

Minutes
West Virginia University Faculty Senate
Monday, February 8, 2021

1. Nathalie Singh-Corcoran, Faculty Senate Chair, called the meeting to order at 3:16 p.m. The Senate met by videoconference.

Members Present:

Anderson, K.	Crichlow, S.	Goodykoontz, E.	Martucci, A.	Scaife, B.
Angeline, M.	Cronin, A.	Graziani, G.	McCombie, R.	Schaefer, G.
Arthurs, J.	Cui, A.	Gross, J.	McCroy, J.	Schimmel, C.
Bastress, R.	Davari, A.	Grushecky, S.	McCusker, B.	Sealey, V.
Benedito, V.	DiBartolomeo, L.	Hamrick, A.	Miltenberger, M.	Singh-Corcoran, N.
Bernardes, E.	Dilcher, B.	Hardy, S.	Morris, T.	Soccorsi, A.
Bernstein, M.	Donley, D.	Harmon, I.	Mucino, V.	Steele, J.
Bhandari, R.	Dotson, S.	Hatipoglu, K.	Murphy, E.	Swager, L.
Billings, H.	Downes, M.	Hauser, D.	Myers, S.	Tack, F.
Bragg, R.	Eades, D.	Hessl, A.	Nix, A.	ter Haseborg, H.
Bravo, G.	Elliott, E.	Hibbert, A.	Nutter, R.	Toppe, M.
Bresock, K.	Ellison, M.	Hileman, S.	Ogden, L.	Tu, S.
Bryner, R.	Elswick, D.	Hodge, J.	Olfert, M.	Valentine, K.
Burnside, J.	Eubank, T.	Hudgins, C.	Olson, K.	Vanderhoff, J.
Butina, M.	Evans, J.	Jaczynski, J.	Orr, E.	Vercelli, M.
Casey, R.	Evans, K.	John, C.	Peckens, S.	Watson, J.
Celikbas, E.	Famouri, P.	Kelly, K.	Perhinschi, M.	Wayne, S.
Chantler, P.	Feaster, K.	Kitchen, S.	Petrone, A.	Welsh, A.
Chisholm, S.	Fleming, S.	Kupec, J.	Phillips, T.	Willard, M.
Clemmer, M.	Funk, A.	Law, K.	Rakes, P.	Woloshuk, J.
Cohen, S.	Galvan-Turner, V.	Leary, M.	Rice, T.	Woods, S.
Corio, E.	Galvez, M.	Li, H.	Sabolsky, E.	Young, S.
Costas, M.	Germana, M.	Mallow, J.	Samuels, H.	Zegre, N.
Cottrell, L.	Gilleland, D.	Marra, A.	Sand-Jecklin, K.	

Members Excused:

Bonner, D.	Honaker, L.	Reddy, R.	Ryan, E.	Williams, D.
Burt, A.	Momen, J.	Rogers, T.	Sims, J.	

Members Absent:

Davis, D.	Holbein, M.	Klein, A.	Nguyen, Y.	Sedney, C.
Fullen, M.	Hornsby, G.	McGinnis, R.	Reece, R.	Shrader, C.
Geldenhuis, W.	Hutson, Z.	Morgan, J.	Renzelli-Cain, R.	Squire, D.

Faculty Senate Officers Present:

Hauser, D.	Hileman, S.	Martucci, A.	Nutter, R.	Singh-Corcoran, N.
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2. Chair Singh-Corcoran presented for approval the minutes from the Monday, January 11, 2021 meeting. Motion carried by unanimous consent.
3. President Gordon Gee offered the following suggestions for us to think about when planning for a post-COVID world:

- We must reaffirm and reframe the governance of our university for efficiency and agility. Our faculty governance must be reviewed as to how we can improve structure and function. Part of the shared responsibility of faculty is to streamline committee structures and policies.
- We need to rethink our financial model to support what is essential to the university and to determine how we can create new sources of revenue.
- We must articulate our university's value to the public.
- Our university must accelerate toward opportunity.
- Higher education institutions are very vulnerable. The resilient research university will become a bustling town square, a gathering place for teachers and learners, scientists and innovators, accessible through multiple physical and virtual gateways.

4. Provost Maryanne Reed reported the following:

- In case of inclement weather, we will automatically switch to online or remote instruction so as not to lose any more days of instruction. Because we lost a half day on January 20, we revised the academic calendar so that May 3, which was a finals prep day, is now another day of instruction. That is because of HLC and Department of Education requirements.
- Our COVID positivity rate has hovered around 2% for students and under 1% for faculty. On the Morgantown campus we tested over 20,000 students, faculty, and staff prior to the start of the semester. We are currently engaged in sample testing at least 1000 students on a weekly basis with a mix of PCR and antigen tests.
- We began vaccinating faculty and staff at the end of December. As of February 5, we have delivered first doses to 830 employees and second doses to 240 employees, as well as 697 doses to HSC students who are working directly with patients in clinical rotations. We have had a limited supply, although HEPC has increased its supply to us for this month to about 1500 doses. The plan is to deliver the first dose of the vaccine by the end of February to everyone 50 years or older who took the survey indicating that they wanted to be vaccinated. That would lead to second shots being delivered by March 26. At about that time, we will be finishing up our vaccinations. By the end of March, the State wants all vaccines to be delivered through large community sites which is why we asked everyone to also sign up through the new system.
- The research office announced that clinical trials, enrollment in trials, and human subject research are allowed to resume in person with COVID safety protocols in place.
- We will be launching our new Maymester at the end of the spring semester, which is a three-week accelerated part of term that is similar to winter intercession. Because we are not sure what the COVID situation will look like, the Maymester will be delivered completely online. We had a 33% increase from last year in the percentage of students enrolled in winter intercession, so we think Maymester may be equally popular.
- Many academic units in addition to extension have camps over the summer. We are working with our healthcare experts and our academic leaders to determine which camps will be able to take place this summer, and in what capacity. A group comprised of faculty and key staff is meeting this week to model what the guidelines and protocols may look like. She hopes to have a decision about summer camps by mid-March.
- Amelia Rinehart has been appointed dean of the College of Law. She comes to us from the University of Utah College of Law. She has a background as an engineer, as well as a patent

lawyer, and we think that she can contribute to our efforts in entrepreneurship and startups. She will be joining WVU on July 1.

- She provided an update on academic transformation. Her office will soon be announcing the membership of an advisory committee comprised primarily of faculty recommended or nominated by Nathalie Singh-Corcoran and Ashley Martucci, who will be chairing the committee. That group will be reviewing the data and analysis that the Office of the Provost will be generating, along with data provided by external sources, including the EAB, and they will be providing constructive feedback that will help to shape our findings and recommendations. They will be meeting twice a month with EAB analyst David Attis. Three other committees will also be addressing issues of academic transformation and those groups will include faculty. One is the student success committee, led by Evan Widders, that is going to look at both short-term and long-range plans to increase our student retention or persistence and our completion rates. There is a faculty rewards and recognition committee comprised almost entirely of faculty that is led by Presha Neidermeyer and a graduate education task force led by Richard Thomas that will be looking at doctoral programs. The goal is to present a first set of recommendations to the Board of Governors in June.
5. Karen Diaz, Dean of Libraries, discussed the WVU Libraries' Licensing Principles for Vendors. A motion was made and duly seconded that the WVU Faculty Senate endorse the Library Licensing Principles for Vendors and express its support for the efforts of the WVU Libraries to enhance faculty research, teaching, and service. Motion carried by a vote of 88-0.
 6. Faculty Senate Chair Nathalie Singh-Corcoran reported the following:
 - The classroom engagement panel that took place on January 12 was well attended. A second installment, focused on online courses, is being planned for before the midterm.
 - Faculty health and wellbeing continue to be a major concern. She expressed her appreciation to the provost's office for finding ways to support faculty, especially via mental health webinars and workshops. She has been meeting with campus mental health experts, as have Ashley Martucci and Emily Murphy, to determine what other kind of support we can provide and how we can continue to focus on faculty mental health concerns post-COVID.
 - Thanks to Ian Harmon and Emily Fidelman from the Libraries, with help from University Relations, more easily navigable COVID-19 web pages should be up soon.
 - Senate leadership and members of the Office of the Provost will be holding monthly lunchtime meetings with Senate committee chairs. The first one-time meeting was February 1 with the chairs of the Curriculum Committee and TACO and the next meeting is February 15 with Inclusion and Diversity.
 7. Jen Steele, Chair of the Curriculum Committee, presented the following reports for approval. Motion carried by a vote of 90-0.
 - Annex I, New Courses Report.
 - Annex II, Course Changes Report.
 8. Lisa Di Bartolomeo, Chair of the General Education Foundations Committee, reported that the committee met on February 1, 2021. They discussed plans for how to assess areas 4 through 7 and will be working on developing some sharper student learning outcomes for those areas.

9. Michael Germana, Chair of the Committee on Committees, Membership and Constituencies, presented the following report for approval. Motion carried by a vote of 86-0.

Annex III, Committee Appointments.

10. Jessica Vanderhoff, Chair of the Teaching and Assessment Committee, presented Annex IV, which provides a summary of a discussion that was held at the January 7 meeting of TACO regarding a motion to request that the open-ended comments questions on the eSEIs be made optional for faculty members. That motion was voted down at the most recent Executive Committee, and TACO was charged with discussing other alternatives to the open-ended comments questions, as well as revisiting the complaint workflow for inappropriate student feedback to make that workflow more comprehensive.
11. Scott Crichlow, Chair of the Shared Governance Committee, reported that the committee is working on three different projects. One is the creation of a more detailed comparison of where WVU stacks up with other universities in terms of shared governance in various areas. They also working on a basic best practices document. And they are going to be working with administration to sort out what changes would have to take place if the faculty was given more authority over the university's curriculum.
12. Roy Nutter, Faculty Representative to State Government, reported on the most recent ACF meeting. Corley Dennison, Vice Chancellor for Academic Affairs, gave a legislative report. In all likelihood, there will not be any significant higher education bills this year. The legislature is interested in exerting more control over K-12 education, which may impact teacher education and teacher pay versus performance. Tax reform initiatives include a push in the Senate to eliminate the state income tax. House and Senate sessions will be streamed. Committees will hold virtual meetings. The number of FAFSA applications and PROMISE applications are down substantially compared to last year, causing concern about fall 2021 enrollment.
13. Board of Governors – no report.
14. The meeting adjourned at 4:54 p.m. to reconvene on Monday, March 8, 2021.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
 From: Jennifer Steele, Chair, Faculty Senate Curriculum Committee
 Date: January 25, 2021
 Re: New Courses Report

Title	College	Credits	Catalog Prerequisites (text_prereqs)	Catalog Description (description)
ARSC 189: Arts and Sciences in the Classroom	A&S	3		Development of the skills to help students transition successfully to college by improving their ability to learn and perform. Students will identify learning styles, develop growth mindset and effective study and time management strategies. Exploration of career paths and of how such paths apply to the Arts and Sciences student.
ESL 180: West Virginia Culture for ESL	A&S	3	Restricted to students registered in the AMPS program.	Exploration of the history and cultures that became West Virginia through examination and discussion of literature about the region, folktales, state archives, music history of the region, and contemporary information sources.
FIS 614L: Laboratory Trace Evidence Examinations	A&S	1	A background in the fundamentals of chemistry and microscopy (inclusive of laboratories) equivalent to WVU's FIS 340/341 and FIS 314 are necessary for success in this course.	Hands-on laboratory designed to prepare students for the forensic examination of trace evidence. This course will guide students to develop analytical skills for the collection, recovery, preservation, analysis, and interpretation of trace materials commonly analyzed in crime laboratories (glass, paint, tapes and adhesives, gunshot residues, inks and paper, soil, fibers and hair).
FOR 211: Careers and Professional Development in Sustainable Land Reclamation Management	AG&FOR	1		This course introduces career pathways pertaining to land reclamation. Professional development topics are discussed to further prepare students for academic success and to advance career readiness. Course is delivered using a series of online modules.
FOR 312: Projects in Sustainable Land Reclamation Management	AG&FOR	3		This course will give students a practical overview of land reclamation techniques as applied in the field. During this intensive one-week summer course, students will visit various stages of land reclamation associated with extractive industries in the central Appalachian region. Students will be asked to prepare their own reclamation plans.
LARC 332: Recreation, Trails, and Community Development	AG&FOR	3		Using outdoor recreation as a facilitator of community development, this course will provide a preview of comprehensive trail planning strategies guiding sustainable trail development, including the benefits of trails (economic, health, and social), strategies for stakeholder engagement, funding, activation and programming, and evaluation. Online, 3-credit undergraduate course, cross listed with LARC 532 (for graduate students).

Title	College	Credits	Catalog Prerequisites (text_prereqs)	Catalog Description (description)
LARC 334: Sustainable Trails: Design Concepts	AG&FOR	3		Plan trail networks according to current best practices, responding to site topography and aesthetics while incorporating skills progression and accessibility for trail users of all skill levels. Online, 3-credit undergraduate course, cross listed with LARC 534 (for graduate students).
LARC 435: Sustainable Trails: Design Detailing & Drainage	AG&FOR	3	LARC 334 or (LARC 231 and LARC 331 and LARC 360) with a minimum grade of C- in all.	Refine trail masterplans for costing, bidding and construction documentation with site-specific detailing and specifications, while incorporating stormwater management best practices and ecological restoration principles. Online, 3-credit undergraduate course, cross listed with LARC 535 (for graduate students).
LARC 532: Recreation, Trails, and Community Development	AG&FOR	3		Using outdoor recreation as a facilitator of community development, this course will provide a preview of comprehensive trail planning strategies guiding sustainable trail development, including the benefits of trails (economic, health, and social), strategies for stakeholder engagement, funding, activation and programming, and evaluation. Online, 3-credit graduate course, cross listed with LARC 332 (for undergraduate students).
LARC 534: Sustainable Trails: Design Concepts	AG&FOR	3		Plan trail networks according to current best practices, responding to site topography and aesthetics while incorporating skills progression and accessibility for trail users of all skill levels. Online, 3-credit graduate course, cross listed with LARC 334 (for undergraduate students).
LARC 535: Sustainable Trails: Design Detailing & Drainage	AG&FOR	3	LARC 534.	Refine trail masterplans for costing, bidding and construction documentation with site-specific detailing and specifications, while incorporating stormwater management best practices and ecological restoration principles. Online, 3-credit graduate course, cross listed with LARC 335 (for undergraduate students).
LARC 537: Sustainable Trails: Practicum Experience	AG&FOR	1 to 3	LARC 535 and RPTR 536.	Engage directly in a trail project's design, construction, maintenance and/or monitoring, through a service-learning capstone project in sustainable trails development. Work with stakeholders and community representatives directly to support recreation economy development. Can be repeated for credit: students can enroll for 1, 2, or 3 credits at once. Online, graduate course, cross listed with LARC 437 (for undergraduate students).

Title	College	Credits	Catalog Prerequisites (text_prereqs)	Catalog Description (description)
RESM 405: Drones in Resource Management	AG&FOR	3	An interest in aeronautical principals, spatial data collection and analysis, and natural resource applications is preferred.	Provides training in the use of drones to collect and analyze spatial data in natural resource applications.
RESM 505: Drones in Resource Management	AG&FOR	3	An interest in aeronautical principals, spatial data collection and analysis, and natural resource applications is preferred.	Provides training in the use of drones to collect and analyze spatial data in natural resource applications.
ECON 509: Research Design/Methodology	B&E	1		This course focuses on basic research approaches using examples from the economics literature and the student's course work. Focus is on structure of economic arguments, presentation of data, methods, and research design. MS in Economics students are required to earn 3 credits in ECON 509.
ECON 510: Microeconomic Theory	B&E	3		This is a course in microeconomic theory for students in the MS Economics program. The course's primary objective is to provide students with a strong foundation in microeconomic theory. Topics covered include costs and production functions, the theory of the firm, profit maximization, consumer choice and demand, market competition, consumer choice, and game theory.
ECON 565: Health Economics Theory and Practice	B&E	3	ECON 525.	Analyzes and evaluates critical questions in health, health care, and health care policy using economic theory and tools. Topics covered include: the demand for health and health care; economic approaches to studying healthy and risky behaviors; the economic causes and correlates of risky health behaviors and health disparities; the design and incentive structures of health care policy.
ENTR 202: Impact Challenge	B&E	1		Course participants will learn how to form well rounded interdisciplinary teams, research problems, identify solutions, and move towards implementation. Students in this course will gain entrepreneurship, communication and leadership skills that will prepare them to innovate the way our societies function in the future.
ART 236: Mobile Digital Photography	CCA	3		Explores photography basics using a mobile device and digital applications. Emphasis will be on the design elements of photography, postproduction processes, application of mobile tools, and concept development. Construction of photographic narratives through control of exposure, shaping of light, sequence, and text integration will be addressed in the course project.

Title	College	Credits	Catalog Prerequisites (text_prereqs)	Catalog Description (description)
CDFS 468: Reflections in Early Childhood Special Education Student Teaching	CEHS	3	PR or CONC: ECSE 419 with a minimum grade of C-, successful completion of all coursework prior to student teaching, and passing scores on all required Praxis Exams.	This course provides the opportunity to reflect, evaluate and improve experiences during student teaching. The course will also reflect on early childhood leadership qualities. This course accompanies ECSE 419.
MINE 441: Mine Pollution Control	CEMR	3	CHEM 115 and MINE 205 and MINE 206 with a minimum grade of C- in all.	This course covers environmental pollution control as it applies to surface and underground mining systems. General areas of study will include environmental ethical considerations, stakeholder evaluation, mine permitting, and environmental law. Students will also learn the engineering principles of several environmental monitoring and pollution control activities, including material balance calculations, soil management, hydrologic evaluation, fine waste disposal, and remediation.
PSIO 580: Systems Physiology	MED	4	PSIO 241 or PSIO 441 with a minimum grade of C-.	This course is designed to provide students with a systematic examination of homeostatic functions with emphasis on integrative, systems physiology. The course focuses on how complex relationships between organ systems allows the body to adapt to stressors to maintain homeostasis. Students will apply problem solving and critical thinking in evaluating physiological changes to stressors such as disease, injury and aging.
EE 101: Introduction to Electrical and Computer Engineering	TE	1		Introduction to the basic concepts and tools of electrical and computer engineering through hands-on laboratory activities and demonstrations. Some soft skills of engineering will also be presented.
ENTR 101: New Venture Creation	TS	3		Fundamental issues at pre-founding and founding stages and practices the issues related to new venture creation. Focuses on areas such as basic concepts of new venture creation, different types of legal business forms, selection of a proper legal form of the venture, and new venture registration for state and federal agencies

To: Faculty Senate Executive Committee
 From: Jennifer Steele, Chair, Senate Curriculum Committee
 Date: January 25, 2021
 Re: Course Changes Report

<u>Field</u>	<u>Old</u>	<u>New</u>
ADRC 401		
Full Title	Ethical and Legal Issues in Adventure Programming	Risk Management and Legal Issues
Transcript Title	Ethical and Legal Issues ADRC	Risk Mang Legal Issues ADRC
Justification for Course Change		Would like to make changes to the course name and course learning outcomes to pursue program accreditation.

CDFS 415		
Catalog Description	The family as a social group; processes related to well-being for a variety of family relationships.	This course examines family processes, communication, and interactions between family members, including intimate partners, siblings, and parent-child relationships. We examine family and communication theories and empirical work including communication, conflict, intimacy, power, family rituals and stories, and development of family identity. We consider how gender, culture, race, ethnicity, sexual orientation and social class influence family processes and communication.
Justification for Course Change		Course was updated to a new textbook and incorporates new expected learning outcomes that focuses on theoretical foundations, diverse families, and inclusive family contexts.

CPE 321		
Credit Hours	0 to 3	1
Justification for Course Change		The only change is the number of credit hours from 3 to 1. This lab course was always supposed to have only 1 credit hour, but it was recently discovered that it was 3.

<u>Field</u>	<u>Old</u>	<u>New</u>
CSAD 222		
Catalog Prerequisites	CSAD 200 and LING 101 or consent.	CSAD 200 with a minimum grade of C- or consent.
Justification for Course Change	The undergraduate program in Communication Sciences and Disorders is undergoing revision to provide improved curricular offerings for students. This course's pre-requisites, title, course number, and course description are being modified to align with changes to the overall undergraduate curriculum that are currently being submitted.	The undergraduate program in Communication Sciences and Disorders is undergoing revision to provide improved curricular offerings for students. This course's pre-requisites, title, course number, and course description are being modified to align with changes to the overall undergraduate curriculum that are currently being submitted. As a result of the revised program, students no longer need to take Linguistics 101 prior to CSAD 222.

CSAD 618		
Justification for Course Change		The MS Speech-Language Pathology program has completed a program and course review after 20+ years of the current program being in place. As a result, the faculty have redesigned the courses and program to align with current clinical practice.

FIS 614		
Catalog Description	This course will develop the theories of transfer (such as hairs, fibers, paints, gunshot residues and glass). Topics such as microscopy, spectroscopy, and chromatography will be applied. This course includes a laboratory component.	Develops the skills to identify and examine trace evidence, and interpret its role in forensic investigations. Students will analyze the current state of forensic examinations of glass, paint, tape, hairs, fibers, inks and firearm discharge residues.
Catalog Prerequisites	CHEM 314 or FIS 314.	A background in the fundamentals of chemistry and microscopy (inclusive of laboratories) equivalent to WVU's FIS 340/341 and FIS 314 are necessary for success in this course.
Course is Variable Credit	Yes	No
Credit Hours	0 or 3	3
Justification for Course Change		No major changes are proposed on the course content other than separating the laboratory to a separate course. The proposed change of this graduate course to a 3-1 model would allow to dedicate a separate laboratory course to provide additional experiential opportunities to the students.

FieldOldNew**MDIA 328**

Justification for Course Change	Course change required minimum prerequisite grade to C- (from D-) per college standards. Changing course number from a 400-level course to a 300-level course, as students should learn more about media law and ethics earlier in their College of Media curriculum (this new number was already approved earlier this year). This will help ensure they are better equipped when working in WVU student media outlets and at internships. This course has been updated to reflect the new course subject code from JRL 328 to MDIA 328 as of Fall 2020. The syllabus has also been updated and uploaded to reflect this change as of Fall 2020. The info has been changed to the catalog description. The program chair's info has been added as the point of contact. The catalog's pre-reqs and expected learning outcomes have also been changed/added.	Course should be considered equivalent to JRL 328 and JRL 428. Course change required minimum prerequisite grade to C- (from D-) per college standards. Changing course number from a 400-level course to a 300-level course, as students should learn more about media law and ethics earlier in their College of Media curriculum (this new number was already approved earlier this year). This will help ensure they are better equipped when working in WVU student media outlets and at internships. This course has been updated to reflect the new course subject code from JRL 328 to MDIA 328 as of Fall 2020. The syllabus has also been updated and uploaded to reflect this change as of Fall 2020. The info has been changed to the catalog description. The program chair's info has been added as the point of contact. The catalog's pre-reqs and expected learning outcomes have also been changed/added.
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NSG 623

Full Title	Concepts of Advanced Nursing	Advanced Practice Role Interprofessional Collaboration
Catalog Description	PR or Conc: NSG 622. Exploration, analysis, and evaluation of concepts, theories, and research guiding the advanced practice of nursing. Learning activities emphasize advanced practice role.	Exploration of the concepts, theories, and research that guide the advanced practice nursing role. This foundational course introduces students to the knowledge, skill, and behavioral expectations of the nurse in an advanced practice role, including interprofessional collaboration.
Transcript Title	Concepts of Advanced Nursing	Adv Prac Role Intprof Collab
Credit Hours	2	3
Justification for Course Change		This course was previously used in a stand alone MSN program that was not offered for a few years when the program was changed to a BSN to DNP program. The BSN to DNP program was recently differentiated, and are now offered as two stand alone programs (MSN and DNP). The course will now be used in the stand alone MSN program and has been updated with content required to meet the MSN advance practice requirements.

FieldOldNew**NSG 701**

Justification for Course Change		This course was used in the BSN to DNP program. The BSN to DNP program was recently differentiated, and is now offered as two stand alone programs (MSN and DNP). The course will now be used in the stand alone MSN program and has been updated with content required to meet the MSN advance practice requirements.
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NSG 710

Justification for Course Change		This course was used in the BSN to DNP program. The BSN to DNP program was recently differentiated, and is now offered as two stand alone programs (MSN and DNP). The course will now be used in the stand alone DNP program and has been updated with content required to meet the DNP Essentials and requirements.
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PET 487

Full Title	Student Teaching: K-5 Physical Education	Student Teaching: Elementary Physical Education
Credit Hours	3	5
Catalog Prerequisites	PET 488 and PET 489.	PET 488 and PET 489 with a minimum grade of C- in each.

PET 488

Full Title	Student Teaching: 6-12 Physical Education	Student Teaching: Secondary Physical Education
Catalog Prerequisites	PET 487 and PET 489.	PET 487 and PET 489 with a minimum grade of C- in each.

Standing Committees

Inclusion & Diversity

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Keri	Valentine	Keri.valentine@mail.wvu.edu	Associate Professor	CEHS	Yes	Chair
Stefanie	Hines	stefanie.hines@mail.wvu.edu	Teaching Assistant Professor	Davis	No	Chair-Elect
Cerasela	Dinu	zcdinu@mail.wvu.edu	Professor	Engineering	No	Member
Scott	Crichlow	rscrichlow@mail.wvu.edu	Associate Professor	Eberly	Yes	Member
Malayna	Bernstein	malayna.bernstein@mail.wvu.edu	Service Associate Professor	CEHS	Yes	Member
Marina	Galvez Peralta	magalvezperalta@hsc.wvu.edu	Teaching Assistant Professor	Pharmacy	Yes	Member
Dave	Hauser	david.hauser@mail.wvu.edu	Teaching Associate Professor	Eberly	Yes	Member
Heather	Billings	hbillings@hsc.wvu.edu	Teaching Associate Professor	Medicine	Yes	Member
Lauri	Andress	laandress@has.wvu.edu	Assistant Professor	SOPH	No	Member
Erin	Kelley	erin.kelley@mail.wvu.edu	n/a	TLC Representative	No	Member
Tiffany	Mitchell Patterson	tiffany.mitchell@mail.wvu.edu	Assistant Professor	CEHS	No	Member
Ellen	Belchoir Rodrigues	ellen.rodrigues@mail.wvu.edu	Service Assistant Professor	LGBTQ+ Center	No	Member
Jessica	Morgan	jessica.morgan2@mail.wvu.edu	Associate Professor	Creative Arts	Yes	Member
Denis	Scott	denis.scott@mail.wvu.edu	Extension Associate Professor	Extension	No	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
Aisury	Vasquez	amvasquez@mail.wvu.edu	n/a	DEI	No	Ex officio
Robynn	Shannon	robynn.shannon@mail.wvu.edu	n/a	TLC Representative	No	Ex officio
Bradley	Wilson	brwilson@mail.wvu.edu	Associate Professor	Center for Resilient Communities	No	Ex officio
Darlane	Drake	darlane.drake@mail.wvu.edu	n/a	CEHS	No	Student Rep

Fall 2020 on leave--Aisury Vasquez is filling in for him.

Fall 2020 filling in for Jay Spenser Darden

TACO

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Jessica	Vanderhoff	jessica.vanderhoff@mail.wvu.edu	Associate University Librarian	University Libraries	Yes	Chair
Marina	Galvez Peralta	magalvezperalta@hsc.wvu.edu	Assistant Professor and Ass Chair for Teaching	School of Pharmacy	Yes	Chair-Elect
Rachel	Stein	rachel.stein@mail.wvu.edu	Associate	Eberly College of Arts & Sciences	No	Member
Leslie	Tower	leslie.tower@mail.wvu.edu	Professor	Eberly College of Arts & Sciences	No	Member
Kelly	Diamond	kelly.diamond@mail.wvu.edu	University Librarian	University Libraries	No	Member
Donna	Ballard	donna.ballard@mail.wvu.edu	Professor	Potomac State	Yes	Member
Suzanne	Gosden Kitchen	sgosden@mail.wvu.edu	Teaching Associate Professor	Chambers College of Business & Economics	Yes	Member
Adam	Komisaruk	adam.komisaruk@mail.wvu.edu	Associate Professor	Eberly College of Arts & Sciences	No	Member
Jeremy	Roberts	jeremy.roberts@mail.wvu.edu	Teaching Assistant Professor	Chambers College of Business & Economics	No	Member
Paolo Davide	Farah	paolo.farah@mail.wvu.edu	Assistant Professor	Eberly College of Arts & Sciences	No	Member
Joelleen	Bidwell	jbright2@mail.wvu.edu	Instructor	Eberly College of Arts & Sciences	No	Member
Amy	Burt	alburt@hsc.wvu.edu	Associate, clinical	School of Medicine	Yes	Member
Christina	Fattore	chfattore@mail.wvu.edu	Associate Professor	Eberly College of Arts & Sciences	No	Member
Diana	Davis	dmdavis@hsc.wvu.edu	Associate Professor	School of Medicine	Yes	Member
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Michelle	Costas	mcostas@hsc.wvu.edu	Assistant Professor	School of Medicine	Yes	Member

TO: Faculty Senate Executive Committee

FROM: Jessica Vanderhoff, Chair, Teaching & Assessment Committee

SUBJECT: Report on Open-ended eSEI Questions

DATE: January 20, 2021

At the January 7, 2021 Faculty Senate Teaching & Assessment Committee meeting, a vote was called recommending that instructors be given the option to remove/ make optional all open-ended/ comment questions from their eSEIs. An anonymous, electronic vote was held and on Tuesday, January 12, 2020, the vote passed with eight in favor, seven opposed, and one no vote. The following report summarizes the discussion leading up to this vote.

In December 2020, a TACO member (via email) shared concerns regarding eSEI open-ended questions, particularly students' misuse of the comment boxes to offer disparaging remarks. The member requested that this topic be added to the January 2021 TACO agenda for further discussion. At this time, I reminded her of the option for reporting unprofessional SEIs to Student Conduct (i.e. eSEI Complaint Process) and suggested that she share this process with her College.

At the January 7, 2021 TACO meeting, the member shared additional information regarding eSEI feedback. She explained that a colleague had reached out to her given her membership on TACO. The colleague recently received eSEI student feedback that they had deemed a "personal attack." The actual student responses were not shared with TACO. The colleague believed that while the comments were inappropriate, in their opinion the feedback did not violate the Student Code of Conduct and therefore would not warrant redaction. It is my understanding that the instructor did not follow through with the eSEI Complaint Process. After this information was shared with TACO, additional committee members relayed similar experiences. It sounded as though these other occurrences happened prior to the implementation of the eSEI Complaint Process and therefore were not formally recorded. A few committee members also suggested that if they received such feedback today they would not seek recourse via the Complaint Process. They cited fear of administrative backlash and/ or that instructors should not be burdened by student misconduct, especially after being subjected to disparaging and inappropriate comments.

Associate Provost Neidermeyer recommended that before the Committee take any action, it should review the eSEI data currently being analyzed as part of WVU PhD dissertation project. The analysis is forthcoming. Furthermore, the Office of Student Conduct reported that it received a total of two complaints during the Fall 2020 semester: neither were in violation of the Student Code of Conduct.

Following this lengthy discussion, a motion was made recommending that instructors be given the option to remove/ make optional all open-ended/ comment questions from their eSEIs. The motion was seconded and a vote was called. The anonymous vote was distributed via Qualtrics and closed on Tuesday, January 12, 2021. The vote passed with eight in favor, seven opposed, and one no vote.