\*Engage in inclusive decision-making based on assessment and data

*Meets goals 3 & 4*

Since decision making can favor the perspectives and values of those in power, e.g. department heads and committee chairs, decision makers will balance incorporating relevant assessment and data while being inclusive of diverse groups. Assessment may include both qualitative and quantitative methods.

Sample actions include:

- Make committee decision-making transparent by documenting via Confluence
- Develop an assessment plan early on in a project lifecycle

Normalize accessibility and Universal Design in our physical, digital, and instructional spaces

*Meets goals 4 & 5*

The pursuit of teaching and learning should be accessible to everyone, regardless of their individual ability. Universal Design and Universal Design for Learning work to make physical, digital, and instructional spaces accessible to all users and learners by breaking down barriers.

Sample actions include:

- When reviewing new products or services, review their accessibility for different groups
- Review and prepare to adopt the new WCAG 2.2 release for future compliance for websites and applications

\*Provide excellent equity and data-informed library services

*Meets goals 3 & 4*

To meet the changing needs of students, faculty, and staff at an R1 land-grant university, we will provide excellent services by integrating relevant data in an equitable way to better understand the landscape and to improve services.

Sample actions include:

- Identify ways to better meet the needs of non-traditional student populations (e.g. international, commuting, and veteran students) through inclusive processes that respect and include students' perspectives
- When creating safety procedures and working with UPD, consider whether it is safe for everyone, e.g. for people of various races, genders, and other social identities

## **Goal 5: Be a university library that advances a culture, climate, and organizational structure that promotes sustainability, well-being and an enriched quality of life**

Cultivate an organizational culture that prioritizes well-being and work-life balance

---

WVUL will develop a work culture that prioritizes well-being and work-life balance by recognizing and building ways to support employees

Sample actions include:

- Create a document affirming a workplace commitment to work-life balance and make that commitment explicit for new employees
- Build a culture where saying no is an option, e.g. “we work; we do not overwork”

### Grow as a Learning Organization

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As one of the five disciplines in the Learning Organization, mental models describe the generalizations and assumptions that people have about the world around them. WVUL employees will work on developing mental models that allow room for an open exchange of ideas and making mistakes, as well as flexibility and listening. Instead of assuming that we know others’ intentions, we will develop a culture where it is safe to learn and improve together. At the same time, we expect people to be proactive in learning about and practicing respectful modes of communication.

Sample actions include:

- Adopt the DEIA Guidelines for Respectful Spaces and Discussions
- Be willing to switch directions after close listening and learning new information

Explore ways to make the Libraries a safe and affirming space for all, but especially for library users who belong to minoritized social groups

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As Library users interact with WVUL in both digital and physical spaces, WVUL employees will assess ways to make all Library spaces safe and affirming for all.

Sample actions include:

- Conduct safety and kindness building audits to assess areas for improvement
- Build an all gender bathroom at the Downtown Campus Library

### Identify ways to implement sustainable practices

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WVUL will assess existing processes and policies to develop and adopt a sustainability plan in alignment with the American Libraries Association’s addition of sustainability as a core value. Sustainable practices will be environmentally sound, economically feasible, and socially equitable.

Sample actions may include:

- Coordinate with facilities to develop and implement a sustainability plan
- Assess and revise processes and procedures to make them as sustainable as possible

## Research and Scholarship Committee

### 2021 Annual Report

#### Current Committee Members

Lesley Cottrell, School of Medicine  
Dan Bonner, School of Medicine  
Ela Celikbas, Eberly College  
Melanie Clemmer, School of Medicine  
Matt Ellison, School of Medicine  
Scott Fleming, Chambers College  
Stephanie Foote, Eberly College  
Werner Geldenhuys, School of Pharmacy  
Adam Halasz, Eberly College  
Ann Marie Hibbert, Chambers College  
Lewis Honaker, Extension Service  
Anne McFarland, College of Creative Arts  
Michelle Moore, College of Education and Human Services  
Ashley Petrone, School of Medicine  
Becky Reece, School of Medicine  
Adrian Tudorascu, Eberly College

#### Overview

The mission of the Research and Scholarship Committee (RSC) 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*. The RSC also reviews applications submitted for seed (projects that can be conceptualized in a few significant steps) and scholarship (long-form scholarship and creative work) funding through the internal faculty senate research and scholarship opportunity annually. Recommendations for funding are forwarded to the Vice President for Research and Provost offices for consideration.

#### This year in review:

The RSC met remotely twice during the 2021-22 academic year. Fifty-two grant applications were reviewed. Applications represented a diverse range of disciplines throughout the university. Thirty-five submissions were by Assistant Professors, 14 Associate Professors, 2 Professors, and one Visiting Professor. More than \$640,000 in funding was requested across all submissions. While the number of funded applications defers each year based on available funding, the anticipated amount of funded grants includes 10 seed and 10 scholarship projects.

#### Future Plans:

The RSC actively reviewed the call for applications and rubric used to score submissions. Based on this review and discussion, the committee plans to further clarify the rubric for applicants and reviewers. Examples of applications based on strength in scoring will also be provided. Finally, the committee continues to seek reviewers who represent a variety of disciplines across the campus. While we had a strong representation this year, we continue to need reviewers from the humanities and select disciplines.

## MEMORANDUM

TO: Nathalie Singh-Corcoran, Chair, WVU Faculty Senate  
FROM: W. Scott Wayne, Chair, Research Integrity Committee  
RE: 2020 – 2021 Research Integrity Committee Annual Report  
DATE: May 11, 2021

### COMMITTEE MEMBERS:

Ann Marie Hibbert, Chambers, Chair-Elect  
Bob Batress, Law  
Melanie Clemmer, Medicine  
Debanjan Das, Davis College  
Asad Davari, WVU Institute of Technology  
Sarah Farris, ECAS  
Patrick Kerr, Medicine  
Shine Tu, Law  
Melissa Luna, CEHS  
Mark Nigrini, Chambers  
Redhey Sharma, Statler  
Karen Weiss, ECAS

### **Committee Charge**

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

### **Summary of 2020-2021 Activities**

During the 2018 -2019 Academic Year, no issues of cases were brought before the Research Integrity Committee. Therefore, the Committee held no meetings and took no actions.

### **Goals for 2021-2022**

The lack of research integrity cases is a testament to the integrity of the faculty, staff and students engaged in research at West Virginia University. The goal of the Research Integrity Committee for the 2021 – 2022 academic year is to continue this trend.

## 2020-2021 WVU Faculty Senate Service Committee Report

**Submitted by: Toni Morris – Committee Chair**

### **Committee Members:**

#### **Toni Morris. SPH, Chair**

Jason Burnside, Extension Service, Chair Elect  
 Malayna Bernstein, CEHS  
 Eloise Elliott, CPASS  
 Paolo Farah, Eberly College  
 Todd Hamrick, Statler College  
 Ian Harmon, University Librarians  
 Maria Kolar, School of Medicine  
 Ashley Martucci, CEHS  
 Tony Michael, Extension Service  
 Jennifer Momen, School of Medicine  
 Mark Nigrini, Chambers College  
 Thea Browne, ex officio, Staff Council  
 Melanie Page, ex officio, Associate Vice President for Creative and Scholarly Activity  
 Lidiane Castro Gregory, ex officio, Center for Service and Learning

### **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.

### **Committee Report**

The Committee received and reviewed 15 grant applications this year. A primary and secondary reviewer who entered their information in KC+ presented their report at the meeting this spring. Ten proposals were selected for full or partial funding for a total of 63,552.50. Titles of the funded projects are as follows:

Providing Youth Mental Health First Aid Training In Monongalia County Schools	8,354.00
Determining the Values and Core Competencies of Community Development	8,000.00
Online-2-Outdoor: A new addition to the WVU Insect Zoo in a COVID/post COVID WV	8,457.50
Planning Education for Community and Economic Development	4,000.00
Promoting Woodworking as a STEM/STEAM Activity to Develop Critical Thinking and Improve Core Subject Skills in Local Youths	4,600.00
Creating Structural Competency Training for Medical Students and Healthcare Practitioners.	3,000.00



Environmental Interventions to Promote Physical Activities and Healthy Lifestyle for West Virginian Communities: Two Pilot Projects	8,679.00
Increasing Educational Programming at Marion County Tomato Tasting Festival	2,834.00
Community- Based Recreation Economy Development in Mon Forest Towns	9,628.00
Lincoln County's Breaking the Sound Barrier Disc Golf Course	6,000.00
<b>Total</b>	<b>63,552.50</b>

### **Committee Goals**

1. Encourage all faculty to consider submitting competitive Community Engagement grants.
2. Continue to educate faculty members on the Community Engagement grant application process to ensure that the grants remain competitive.
3. Continue to review, discuss, and disseminate funds for future Community Engagement grants.

## Faculty Senate Sustainability Committee

Final Report 2020-2021

May 12, 2021

Contact: Shawn Grushecky, Chair of Faculty Senate Sustainability Committee ([sgrushec@wvu.edu](mailto:sgrushec@wvu.edu))

## Membership:

<b>Name</b>	<b>Affiliation</b>	<b>Senate Voting Status</b>
Shawn Grushecky	Davis	Voting
Amy Hessel	Eberly	Voting
Julie Black	Teaching and Learning Commons	Ex-Officio
Traci Knabenshue	Sustainability Office	Ex-Officio
Andrea Soccorsi	Multidisciplinary Studies	Voting
Brandon Rothrock	Eberly/Graduate Liason	Ex-Officio
Kirsten Stephan	Davis	Voting
Fernando Lima	Statler	Voting
Thanh Le	Student Engagement	Ex-Officio
Semoa Desousa-Brown	Regents	Ex-Officio
Daniel Grossman	Chambers	Voting
Brian Chang	Chambers	Ex-Officio
Jason Walls	Law	Voting
Madison Matheny	Undergraduate Liason	Ex-Officio
Alexandra Bunn	Undergraduate Liason	Ex-Officio
Anneliese Kaczmarek	Sustainability SGA Rep/Undergraduate Liason	Ex-Officio
Angela Henderson	WVU Staff Council Representative	Ex-Officio
Megan Rinker	Undergraduate Student	Guest
Rachael Hood	Graduate Student/Waste Coalition	Guest
Angela Delfine	Undergraduate	Guest
Sven Verlinden	Davis	Guest
Paolo Farah	Eberly	Guest
Devin Price	Undergraduate student	Guest
Swapna Gayam	Health Science Faculty	Guest

## Overview

The Faculty Senate Sustainability Committee composed of 17 members and 7 recognized guests met monthly during the 2020/2021 academic year. Andrea Soccorsi (Eberly) was elected chair elect. The committee charge includes 7 main actions:

- (1) Provide support and assistance to the WVU Office of Sustainability, especially regarding WVU's sustainability plans and goals.
- (2) Survey faculty regarding both teaching and research being done at WVU that has relevance to sustainability issues; consider building a database of faculty teaching and research that would allow faculty and staff to communicate with each other on sustainability issues.
- (3) Per a request from WVU's Office of Sustainability, survey the faculty to find out what courses utilize the campus environment in their teaching, as this would give different academic programs a step forward in showing students the full portfolio of sustainability curriculum WVU offers
- (4) Consider the resources necessary to do a carbon-audit of WVU, with respect to our sustainability practices
- (5) Evaluate periodically national trends and report on best practices related to sustainability in teaching and research, and make recommendations to appropriate University bodies including the Office of the Provost, the Teaching and Learning Commons, and other Centers, Colleges, Schools and programs affiliated with the University;
- (6) Report on systems and mechanism that provide support to faculty who engage in research and scholarship on issues related to sustainability
- (7) Address in a timely fashion other issues pertinent to the charge of the committee.

The sustainability committee was originally created to perform these actions during 2019-2020 academic year; therefore, tasks 1-7 were completed and reported during the September 2021 Faculty Senate Meeting. For the academic year 2020, the committee was reauthorized and tasked to continue to develop additional information related to these tasks.

In Academic Year 2020-2021 the committee:

1. Supported the WVU Sustainability office through engagement with the committee, interaction with guest speakers, and through support of initiatives. Through intensive work done the Office of Sustainability with assistance from the Faculty Senate Sustainability Committee, WVU applied to become recognized under the Association for the Advancement of Sustainability in Higher Education (AASHE). WVU was awarded Silver Status in 2021 under the AASHE Stars Rating System.
2. The committee worked with the Faculty Senate Executive Committee to develop a resolution to award standing committee status to the sustainability. This resolution was made during the

March Faculty Senate Meeting and passed. The Faculty Senate Sustainability committee is recognized as a standing committee through the end of the 2023 academic year.

3. The sustainability committee integrated the student led "Zero-Waste Initiative" through reporting at monthly meetings.
4. The committee developed and deployed a survey of faculty, staff, and students related to sustainability and renewable energy efforts on campus. The survey was officially deployed on 2/25/2021 and was closed ~3/15/2021. A total of 1565 responses were received for the survey. Survey questions and summary of results are presented in Appendix I
5. Based on the results of the sustainability and renewable energy survey, the committee developed a resolution to encourage the Administration at West Virginia University to complete a greenhouse gas inventory annually, to supply 25% of its energy demand from renewable sources generated in West Virginia by 2030, and to reach carbon neutrality by 2050. The resolution was taken to Senate Exec on April 26<sup>th</sup> 2021, and was passed by the full Senate on May 10<sup>th</sup> 2021 (Appendix II).

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Question 1: Which best describes your primary status at West Virginia University

Q1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
FAC	249	15.91	249	15.91
GRD	146	9.33	395	25.24
STF	636	40.64	1031	65.88
UGD	534	34.12	1565	100.00

FAC – faculty, GRD – graduate student, STF – staff, UGD – undergrad

Question 2: Are you aware of the benefits of renewable energy options (wind, solar, hydro, biofuels), including cost savings, reduced carbon emissions, and renewable energy credits?

Q2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No	175	11.19	175	11.19
Unsure	166	10.61	341	21.80
Yes	1223	78.20	1564	100.00
Frequency Missing = 1				

Question 3: How important do you feel it is for the University to transition to renewable energy sources (wind, solar, hydro, biofuels)?

Q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	58	3.71	58	3.71
2	115	7.35	173	11.05
3	268	17.12	441	28.18
4	355	22.68	796	50.86
5	769	49.14	1565	100.00

5 – Very Important, 4 – Important, 3 – Somewhat Important, 2 – Not very important, 1- Not at all important

Question 4 – How important is it to you that WVU seeks to reduce its emissions of climate-warming greenhouse gases?

5 – Very Important, 4 – Important, 3 – Somewhat Important, 2 – Not very important, 1- Not at all important

Q4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	52	3.32	52	3.32
2	116	7.42	168	10.74
3	208	13.30	376	24.04
4	350	22.38	726	46.42
5	838	53.58	1564	100.00
<b>Frequency Missing = 1</b>				

## Question 5: Waste Initiatives

Question 5\_1: How important is it to you that WVU decreases the presence of single-use plastics (e.g. bottles, straws, bags) on campus?

5 – Very Important, 4 – Important, 3 – Somewhat Important, 2 – Not very important, 1- Not at all important

Q5_1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	52	3.33	52	3.33
2	102	6.53	154	9.86
3	218	13.96	372	23.82
4	369	23.62	741	47.44
5	821	52.56	1562	100.00
<b>Frequency Missing = 3</b>				

Question 5\_2: How important is it to you that WVU develops a compost program (for food and yard waste) on campus?

5 – Very Important, 4 – Important, 3 – Somewhat Important, 2 – Not very important, 1- Not at all important

Q5_2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	50	3.20	50	3.20
2	131	8.38	181	11.58
3	296	18.94	477	30.52
4	425	27.19	902	57.71
5	661	42.29	1563	100.00
<b>Frequency Missing = 2</b>				



Question 5\_3: How important is it to you that WVU eliminates the use of styrofoam food or beverage containers on campus?

5 – Very Important, 4 – Important, 3 – Somewhat Important, 2 – Not very important, 1- Not at all important

Q5_3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	52	3.33	52	3.33
2	95	6.09	147	9.42
3	206	13.21	353	22.63
4	343	21.99	696	44.62
5	864	55.38	1560	100.00
<b>Frequency Missing = 5</b>				

Question 5\_4: How important is it to you that WVU develops a reusable to-go container program for dining services?

5 – Very Important, 4 – Important, 3 – Somewhat Important, 2 – Not very important, 1- Not at all important

Q5_4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	78	4.99	78	4.99
2	121	7.75	199	12.74
3	245	15.69	444	28.43
4	377	24.14	821	52.56
5	741	47.44	1562	100.00
<b>Frequency Missing = 3</b>				

Q6: Please rank the importance of the above waste questions 1-4, with 1 being the most important and 4 being the least important. Click on each item to drag into the correct position.

- 1 – Reduction of single use plastics
- 2 – Development of compost program
- 3 – Elimination of Styrofoam
- 4 – Development of reusable container program

Those ranked first:

Q6_1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	550	44.72	550	44.72
2	379	30.81	929	75.53
3	201	16.34	1130	91.87
4	100	8.13	1230	100.00
<b>Frequency Missing = 335</b>				

(reduction of single use plastics was ranked first 44.7% of the time)

Those ranked last:

Q6_4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	186	15.12	186	15.12
2	250	20.33	436	35.45
3	414	33.66	850	69.11
4	380	30.89	1230	100.00
<b>Frequency Missing = 335</b>				

(elimination of Styrofoam was ranked last 33.66% of the time)

## Cross-table calculations

Type of respondent x Q2 - Are you aware of the benefits of renewable energy options (wind, solar, hydro, biofuels), including cost savings, reduced carbon emissions, and renewable energy credits?

FAC – faculty, GRD – graduate student, STF – staff, UGD – undergrad

Frequency Percent Row Pct Col Pct	Table of Q1 by Q2			
	Q1	Q2		
		No	Unsure	Yes
FAC	21	18	210	249
	1.34	1.15	13.43	15.92
	8.43	7.23	84.34	
	12.00	10.84	17.17	
GRD	14	8	124	146
	0.90	0.51	7.93	9.34
	9.59	5.48	84.93	
	8.00	4.82	10.14	
STF	92	101	442	635
	5.88	6.46	28.26	40.60
	14.49	15.91	69.61	
	52.57	60.84	36.14	
UGD	48	39	447	534
	3.07	2.49	28.58	34.14
	8.99	7.30	83.71	
	27.43	23.49	36.55	
Total	175	166	1223	1564
	11.19	10.61	78.20	100.00
Frequency Missing = 1				

Type of respondent x Q3 - How important do you feel it is for the University to transition to renewable energy sources (wind, solar, hydro, biofuels)?

FAC – faculty, GRD – graduate student, STF – staff, UGD – undergrad

5 – Very Important, 4 – Important, 3 – Somewhat Important, 2 – Not very important, 1- Not at all important

Frequency Percent Row Pct Col Pct	Table of Q1 by Q3					
	Q1	Q3				
		1	2	3	4	5
FAC	9	13	43	52	132	249
	0.58	0.83	2.75	3.32	8.43	15.91
	3.61	5.22	17.27	20.88	53.01	
	15.52	11.30	16.04	14.65	17.17	
GRD	1	9	14	29	93	146
	0.06	0.58	0.89	1.85	5.94	9.33
	0.68	6.16	9.59	19.86	63.70	
	1.72	7.83	5.22	8.17	12.09	
STF	37	68	157	162	212	636
	2.36	4.35	10.03	10.35	13.55	40.64
	5.82	10.69	24.69	25.47	33.33	
	63.79	59.13	58.58	45.63	27.57	
UGD	11	25	54	112	332	534
	0.70	1.60	3.45	7.16	21.21	34.12
	2.06	4.68	10.11	20.97	62.17	
	18.97	21.74	20.15	31.55	43.17	
Total	58	115	268	355	769	1565
	3.71	7.35	17.12	22.68	49.14	100.00

Type of respondent x Q4 : How important is it to you that WVU seeks to reduce its emissions of climate-warming greenhouse gases?

FAC – faculty, GRD – graduate student, STF – staff, UGD – undergrad

5 – Very Important, 4 – Important, 3 – Somewhat Important, 2 – Not very important, 1- Not at all important

Frequency Percent Row Pct Col Pct	Table of Q1 by Q4						
	Q1	Q4					Total
		1	2	3	4	5	
FAC	6	15	35	48	145	249	
	0.38	0.96	2.24	3.07	9.27	15.92	
	2.41	6.02	14.06	19.28	58.23		
	11.54	12.93	16.83	13.71	17.30		
GRD	2	8	10	26	100	146	
	0.13	0.51	0.64	1.66	6.39	9.34	
	1.37	5.48	6.85	17.81	68.49		
	3.85	6.90	4.81	7.43	11.93		
STF	32	68	121	175	239	635	
	2.05	4.35	7.74	11.19	15.28	40.60	
	5.04	10.71	19.06	27.56	37.64		
	61.54	58.62	58.17	50.00	28.52		
UGD	12	25	42	101	354	534	
	0.77	1.60	2.69	6.46	22.63	34.14	
	2.25	4.68	7.87	18.91	66.29		
	23.08	21.55	20.19	28.86	42.24		
Total	52	116	208	350	838	1564	
	3.32	7.42	13.30	22.38	53.58	100.00	
Frequency Missing = 1							

Type of respondent x Q6 : Please rank the importance of the above waste questions 1-4, with 1 being the most important and 4 being the least important.

FAC – faculty, GRD – graduate student, STF – staff, UGD – undergrad

- 1 – Reduction of single use plastics
- 2 – Development of compost program
- 3 – Elimination of Styrofoam
- 4 – Development of reusable container program

Most Important:

Frequency Percent Row Pct Col Pct	Table of Q1 by Q6_1					
	Q1	Q6_1				Total
		1	2	3	4	
<b>FAC</b>	100 8.13 45.87 18.18	75 6.10 34.40 19.79	25 2.03 11.47 12.44	18 1.46 8.26 18.00	218 17.72	
<b>GRD</b>	59 4.80 51.30 10.73	27 2.20 23.48 7.12	16 1.30 13.91 7.96	13 1.06 11.30 13.00	115 9.35	
<b>STF</b>	194 15.77 39.43 35.27	158 12.85 32.11 41.69	96 7.80 19.51 47.76	44 3.58 8.94 44.00	492 40.00	
<b>UGD</b>	197 16.02 48.64 35.82	119 9.67 29.38 31.40	64 5.20 15.80 31.84	25 2.03 6.17 25.00	405 32.93	
<b>Total</b>	550 44.72	379 30.81	201 16.34	100 8.13	1230 100.00	
<b>Frequency Missing = 335</b>						

Least Important:

Frequency Percent Row Pct Col Pct	Table of Q1 by Q6_4					
	Q1	Q6_4				Total
		1	2	3	4	
<b>FAC</b>	25 2.03 11.47 13.44	30 2.44 13.76 12.00	77 6.26 35.32 18.60	86 6.99 39.45 22.63	218 17.72	
<b>GRD</b>	15 1.22 13.04 8.06	36 2.93 31.30 14.40	33 2.68 28.70 7.97	31 2.52 26.96 8.16	115 9.35	
<b>STF</b>	66 5.37 13.41 35.48	82 6.67 16.67 32.80	178 14.47 36.18 43.00	166 13.50 33.74 43.68	492 40.00	
<b>UGD</b>	80 6.50 19.75 43.01	102 8.29 25.19 40.80	126 10.24 31.11 30.43	97 7.89 23.95 25.53	405 32.93	
<b>Total</b>	186 15.12	250 20.33	414 33.66	380 30.89	1230 100.00	
<b>Frequency Missing = 335</b>						

## Question Text:

Q1 Which best describes your primary status at West Virginia University:

Q2 Are you aware of the benefits of renewable energy options (wind, solar, hydro, biofuels), including cost savings, reduced carbon emissions, and renewable energy credits?

Q3 How important do you feel it is for the University to transition to renewable energy sources (wind, solar, hydro, biofuels)?

Q4 How important is it to you that WVU seeks to reduce its emissions of climate-warming greenhouse gases?

Q5\_1 Waste Initiatives - How important is it to you that WVU decreases the presence of single-use plastics (e.g. bottles, straws, bags) on campus?

Q5\_2 Waste Initiatives - How important is it to you that WVU develops a compost program (for food and yard waste) on campus?

Q5\_3 Waste Initiatives - How important is it to you that WVU eliminates the use of styrofoam food or beverage containers on campus?

Q5\_4 Waste Initiatives - How important is it to you that WVU develops a reusable to-go container program for dining services?

Q6\_1 Please rank the importance of the above waste questions 1-4, with 1 being the most important and 4 being the least important. Click on each item to drag into the correct position. - Reduction of single use plastics

Q6\_2 Please rank the importance of the above waste questions 1-4, with 1 being the most important and 4 being the least important. Click on each item to drag into the correct position. - Development of compost program

Q6\_3 Please rank the importance of the above waste questions 1-4, with 1 being the most important and 4 being the least important. Click on each item to drag into the correct position. - Elimination of styrofoam

Q6\_4 Please rank the importance of the above waste questions 1-4, with 1 being the most important and 4 being the least important. Click on each item to drag into the correct position. - Development of reusable container program

Q7 Additional comments: Please expand on any answers or comment on any issues that were not included in the survey.



## **A Faculty Senate Resolution to Increase the Use of Renewable Energy Sources for West Virginia University**

**In affirmation of** the mission of West Virginia University as a Land Grant institution founded to educate and conduct research in service of the citizens of West Virginia;

**And facing** overwhelming evidence supported by the leading scientific institutions of our time (including the National Academy of Sciences and the Intergovernmental Panel on Climate Change) of increasing climate change fueled by human behavior;

**And whereas** this strong evidence demands urgent action from the leading institutions of the country to avoid the most severe economic, environmental, and social consequences of these changes to the Earth's climate;

**And given** that climate change creates direct challenges to the people and economy of both the nation and the State of West Virginia, through elevated temperatures, increases in rainfall, flooding hazards, and threats to human health. These effects on environmental systems continue to be well documented through careful scientific analysis, and they will only worsen with time if no action is taken to slow and/or reverse them;

**And in support of** the Office of Sustainability's carbon footprint analysis and success in recognition of WVU's status as a Silver STARS institution by the Association for the Advancement of Sustainability in Higher Education (AASHE) as well as West Virginia Student Government's 2019 resolution AR-2019-03 that West Virginia University conduct a carbon footprint analysis;

**And in affirmation of** WVU's recent survey of faculty, staff, and students supporting the adoption of renewable energy, thereby reducing carbon emissions by WVU;

**We therefore resolve** that Faculty Senate urges West Virginia University to perform a greenhouse gas inventory annually, to supply 25% of its energy demand from renewable sources generated in West Virginia by 2030, and to reach carbon neutrality by 2050.

**Be it further resolved** that the Faculty Senate of West Virginia University strongly supports increased research on policies and technologies that focus on renewable energy sources and greenhouse gas reductions and impacts on communities, education that prepares our citizens to understand and make decisions based on scientific evidence, and extension activities that promote environmentally sustainable economic development, consistent with our mission as a Land Grant Institution.

**WVU Faculty Senate**  
**Teaching & Assessment Committee**  
Annual Report 2020 - 2021

**Committee Membership**

*Voting Members:*

Jessica Vanderhoff, Chair  
Marina Galvez Peralta, School of Pharmacy, Chair-Elect  
Donna Ballard, Potomac State  
Joelleen Bidwell, Eberly College  
Amy Burt, School of Medicine  
Michelle Costas, School of Medicine  
Diana Davis, School of Medicine  
Kelly Diamond, University Librarians  
Paolo Farah, Eberly College  
Christina Fattore, Eberly College  
Suzanne Kitchen, Chambers College  
Adam Komisaruk, Eberly College  
Jeremy Roberts, Chambers College  
Ashlee Sowards, School of Dentistry  
Rachel Stein, Eberly College  
Leslie Tower, Eberly College

*Non-voting Members:*

Robert Hastings, ITS  
David Hauser, Eberly College  
Vicki Huffman, Potomac State College  
Lena Maynor, School of Pharmacy  
Sean McGowan, University Registrar  
Brian Meredith, Eberly College  
Louis Slimak, Assistant Provost  
Robynn Shannon, TLC Representative  
Kathy Fletcher, ITS

**Committee Charge:**

- Overseeing the electronic student evaluation of instruction (eSEI), conducting analysis of the resulting data, and making recommendations to the university community based upon those analyses;
- Reviewing section syllabi in support of faculty professional development, harmonized courses, and program review;
- Initiating and making recommendations for documentation of teaching effectiveness;
- Making recommendations to the Teaching Learning Commons as to faculty needs related to instructional and assessment processes;
- Collaborating with the General Education Foundations Committee, the Senate Curriculum Committee, the Assessment Council, and the Graduate Council to recommend practices for course and curricula assessment methods;
- Addressing in a timely fashion other issues pertinent to Teaching and Assessment.

**2020 – 2021 Meeting Dates:**

The first Thursday of each month between September 2020 and May 2021 from 1:30PM to 3:00PM, with the exception of April (meeting date switched from April 1 to April 8) and a special meeting on Thursday, August 20, 2020. Due to COVID-19 all meetings were held virtually via Zoom.

**Goals for 2020-2021 Academic Year (as recommended in the AY2019-20 Report):**

- Finalize any necessary alterations to eSEIs distributed in Summer 2020
- Complete adoption of Midterm Assessments and pilot to sample courses/faculty
- Review and analyze reports of eSEIs that violated Student Conduct Code – revise if needed

## Accomplishments for 2020-2021

### 1. Electronic Student Evaluation of Instruction (eSEI)

TACO carried out multiple small revisions to the eSEI process, including changes to the frequency of reporting and archiving of reports, and general improvements to the Instructor Complaint workflow (i.e. eSEI Review Panel and Complaint Form). The workflow now provides instructors with a more complete mechanism to seek recourse against inappropriate (qualitative) feedback from students. In addition to these modifications, TACO created a short student-facing tutorial on how to provide constructive feedback and understanding bias. The Committee ultimately withdrew the video from public access due to faculty concerns with its content and format. We convened a working group to determine next steps in creating any additional student-facing content. The group's preliminary recommendation includes the development of "how-to training" on providing constructive feedback that can be incorporated into the WVUE 191 curriculum.

### 2. Early Semester Teaching Assessment (ESTA)

TACO successfully implemented the [Early Semester Teaching Assessment](#) pilot. Between Fall 2020 and Spring 2021, 732 instructors (not deduplicated between semesters) representing 1500+ course sections utilized the formative assessment tool to solicit student feedback. In response to the findings from the Fall 2020 Post-ESTA Instructor Feedback Survey, TACO made three modifications to the Spring 2021 ESTA:

- increased the number of email reminders/ announcements to instructors and students (from one to two each);
- expanded the availability of the assessment tool from 16-week courses to both 16-week and 8-week courses; and
- modified the instrument to allow for up to two customizable questions (one Likert Scale and one open-ended).

Participation in the pilot was voluntary and required instructors to opt in to activate the survey. For complete summaries of ESTA participation, see Annex VIII of the December 7, 2020 Faculty Senate Meeting and Annex **XXX of the May 24, 2021 Senate Executive Meeting**.

### 3. Professional Development Inventory

In collaboration with the Office of the Provost and the Teaching and Learning Commons, TACO identified content and provided feedback on the [Faculty and Leadership Professional Development webpage](#). The objective of the website is to provide instructors with a clearinghouse for University-sponsored professional learning opportunities and contacts.

### 4. Syllabus Review

TACO did not carry out a formal review of syllabi in AY 2020-21. Moving forward, the current subcommittee recommends that the review should:

- identify whether syllabi meet a minimum standard, including clearly defined components, such as those summarized on the [TLC syllabus builder website](#) ;
- ensure consistency across syllabi with regard to learning objectives listed in CIM; and

- work in close collaboration with the Assistant Provost for Curriculum and Assessment.

**Recommended Goals/ Priorities for Academic Year 2021-2022**

- Conduct a review of SEI-type instruments that may be considered for future University adoption.
- In collaboration with the Office of the Provost, assess the feasibility of other sources of evidence to evaluate and enhance teaching.
- Collaborate with the Teaching and Learning Commons to develop/ improve instructor-centered content on best practices, activities, and examples of teaching assessments.
- Define a project management plan for syllabus review.
- Determine next steps for the Early Semester Teaching Assessment Pilot Program.

**Other Outstanding Business requiring follow up in 2021-22**

- Annex VII: Resolution on +/- Grades (Faculty Senate, December 2020). A motion was made and seconded to table a vote until Fall 2021. Motion carried by a vote of 73-27.
- In collaboration with the Teaching and Learning Commons, finalize and launch the Early Semester Teaching Assessment FAQ webpage.

## **Committee on Committees, Membership, and Constituencies – Chair’s Duties**

The Chair of the Committee on Committees, Membership, and Constituencies (CoC) is responsible for overseeing the process of populating WVU Faculty Senate committees. This includes instructing new members of the CoC on the process of populating committees, delegating authority to CoC members to conduct this work, communicating with the chairs and chairs-elect of Senate committees, monitoring the constituencies of Senate committees to insure adequate breadth of representation—including rank—across the WVU system, filling vacancies on Senate committees on an as-needed basis, consulting with the CoC to formalize the structure of committee constituencies, and functioning as liaison between the CoC and the Faculty Senate Office.

Additionally, the Chair of the CoC is responsible for guaranteeing that the ballot for electing Senators to serve on the Senate Executive Committee contains at least one candidate from no less than seven different constituencies across the WVU system.

Finally, the Chair of the CoC is tasked with reviewing those constituencies electing members to Faculty Senate every three years.

### **Faculty Senate Curriculum Committee – Chair Responsibilities**

Serve as the lead point of contact for questions regarding program and course proposals.

Prepare for FSCC meetings, communicating with the Senate Office if there are changes to regular agenda items, such as the inclusion of guests who can speak to particular program proposals and take questions.

Lead FSCC meetings, including one breakout group for course proposal reviews following the whole-committee meeting. Communicate results of course reviews with the Senate Office.

Serve as the lead communicator with initiators of program proposals (summarizing the comments of the lead reviewers and committee) and follow up as needed.

Be aware of deadlines. For time-sensitive program proposals, it can be helpful to provide the initiator with preliminary feedback/questions before the meeting to expedite the review. For all proposals requiring edits after the meeting, follow up with reviewers or others as needed to keep the proposals on track.

Process course and program approvals in CIM in coordination with the Senate Office.

Present items for approval at Executive Committee and Faculty Senate meetings.

Serve as a non-voting member of Graduate Council and provide a summary of their program approvals to the Senate Office for inclusion with the FSCC report to the Executive Committee and Faculty Senate.

## Faculty Welfare Committee Chair Responsibilities

TBA

## GEFCo Chair Responsibilities

1. Communicate regularly with Faculty Senate Office.
2. Provide regular reports to Faculty Senate and Faculty Senate Executive Committee.
3. Prepare and review regular meeting agendas, including course assignments.
4. Work with the Office of the University Registrar to ensure courses are properly approved and progressing through the workflow in CIM.
5. Approve courses at the "GEC" level in the CIM workflow.
6. Run GEFCo meetings and ensure smooth functioning of the committee's work.
7. Cooperate with the Provost's Office on assessment and other review processes.
8. Monitor and revise the GEF as needed.



## Chair Duties for Faculty Senate Inclusion and Diversity Committee

Keri Valentine, Chair (2020-2021)

**Context for 2020-2021:** In only the second year of the Inclusion and Diversity Committee's (IDC) existence, we found ourselves working in the midst of a pandemic and following a call for racial justice across the nation and here at WVU. We prioritized, as a committee, advocacy for racial justice. We decided to join with others across campus (students, staff, faculty, and our community) to better understand the critical issues and lived-experiences of minoritized students, staff, faculty, and community members. This led to our creation of the Social Justice Summit Series (elaborated in the annual report).

### Duties:

- Communicate with committee members, ex-officio members, leadership, and partners.
  - Eliciting schedules of availability for meetings
  - Sharing issues brought to the committee from constituencies, communicating upcoming Faculty Senate proposals, eliciting feedback, and sharing other general information
- Schedule monthly meetings (1.5 hours via Zoom)
- Set up stable Zoom link
- Draft monthly agenda and seek input for additional items
- Facilitate monthly meetings
- Invite guest speakers to meetings (e.g., Lisa Castellino regarding climate assessment; Elizabeth Dooley regarding Social Equity Team proposal)
- Plan and implement the Social Justice Summit Series (in collaboration with other lead planners, Lauri Andress and Stefanie Hines, members of the committee, and partners). This also involved:
  - Forming partnerships with Deans and DEI committees at colleges and units on campus
  - Seeking sponsorship for the Summits (monetary and dialogically)
  - Gathering and organize data from Summits
  - Communicating events
  - Securing external facilitators – facilitate payment
  - Creating Zoom meeting
  - Designing flyers, presentations, and other communications
- Communicate and meet with leadership to forward proposals and connect members to special working groups
- Attend and take notes at Faculty Senate meetings
- When needed, attend Executive Senate meetings
- Prepare/present annual report
- Advocate for equitable policies, garner support for community partners (e.g., NAACP), disseminate resources, investigate issues and actions that pertain to social justice, diversity, equity, and inclusion
- Support Committee on Committee Chair to elicit interest in serving the following year

### Library Chair Responsibilities

1. Assist with populating committee for the next year
2. Speak with Dean Diaz in the library to determine goals for the next academic year
3. Present goals at faculty senate meeting in fall
4. Set up fall meeting with Dean Diaz and the rest of the library committee (Oct/Nov)
5. Keep minutes and any handouts from meeting
6. Follow up with senate chair on anything Dean Diaz requests from senate
7. Facilitate Dean Diaz's communication with senate chair and executive committee
8. Set up spring meeting with Dean Diaz and the rest of the library committee (Feb/Mar)
9. Keep minutes and any handouts from meeting
10. Combine hand outs and meeting to complete an end of year summary of the committee

Research and Scholarship Committee Chair Responsibilities:

Work closely with Dr. Page and Deanna Messenger within the university research office to:

- list and assign three members to review each proposal submitted for potential funding through the Provost's opportunity;
- describe and monitor review process to committee members;
- outline and modify (as needed) rubric for reviewing proposals;
- arrange logistics for committee meeting (up to two in spring semester) to review and discuss proposals, their scores, and potential funding layout; and
- finalize committee report by the end of the spring semester to faculty senate

### **Roles of the Research Integrity Committee Chair**

- Schedule regular committee meetings.
- Coordinate meetings between the committee and parties involved in research integrity cases including principal and co-principal investigators; research staff and students engaged in the research; university administration; representatives from sponsoring agencies and other external parties to hear relevant evidence.
- Coordinate committee activities related any active research integrity cases.
- Document activities and findings of any active cases.
- Provide an annual report of committee activities to the Faculty Senate. Due to the confidential nature of research integrity cases, the annal report will only summarize the number and types of cases that were reviewed and whether misconduct was found. Specific details and findings in individual cases will not be included in the report.

## Faculty Senate Service Committee Chairperson Responsibilities

1. The incoming chair of your committee will be asked to present your report to the full Faculty Senate at the first meeting of 2021-2022, scheduled for September 13.
2. Contact the Committee member in the fall via email and let them know you will contact them in the spring with assignments for grant review and to schedule the meeting to decide the awards.
3. Contact Dr. Melanie Page at [Melanie.Page@mail.wvu.edu](mailto:Melanie.Page@mail.wvu.edu) and Deanna Messenger at [Deanna.Messenger@mail.wvu.edu](mailto:Deanna.Messenger@mail.wvu.edu) around February 1 to find out due date for grant applications
4. Receive list from Deanna and make assignments for review by committee members. Each member will be a primary and secondary reviewer on two or more grants as necessary.
5. Communicate list to Deanna and committee members
6. Send information to members about review guidelines.

### See attached:

Engagement Grant FAQs

How competitive are the CE grants? Approximately 20-25% of applications are funded

How is it evaluated: The senate public service committee is the committee responsible for the awarding of the grants. Each grant has a primary and a secondary reviewer who score the grant on a scale of Excellent, Very Good, Good, Fair, and Poor. At an in-person spring meeting, each grant is discussed by the entire committee. The primary reviewer presents the grant and talks about what went into determining the rating and the secondary reviewer offers additional insight. Committee members then ask questions and determine an overall rating category for the grant. At the end of this process, the committee awards funding to grants that have two excellent ratings with full committee agreement and then move next to grants that have one excellent and one very good. The committee also considers funding grants that have two very goods. The committee in general will not fund grants that rate below this level.

What is the audience: The senate public service committee. You can find the membership list at the faculty senate website (<https://facultysenate.wvu.edu/>; there is a link from the faculty webpage as well as the research office webpage).

How do I do the budget, does it matter what the budget is (or are some things prioritized over others): In general the committee prioritizes direct cost items and has limited PI/co-PI salary support to \$3500 (1/3rd of the maximum amount of \$10K)

What should go under each section in the proposal body: There are detailed instructions for each section of the proposal on the website (<https://research.wvu.edu/researchers/funding/internal-grants/internal-grant-applications#grants-community>), but in general you want to write the grant

to be understood by a smart person in any field. Avoid the use of jargon; due to character limits, full references are not necessary in the background section. The best grants provide a compelling case for why is your project needed and why are you the one to do it. The strongest proposal will identify plans for continuity of the program after the CE funding ends.

Are there common things you see in a very strong proposal as a reviewer?

Are their fatal errors that you see as a reviewer? How do I find the CE in KC?

<https://wvu.teamdynamix.com/TDClient/KB/ArticleDet?ID=9800>. Use your WVU Login username and password to login to WVU+kc at [kc.wvu.edu](http://kc.wvu.edu) and then click the Create Internal Grant link from the Internal Grants menu bar. Complete the application form and submit.

When are applications due: 5th Monday of the spring semester by 11:59 pm

7. You may need to make reassignments if members have conflicts
8. Remind members to enter reviews by deadline set by Deanna.
9. Once reviews are entered, arrange meeting date with Dr. Page and all members
10. Remind members to keep a copy of their review notes and that they will need to present their grants.
11. Schedule meeting and notify committee members.
12. Write report

## Shared Governance Committee Chair Duties

TBA

**WVU Faculty Senate**  
**Teaching & Assessment Committee**  
**Summary of Committee Chair Responsibilities**  
Prepared by Jessica Vanderhoff, Chair, TACO AY 2020 - 21  
May 13, 2021

The Teaching and Assessment Chair responsibilities include:

- Schedule monthly committee meetings, including meeting space and/ or virtual conferencing needs;
- Manage, revise, and share all Committee materials to the Committee’s membership using Microsoft SharePoint;
- Manage membership access to the TACO Committee SharePoint and Teams space;
- Prepare monthly committee agendas, including a call for agenda items;
- Communicate committee-level items needing approval and/ or for information to the Senate Chair and Administrator prior to monthly Senate Executive Committee and Faculty Senate meetings for inclusion into meetings agendas;
- Represent TACO and communicate the Committee’s activities at monthly Senate Executive Committee and Faculty Senate meetings;
- Communicate actions, pending and completed, as decided by the Senate Executive Committee and Faculty Senate to TACO;
- Serve as the primary liaison on all matters relating to TACO to stakeholders across the University including but not limited to other Faculty Senate Standing Committees, Office of the Provost, Office of Student Conduct, General Counsel, and ITS;
- Delegate assignments to TACO members and working groups; and
- Draft committee reports and other business communications on behalf of TACO.