

Minutes  
West Virginia University Faculty Senate  
Monday, June 7, 2021

1. Nathalie Singh-Corcoran, Faculty Senate Chair, called the meeting to order at 3:15 p.m. The Senate met by videoconference.

Members Present:

Anderson, K.	Cottrell, L.	Geldenhuys, W.	Li, H.	Rogers, T.
Angeline, M.	Crichlow, S.	Gilleland, D.	Marra, A.	Ryan, E.
Bastress, R.	Cui, A.	Grushecky, S.	Martucci, A.	Samuels, H.
Benedito, V.	Davari, A.	Hamrick, A.	McCombie, R.	Scaife, B.
Bernardes, E.	Davis, D.	Hardy, S.	McCrory, J.	Schaefer, G.
Bernstein, M.	DiBartolomeo, L.	Harmon, I.	McCusker, B.	Schimmel, C.
Bhandari, R.	Dilcher, B.	Hatipoglu, K.	McGinnis, R.	Singh-Corcoran, N.
Billings, H.	Donley, D.	Hauser, D.	Miltenberger, M.	Squire, D.
Bonner, D.	Dotson, S.	Hibbert, A.	Morgan, J.	Steele, J.
Bragg, R.	Downes, M.	Hileman, S.	Mucino, V.	Swager, L.
Bravo, G.	Elliott, E.	Hodge, J.	Murphy, E.	Tack, F.
Bresock, K.	Ellison, M.	Holbein, M.	Myers, S.	ter Haseborg, H.
Bryner, R.	Elswick, D.	Honaker, L.	Nguyen, Y.	Toppe, M.
Burnside, J.	Evans, J.	Hudgins, C.	Nix, A.	Tu, S.
Casey, R.	Evans, K.	Jaczynski, J.	Nutter, R.	Vanderhoff, J.
Celikbas, E.	Famouri, P.	John, C.	Ogden, L.	Vercelli, M.
Chantler, P.	Feaster, K.	Kelly, K.	Olson, K.	Wayne, S.
Chisholm, S.	Fleming, S.	Kitchen, S.	Peckens, S.	Willard, M.
Cohen, S.	Fullen, M.	Kupec, J.	Perhinschi, M.	Williams, D.
Corio, E.	Funk, A.	Law, K.	Reddy, R.	Woloshuk, J.
Costas, M.	Galvez, M.	Leary, M.	Reece, R.	Woods, S.

Members Excused:

Arthurs, J.	Hessl, A.	Orr, E.	Soccorsi, A.	Watson, J.
Butina, M.	Mallow, J.	Sabolsky, E.	Valentine, K.	Young, S.
Cronin, A.	Momen, J.	Sand-Jecklin, K.		

Members Absent:

Burt, A.	Germana, M.	Hutson, Z.	Phillips, T.	Sedney, C.
Clemmer, M.	Goodykoontz, E.	Klein, A.	Rakes, P.	Shrader, C.
Eades, D.	Graziani, G.	Morris, T.	Renzelli-Cain, R.	Sims, J.
Eubank, T.	Gross, J.	Olfert, M.	Rice, T.	Welsh, A.
Galvan-Turner, V.	Hornsby, G.	Petrone, A.	Sealey, V.	Zegre, N.

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, May 10, 2021 meeting. Motion carried by unanimous consent.
3. President Gordon Gee reported the following:
  - This has been a tumultuous year, and he applauded everyone for their diligence and the good work they have done.

- He recognized Dr. Singh-Corcoran for the excellent job she has done this year as chair of the Faculty Senate. She did not come to this position with any knowledge of the fact that she was going to have to help transition our university through a pandemic.
- He recognized Roy Nutter, who is serving for the last time as Faculty Representative to State Government. Dr. Nutter has been active as a member of our faculty leadership team for 40 years.
- We continue to work on the transition and transformation of the university. We are going to be able to pivot again to take a look at the culture of our university. Work will also continue on big projects such as the hyperloop.
- The state government is in special session, and we are working to make certain that we increase or sustain funding for the institution.
- We are going to revive the Country Roads Tour to give faculty members the opportunity to see the beauty of our state and its people.
- He intends to commence his county tours. Each summer he tries to visit every county in the state to meet with community members, including legislative leaders, in their home communities.
- COVID-19 infections are dropping dramatically. The incentives we have tried to institute at the state level and within the university seem to have had a positive impact.

4. Provost Maryanne Reed reported the following:

- We wrapped up the school year with our first live commencement in one and a half years. Nearly 4500 graduates marched in four separate ceremonies at Mountaineer Field. Our graduates and their parents seemed to be very happy to be able to come to campus for commencement.
- We are beginning the third week of the first summer session. We have a mix of on-campus and online instruction. Enrollment is down about 5% from last year.
- Our first Maymester went very well. We had 442 students enrolled in 27 classes and the early feedback has been good. The shorter terms seem to be of high interest to our students.
- Evan Widders provided an update on the summer bridge initiative being piloted this summer. Initial spots will be offered to first-time freshman from West Virginia counties that had a retention rate lower than the university's average. Courses will begin on July 19. The idea for this initiative originated with the Faculty Senate.
- Our plans for the fall return to campus have not changed since the last Faculty Senate meeting, but the Health and Safety Planning Group is going to start taking a serious look at things like vaccines and the masking requirements. An email will be going out to staff on June 8 outlining expectations and support systems that will be in place for those working remotely in the fall.
- The program portfolio process has identified more than thirty degree programs for further review. These are programs that appear to be struggling in some way. We also identified programs that had growth potential but may need some additional investment to increase capacity. The data and analysis was shared with the deans at the beginning of May. They have been meeting with their chairs, who will presumably meet with the faculty in their units. Additional data and information for each of these units will be due on September first. Once we analyze the additional data we will make preliminary recommendations, which the units can appeal through a formal appeal process that is outlined in our BOG rules. Not all

academic majors and programs identified for further review will be reduced or sunset. In fact, it may be that these programs are already addressing these concerns and will have an improvement plan to share; in other cases, they may be asked to provide an improvement plan.

- Two weeks ago we announced the merger of the College of Education and Human Services with the College of Physical Activity and Sport Sciences. While this is a pretty significant change for the university, the pairing of such units is fairly common according to our national benchmarking research. And we believe it will be beneficial in the long run, not just because of potential cost savings, but also because it brings together the unique strengths of each unit and it creates a new platform for collaboration in high interest areas such as health and wellness education, youth development, and mental health counseling. While this decision may have seemed sudden to some, it has actually been a point of discussion for many years. Academic transformation accelerated our look at this and our decision to bring these two colleges together to form a powerful new college. Administrative teams from both colleges will begin to work together this summer to identify what the structure will look like. Then we anticipate that committees will be assigned in the fall to focus on the various aspects of the merger, including curriculum, student support services, promotion and tenure, and so on. There will be a great deal of opportunity for stakeholders, especially faculty and staff, to have a say about what this new college will look like and how it will operate. Ideally, we would like to conduct a search for the founding dean in early spring and to have the college established by fall of 2022. We recognize that many things, like promotion and tenure, are going to take more than a year to resolve.
- Also under the umbrella of academic transformation, this summer her team will begin working to identify a set of priorities for next year. An even more intense look at student success will be part of that.

5. Faculty Senate Chair Nathalie Singh-Corcoran reported the following:

- Faculty Senate Committee Chairs submitted their annual reports to the Executive Committee; those reports will be presented at the September Senate meeting.
- Prior to that September meeting, she, our incoming chair Ashley Martucci, and our chair-elect Scott Wayne will be hosting an introduction to Faculty Senate. The intended audience is primarily new Senators, although anyone is welcome to attend. We will discuss what the Senate is, its role at the institution, the Senate organizational structure, and Senator responsibilities. Watch your emails for dates and times, but typically we have held it 45 minutes to an hour before the first Faculty Senate meeting in September.
- Planning for the revived Country Roads Scholars Tour continues. If you expressed interest, you should expect an email invitation shortly.

6. Jen Steele, Chair of the Curriculum Committee, presented the following reports for approval.

Motion carried by a vote of 75-0.

Annex I, New Courses Report

Annex II, Course Changes Report

Annex III, Capstone Courses Report

Changes to the Computer Engineering Program at WVUIT

The following report was submitted for information. Report filed.

Changes to the Minor in Africana Studies

7. Lisa Di Bartolomeo, Chair of the General Education Foundations Committee, presented the following report for approval. Motion carried by a vote of 82-0.

Annex IV, GEF Actions

8. Jessica Vanderhoff, Chair of the Teaching and Assessment Committee, presented the following reports for approval. Motion carried by a vote of 78-0.

Annex V, Fall 2021 Early Semester Teaching Assessment Calendar

Annex VI, Recommendation to Modify eSEI Scale

The following reports were submitted for information. Reports filed.

Annex VII, Syllabus Upload into Libraries' Research Repository

Annex VIII, Spring 2021 Early Semester Teaching Assessment Summary

9. Roy Nutter, Faculty Representative to State Government, reported that the legislature is holding an interim session from June 6-8, 2021. They are allocating federal funds to next year's budget; he has not found any items of concern to higher education.
10. Stan Hileman, BOG Representative, reported that the Board of Governors held a special meeting on May 20, 2021. They approved changes regarding food options on campus. The next meeting is scheduled for June 25, 2021, at which time he and Emily Murphy will be presenting the faculty report.
11. Chair Singh-Corcoran presented Annex IX, Results of the Executive Committee Election. Report filed.
12. New Business

Marianne Downes, School of Medicine. presented the following open letter to the Faculty Senate.

Colleagues,

I recognize that this has been a difficult year and I thank the WVU community for doing their best to keep abreast of rapidly changing data and seeking to best serve our students and create an environment that was as inclusive as possible for a safe and productive learning environment for our students and supportive of faculty and student success.

I was both excited and concerned when I saw the eNews published on May 25, 2021; WVU updates mask wearing and out-of-state travel guidance for fully vaccinated individuals. I was elated to see the guidance changing and updating to meet current CDC guidance. However, I was very concerned by the statement: "However, fully-vaccinated individuals who are in groups of fewer than 10 indoors on campus may decide as a group to remove masks. Every individual must feel comfortable with that decision, otherwise everyone should continue to wear a mask in that setting." While allowing for normalcy and providing an incentive for individuals to be vaccinated, this can foreseeably create an environment where #1.

Individuals may feel pressured to reveal HIPPA protected personal health information and

incentivize individuals to lie or even falsify evidence of vaccination and #2. Create an environment where unvaccinated or uncomfortable people will feel ostracized or even be subjected to judgement, ridicule, derision, or discrimination.

In healthcare we train our students to regard every patient equally and treat patients with dignity, respect, and care regardless of diagnosis, status, identity, lifestyle, etc. At the same time we also consider each patient as potentially infectious and work with care to minimize the risk of accidental infectious disease transmission. This ideal may not be as apparent to those outside of the medical sphere. However, we are all familiar with treating each student with dignity, respect, and support. I sincerely hope that a faculty member would not disclose an individual student's need for accommodations nor ask for the reason that accommodations were granted for any individual. I respectfully request that all faculty members similarly consider that a student's or colleague's vaccination status is protected health information and should not be inquired about. Further, while there is space in the academic world to teach students how to find and evaluate data regarding vaccination safety, infectious disease, disease transmission, and community responsibility, there is also space to understand that there are barriers to vaccination including the presence of particular immunodeficiencies which may preclude vaccination, and the continued wearing of masks, regardless, of COVID-19 presence on campus provides greater protection to those vulnerable populations.

I respectfully urge all members of the WVU community to keep the above in mind when planning for the Fall semester, writing syllabi, and setting expectations for your classroom environment. I also remind you that the above listed exception is very limited in scope and that the current WVU mask policy states that masks are required in all indoor public spaces including classrooms, restrooms, elevators, and any indoor or outdoor area where interaction with others is likely.

Respectfully,

Marianne T. Downes\* Ph.D. MLS (ASCP)CM (she/her/hers)  
President American Society of Clinical Laboratory Science – Pennsylvania  
Associate Professor, Division of Biomedical Laboratory Diagnostics  
WVU School of Medicine Pathology, Anatomy, and Laboratory Medicine Department

\* The thoughts stated above are my own and are not representative of the WVU School of Medicine, PALM Dept. or Biomedical Laboratory Diagnostics Division.

Frankie Tack, College of Education and Human Services, moved for approval of the following Optional SEI Concerns Statement for Inclusion in Narrative, Digital Measures, and/or other Evaluative Space. The motion was duly seconded. Motion carried by a vote of 68-0.

Option 1:

Members of BIPOC and underrepresented (UR) groups are organizing to speak out against the University's ongoing use of unverified, biased methods to evaluate teaching efficacy. We are electing to address concerns about the use of Student Evaluations of Instruction in our narratives. Student teaching evaluations have been shown to reflect only subjective reactions at the moment of collection (Lazos, 2012) which are frequently deindividualized, morally disengaged, and cruel (Lindahl & Unger, 2010). Furthermore, as a [Black person, woman, LGBTQ+ person, immigrant, minority, etc. – writer's choice], I would like all those who

review my file to be aware of the documented bias these instruments generate toward people of color, women, and other oppressed groups (MacNell et al., 2014), with these groups consistently being rated more harshly for similar performance by white and male peers. I request that reviewers take this bias into account when issuing their final assessment of my teaching.

Option 2:

In solidarity with my black, brown, immigrant, female, and other minority colleagues, and given the University's on-going use of a questionable metric, the Student Evaluations of Instruction (SEI) to measure teaching efficacy, I am electing to address concerns about this instrument in this narrative. Student teaching evaluations have been shown to reflect only subjective reactions at the moment of collection (Lazos, 2012) which are frequently deindividualized, morally disengaged, and cruel (Lindahl & Unger, 2010). Furthermore, these instruments generate documented bias toward people of color, women, and other oppressed groups (MacNell et al., 2014), with these groups consistently being rated more harshly for similar performance by white and male peers. I request that reviewers take this bias into account when issuing their final assessment of my teaching.

13. The meeting adjourned at 4:24 p.m. to reconvene on Monday, September 13, 2021.

Judy Hamilton  
Office Administrator

To: Faculty Senate Executive Committee  
 From: Jennifer Steele, Chair, Faculty Senate Curriculum Committee  
 Date: May 24, 2021  
 Re: New Courses Report

Title	College	Credits	Catalog Prerequisites	Catalog Description
GEOL 505: Scientific Writing	AS	3		Fundamentals of effective science communication with emphasis on the skills and ethical practices required to produce high-quality, long-form writing projects. Course work involves all aspects of the writing process, including planning, drafting, editing and revising. Course also addresses how to identify and target different audiences using alternative science communication formats. Emphasis on geoscience but applicable to all natural sciences.
PHIL 341: Philosophy and Death	AS	3	One previous Philosophy course	An examination of historically and philosophically significant views on the nature and significance of death. Topics may include: criteria for defining and determining death; the possibility and desirability of immortality; the rationality of fearing death; the role of death in determining life's meaning and significance; and the ethical or moral dimensions of death.
POLS 347: Representation	AS	3		Examines the connections between voting, public opinion, representation, and policy outcomes.
POLS 348: Field Research and Community Engagement in Elections and Campaigns	AS	3		Students will participate in experiential learning activities related to elections. They will participate as civic activists in get-out-the-vote efforts, campaign staffers, poll workers, or in other approved activities. Students will submit logs of their activities along with a course paper addressing the experience. The course will be treated as an independent study course.
ACCT 380: Fraud Examination Concepts and Practice	BE	3		This course provides students with the fundamental knowledge and skills needed to enter the field of fraud examination in the business fields.

Title	College	Credits	Catalog Prerequisites	Catalog Description
ACCT 480: Forensic Accounting Concepts and Practice	BE	3	ACCT 380 with a minimum grade of C-.	This course provides students with the fundamental knowledge and skills needed to enter the field of forensic accounting.
ACCT 586: Private Company Valuation	BE	3	ACCT 580 or ACCT 581 with a minimum grade of B-.	This course provides students with the fundamental knowledge and skills needed to complete private company valuations.
ACCT 710: Accounting Research Methods Seminar	BE	3	Accounting PhD Status.	An introduction to common topics, theories, and methods used in the production of accounting research. We will consider both "classic" and "cutting edge" work from a variety of domains (i.e., auditing, financial, tax) and methodologies (i.e., archival, experimental). We will also consider a variety of other academic issues that are critical to your professional development.
BUDA 455: Introduction to Business Intelligence and Artificial Intelligence	BE	3	(MATH 150 with a minimum grade of B- or MATH 155 with a minimum grade of C-) and (ECON 225 or STAT 211 with a minimum grade of B-).	This course is designed to introduce students to basic concepts of business intelligence (BI) and to provide students with an understanding of artificial intelligence (AI). With hands-on exercises, students will define business problems, prepare data, develop BI models, and evaluate the models. The course covers various AI techniques with computer software, focusing on their application to business problems.
HMBA 611: Healthcare: Management Information Systems	BE	2	Admission to HMBA program, or instructor approval.	This course will cover three critical areas of the Healthcare Information Systems: fundamental technologies, management strategies related to economic drivers and legal themes, and current and new issues of healthcare information technology (HIT).
HMBA 621: Healthcare Analytics	BE	3	Admission into Healthcare MBA, or instructor permission.	This course develops student skills in data-driven, fact-based decision-making to support critical evaluation of business reports, research proposals, and other studies relying on business research. The course provides a basic understanding of reading and conducting empirical research in a healthcare setting.



Title	College	Credits	Catalog Prerequisites	Catalog Description
HMBA 622: Healthcare Finance- Reporting and Analysis	BE	3	Admission to HMBA program, or instructor permission.	Course includes: Development and preparation of financial statements- balance sheet, income statement and statement of cash flows. Investigation of the underlying conceptual/theoretical foundation of accounting information. Analysis of business transactions and their effect on financial statements. Analysis of financial statements as a basis for decision making. Analysis of the association between accounting information and company valuation.
HTOR 380: Hospitality Business, Innovation, and Technology	BE	3	HTOR 376 is recommended but not required.	This course focuses on the framework of hospitality businesses and how they enhance the tourism brand of the destination. Students will explore current innovations and new strategies of innovation, entrepreneurship opportunities, and technology needs to solve current and future problems of the hospitality and tourism industry.
MUSC 151 : Hip Hop Nation: Musical and Conceptual Foundations of a Cultural Revolution	CCA	3		In this course, we will investigate the origins of Hip Hop music and culture. We will explore the 5 Elements of Hip Hop (DJ-ing, emcee-ing, b-boying/b-girling, writing/graffiti, and knowing). We will investigate Hip Hop through multiple critical lenses as a musical genre, but also as an important and lasting socio-cultural phenomenon.
MUSC 364: Popular Music Analysis Seminar	CCA	2	MUSC 262 with a minimum grade of C-.	This course examines the use of music in film and video games. Students analyze film and video game music with techniques learned in previous levels of theory and new techniques specific to this genre. They also utilize composition to get a hands-on understanding of how media composition works.
MUSC 365: Songwriting: Composition and Analysis	CCA	2	MUSC 262 with a minimum grade of C-.	Students learn the craft of songwriting in this course. Students analyze selected songs from the 1700s to the present to understand the way the process of songwriting developed. They also study the ways in which the natural accents of speech and poetry line up with musical accents, learning how to effectively set text to music.
MUSC 469: Counterpoint, 20th Century	CCA	2	MUSC 262 or graduate status.	Twentieth Century Counterpoint

Title	College	Credits	Catalog Prerequisites	Catalog Description
THET 317: Costume Pattern Drafting Techniques	CCA	3	THET 105 and THET 106.	Pattern drafting Techniques centers on the practice of interpreting 2-dimensional drawings and pictures into drafts that can be built into a wearable 3-dimensional object. The common application is the creation of custom clothing but can also include hats, shoes, gloves, scarves, crowns, armor, and other accessories. Students will learn the necessary math required to draft the shape of the human
THET 418: Draping for Costumes	CCA	3	THET 219	Draping is the practice of taking a 2-dimensional costume rendering and using fabric to realize that design on a mannequin. Once students learn how to accurately interpret shapes, they will engineer the foundations that make the garment wearable, including internal interfacings, closures, and body shapers. From there, students will learn to correct patterns based on fit.
THET 710: Structural Design for the Stage	CCA	3		Structural Design for the Stage focuses on the safe design of scenic structures. Mathematical equations are defined to provide a foundation of how to approach structural challenges in theatre making sure scenic elements are safe and load bearing for production needs.
CI 440: Science Methods for Elementary Teachers 1	CEHS	3		This course is designed to introduce students to the teaching and learning of elementary science through analysis of teaching methods/approaches, curriculum patterns, and trends in elementary school science. Emphasis is placed on current movements in science education, the big ideas of elementary science, teaching for understanding, and recognizing and responding to children's thinking and ideas about the natural/physical world.

Title	College	Credits	Catalog Prerequisites	Catalog Description
CI 442: Science Methods for Elementary Teachers 2	CEHS	3	CI 440 with a minimum grade of C-.	This course is the second course in the Science Methods for Elementary Teachers sequence and continues students' study of the teaching and learning of elementary science. In this course, students engage in examining and analyzing children's work, classroom science talk, classroom video, science curricula, inquiry lesson plans, and other artifacts as well as designing and leading age-appropriate inquiry lessons.
LAW 672: Social Media and the Law	LAW	1		A web-based course that will analyze foundational and current cases, building a base of knowledge to prepare students to serve future clients in this evolving aspect of law.
OTH 521: Professional Development Seminar 1 Fieldwork Prep	MED	1	MOT Student Status.	A seminar style class designed to provide a forum for discussion and instruction on the philosophy, purpose, and practice of fieldwork. A focus is placed on student professional growth, insight, and readiness for Level II Fieldwork Placement.
PHAR 705: Advanced Cardiology Pharmacotherapy	PHAR	2	PHAR 824.	For students with an interest in cardiology pharmacotherapy and will be highly useful for prospective pharmacy residents. This course serves as a bridge between the cardiology system-based teaching course PHAR 824 and advanced pharmacy practice experiences rotations. This class will contain didactic lectures, small group discussions, pros and cons clinical controversy debate, and patient case-based applied therapeutics.
CJ 242: Contemporary Policing	PS	3		This class will examine and evaluate the issues faced by law enforcement in present society. The student will learn and understand the problems that exist, how they came to be, and analyze possible solutions to combat the issues.

Title	College	Credits	Catalog Prerequisites	Catalog Description
CJ 250: Diversity in Law Enforcement	PS	3		This course provides an in-depth examination of a multicultural society and examines the issues of race, racism, and systemic racism and how it impacts the relationship between law enforcement and the communities they serve. The information presented provides practical ways to discern, communicate, and respond effectively to challenging situations.
CJ 460: Hate Crimes	PS	3		Examines the response to hate crimes from the various sub-components of the criminal justice systems, i.e., law enforcement, courts, and corrections. Organizational policies, statutes, court decisions, and the social response to hate crimes will be evaluated.
IMC 512: Audience Insight	RCM	3	IMC 410 with a minimum grade of C-.	Provides an in-depth look at consumer behavior and its role in IMC. Examines consumer behavior in terms of internal influences, external influences, the consumer decision-making process, and consumers and culture. Students also learn ethnographic research.
IMC 513: Brand Equity Management	RCM	3	IMC 410 with a minimum grade of C-.	Explores strategic and creative decisions to manage, build, and measure brands. Brand management issues investigated include consumer perceptions, competitive analysis, new product development, crafting communication messages, crisis management, and development of marketing programs.
HPML 653: Professional Issues in Health Administration: Talent and Culture	SPH	1	Students must have completed all required core courses to fulfill the MHA degree requirements or consent.	This course provides an overview of the current professional issues in management, strategic planning, and operations planning to develop responsive and robust organizations.
HPML 654: Professional Issues in Health Administration: Health Information and Management Systems	SPH	1	Students must have completed all required core courses to fulfill the MHA degree requirements or consent.	This course examines key contemporary issues and innovations in US health information and management systems to provide students with practical knowledge about the technological tools that healthcare leaders need to make informed decisions about the improvement the quality, cost, and health outcomes.

Title	College	Credits	Catalog Prerequisites	Catalog Description
HPML 659: Comprehensive Experience in Healthcare Management	SPH	2	Students must have completed all required core courses to fulfill the MHA degree requirements or consent.	This course provides students the opportunity to demonstrate their command of the Master of Health Administration's core competencies through a culminating project. Additionally, this course requires students to independently synthesize and apply methods, concepts, skills and knowledge gained in previous coursework to develop, prepare, and present a substantive SWOT analysis.
PUBH 451: Program Evaluation in Public Health	SPH	3		Covers program evaluation in public health including needs assessments, formative research, process or implementation evaluation, outcomes, and impact assessments. Students will complete exercises involving the design of a logic model and an evaluation plan. The course will cover experimental, quasi-experimental, and non-experimental study designs and the use of interviews, focus groups, and survey assessments.

To: Faculty Senate Executive Committee  
 From: Jennifer Steele, Chair, Senate Curriculum Committee  
 Date: May 26, 2021  
 Re: Course Changes, Adoptions and Deactivations Report

Field	Old	New
<b>ACCT 501</b>		
Catalog Prerequisites	Admission into the Master's of Professional Accountancy program.	Admission into the MAcc program.
Justification for Course Change		The program is now called the MAcc program rather than the MPA program.
<b>ACE 410</b>		
Catalog Prerequisites	PET 124 and PET 125 and PR or CONC: EXPH 365.	EXPH 365 and PR or CONC: ACE 468 and ACE 469 with a minimum grade of C in all.
Justification for Course Change		Currently, the Capstone Course in the Athletic Coaching Education (ACE)/ Coaching and Performance Science (CPS) is ACE 430. However, because of recent curriculum changes and the addition of the Area of Emphases (AOE) to the CPS major, ACE 430 is no longer required for all AOE. This course is required for all AOE's within the Coaching and Performance Science major and will allow all students to take the same capstone course. Parts of this course's (ACE 410) major writing assignment is a direct assessment for two of the major's Program Learning Outcome. Furthermore, the major writing assignment in this course requires the student to integrate material from multiple required courses in the major. For that reason, ACE 410 is a logical selection as the CPE major's capstone course.
<b>BCOR 299</b>		
Catalog Description	Students will develop facility with business communication genres, such as memos, letters, proposals, reports, interviews, and oral presentations. Includes research and client projects.	Students will develop facility with business communication genres, such as professional emails, memos, letters, proposals, reports, interviews, and oral presentations. Includes research and real-world business projects and/or cases.

Field

Old

New

**COMM 103**

Full Title	Presentational Speaking	Fundamentals of Presentational Speaking
Catalog Description	A laboratory designed to reinforce behavioral speaking skills based on the theory taught in COMM 104.	Applies communication theory and practice to the public speaking context, with a focus on audience analysis, speaker delivery, communication ethics, cultural diversity, and organizational techniques. Emphasizes development of extemporaneous speaking and speech evaluation skills across a variety of public speaking audiences and contexts.
Transcript Title	Presentational Speaking	Fund Presentational Speaking
Credit Hours	1 to 3	3
Justification for Course Change		We are changing the course name to align all our COMM 100-level courses as Fundamentals courses. We have revised the course description to accurately reflect the course purpose.

**COMM 104**

Full Title	Public Communication	Fundamentals of Public Communication
Transcript Title	Public Communication	Fundamentals Public Comm
Catalog Description	Introduction to principles of communication in the one-to-many context. Emphasis is given to the creation and refutation of arguments.	Explores the context of public communication through the rhetorical canons of invention, arrangement, style, delivery, and memory. Emphasizes the listening, critical thinking, logical reasoning, and ethical skills necessary for the creation, delivery, and interpretation of appropriate and effective persuasive appeals.
Justification for Course Change	GEC to GEF transition	We are changing the course name to align all our COMM 100-level courses as Fundamentals courses. We have revised the course description to accurately reflect the course purpose.GEC to GEF transition

Field	Old	New
<b>COMM 105</b>		
Full Title	Introduction to the Mass Media	Fundamentals of Mediated Communication
Transcript Title	Introduction to the Mass Media	Fundamentals Mediated Comm
Catalog Description	Critical examination of mass media with special emphasis on ways in which social, economic, and psychological factors influence the structure, functions, and effects of the media.	Examines both the theoretical and practical implications of synchronous and asynchronous communication technologies on interpersonal relationships. Explores the social, cultural, and political effects of emerging mediated communication technologies within and across communication contexts.
Justification for Course Change	GEC to GEF transition	We are changing the course name to align all our COMM 100-level courses as Fundamentals courses. We have revised the course description to accurately reflect the course purpose.GEC to GEF transition

<b>COMM 112</b>		
Full Title	Small Group Communication	Fundamentals of Group Communication
Transcript Title	Small Group Communication	Fundamentals Group Comm
Catalog Description	Introduction to small-group communication with emphasis on developing understanding of the small group communication process and learning how to communicate effectively when working in a small group.	Examines the task and relational components associated with group member socialization, role acquisition, and leadership development. Emphasizes development of problem-solving, decision-making, listening, and conflict resolution skills necessary for effective group work.
Justification for Course Change	Transitioning course from GEC to GEF.	We are changing the course name to align all our COMM 100-level courses as Fundamentals courses. We have revised the course description to accurately reflect the course purpose.Transitioning course from GEC to GEF.



Field	Old	New
<b>COMM 122</b>		
Full Title	Human Communication in Contemporary Society	Fundamentals of Communication in Contemporary Society
Transcript Title	Human Comm-Contemporary Society	Comm in Contemporary Society
Catalog Description	This course addresses various social issues faced by young adults in our society and how communication is often part of the problem and how it can be used to solve these problems.	Introduces and explores the characteristics and properties that constitute intrapersonal, interpersonal, organizational, health, political, and mediated communication contexts. Focuses on the unique communicative problems, challenges, and issues experienced by relational participants in these contexts.
Justification for Course Change	Transitioning course from GEC to GEF.	We are changing the course name to align all our COMM 100-level courses as Fundamentals courses. We have revised the course description to accurately reflect the course purpose. Transitioning course from GEC to GEF.

<b>COMM 302</b>		
Course Code	COMM 202	COMM 302
Course Number	202	302
Catalog Description	Survey of theoretical and research literature in interpersonal communication. Emphasis on interaction, interpersonal understanding, personal relationships, and self-understanding as outcomes in interpersonal communication.	Focuses on the foundational and contemporary communication concepts, constructs, and theories that influence the development, maintenance, repair, and termination of personal relationships. Explores both the positive and the negative outcomes associated with functional personal relationships.
Catalog Prerequisites	COMM 102.	
Credit Hours	0	3
Justification for Course Change		Historically, the content covered in this course is junior-level material and the course learning outcomes are designed for higher-order thinking and learning. Changing the course number to a 300-level course is appropriate.

<b>CPE 442</b>		
Catalog Prerequisites	(MATH 375 or MATH 378) and (CPE 310 or CPE 320).	WVU Sections require (MATH 375 or MATH 378) and CPE 310, WVUIT sections require CPE 320 and PR or CONC: CS 450.
Justification for Course Change		The WVUIT course needs to change to comply with an ABET weakness of not using enough computer science in the computer engineering curriculum.

Field	Old	New
<b>DENT 750</b>		
Catalog Description	DENT 750. Global Outreach in Dentistry. 1 HR. Provides dental students with diverse experiences managing the oral health needs of patients from other cultures very different than their own.	Provides dental students with hands-on diverse experiences managing the oral health needs of patients from diverse cultures and backgrounds. Travel is required.
Justification for Course Change		This elective course description was updated to reflect current practices and competencies achieved relative to diversity and inclusivity.

<b>EPID 712</b>		
Catalog Prerequisites	EPID 711.	EPID 711 and BIOS 603.

<b>EPID 771</b>		
Catalog Prerequisites		PUBH 611, EPID 611, or consent of the instructor.
Justification for Course Change		We are re-activating this course as part of a renewed focus in applied epidemiology concepts. The previous chair had deactivated this course without fully consulting the faculty. The coronavirus pandemic has reiterated just how critical this knowledge is for our students. We need this course reactivated as soon as possible.

<b>HN&amp;F 348</b>		
Credit Hours	0 or 3	3
Catalog Prerequisites	BIOL 102 and BIOL 104 and CHEM 115.	(BIOL 101 or BIOL 115) and CHEM 115.
Justification for Course Change		To fully understand the concepts of this course it is most important that students have been exposed to chemistry and chemical reactions; therefore CHEM 115 is a pre-requisite. I am also including "or" BIOL 115 since pre-professional school students tend to take the more aggressive biology class.

<b>JRL 435</b>		
Catalog Prerequisites	(JRL 380 or JRL 386) with a minimum grade of C-.	
Justification for Course Change	JRL 386 is a comparable course to JRL 380; therefore, JRL 386 has been added as an optional prerequisite.	The course does not need either JRL 380 or 386 as a pre-req. Requiring the pre-req is causing unnecessary roadblocks for students to take the class.

Field	Old	New
<b>JRL 487</b>		
Catalog Prerequisites	JRL 386 with a minimum grade of C-.	JRL 380 or 386 with a minimum grade of C-.

<b>LAW 627</b>		
Catalog Description	A clinical course offered to selected, upper level law students, who with faculty supervision, will provide transactional pro bono representation to clients regarding land and water protection.	A clinical course offered to selected, third year law students, who with faculty supervision, will provide transactional representation to clients regarding real estate law and land use law policy.
Justification for Course Change	The increase to 7 credit hours would put this clinic course in line with all other clinics offered at the College of Law.	Updating the course catalog description to match the current syllabus.

<b>LAW 628</b>		
Catalog Description	A continuation of LAW 627 presenting an opportunity for a higher level of responsibility, finalization of matters, and continued assistance for actual clients regarding land and water protection.	A continuation of LAW 627 presenting an opportunity for a higher level of responsibility, finalization of matters, and continued assistance to clients regarding real estate law and land use law and policy.
Justification for Course Change	The increase to 7 credit hours would put this clinic course in line with all other clinics offered at the College of Law.	Updating the course catalog description to match the current syllabus.

<b>LAW 716</b>		
Catalog Description	An analysis of the laws estate administration, trusts, and future interests governing intestate succession, wills, trusts, and other testamentary substitutes focusing on West Virginia law. Rules of construction governing iner vivas and testamentary dispositions shall also be investigated.	This course introduces the law of trusts and estates. It covers intestacy distributions, wills, trusts, non-probate transfers, and other associated subjects.
Justification for Course Change		The updated catalog course description better suits the course being taught.

Field	Old	New
<b>MANG 422</b>		
Full Title	The Individual and the Organization	Organizational Behavior
Catalog Description	Examination of how the individual, the group, and the organization interact to influence the behavior of the business organization and that of its human resources.	Examination of how the individual, group, and organization interact to influence the behavior of the business organization and its human resources. The purpose of this course is to understand, through theory and practice, the leadership methods that best help manage a diverse population of skilled workers in any organization.
Transcript Title	Individual Organization	Organizational Behavior
Justification for Course Change		Title is being changed to more accurately reflect course content.

<b>OTH 522</b>		
Course Number	512	522
Catalog Prerequisites	MOT Student Status.	OT Student Status.
Course Code	OTH 512	OTH 522
Justification for Course Change		This course was approved previously, as part of a plan to integrate the MOT and OTD curriculums it was agreed between the Provost's office, Faculty Senate Curriculum Committee, SOM Professional programs, and Division of Occupational Therapy that when courses had the exact same learning objectives they would be offered with a 500 number. To make room in the 500 numbering sequence this course had to be renumbered to 522 (versus 512). The course learning outcomes, assessments, and policies remains unchanged. I have provided a new syllabus updated with the course number change.

<b>PHAR 818</b>		
Credit Hours	1 or 3	1 to 4
Maximum Attempts:	1	3
Justification for Course Change	All PharmD courses in the new curriculum are being renumbered to the 800 level.	The change is to change the credit hours from 1-3 to 1-4 as all 4 required hours could be completed in one semester. Outcomes were also updated.

Field	Old	New
<b>PHAR 836</b>		
Credit Hours	3	2
Justification for Course Change		The course was changed from 3 credit hours to 2 credit hours based on the meeting pattern and quantity of content in the course. A program change was submitted earlier through CIM for this overall credit hour program change.

<b>PHAR 838</b>		
Course is Variable Credit	No	Yes
Credit Hours	1	1 to 2
Maximum Attempts:	1	2
Justification for Course Change	All courses in the PharmD curriculum are being renumbered to the 800 level.	The change is to allow the two credits to be split over Spring and Summer terms, or to allow all 2 hours to be in a single term. Outcomes were also updated.

<b>PHYS 312</b>		
Course Number	212	312
Course Code	PHYS 212	PHYS 312
Justification for Course Change		After teaching this new course a few years, we realized that the content described (for example Fourier series and transforms) is better suited to a 300-level number.

<b>PSYC 367</b>		
Catalog Prerequisites	(PSYC 202 or PSYC 204) and PSYC 281 and junior or senior standing.	PSYC 281.
Justification for Course Change	Students will be more prepared for the course with this additional prerequisite.	Previously students were required to have completed the Psychology research methods sequence. That did not allow for minors to take the course. The update to PSYC 281 only, will also allow other students (not only Psychology majors), to take the class.

Field	Old	New
<b>THET 424</b>		
Catalog Description	Detailed study of the fundamentals and principles of technical production. Emphasis on budgeting theatrical productions and developing leadership skills.	Detailed study of the fundamentals and principles of technical direction. The course will examine leadership principles, the flow of information needed to successfully implement a design, different phases of a production/build, budgeting, theatrical construction methods, and how to apply them to given design challenges.
Justification for Course Change		Update course catalog to better reflect how the course has adjusted to meet the needs of our students and skills required for entry into the work force.

**Course Adoptions**

Course	Course Title	Adopting Campus	Catalog Description
WGST 150	Women in Movies	PSC	Through viewing popular Hollywood films, we will analyze femininity across the life span. Critical thinking and cultural analysis will be practiced as we study heroines, working girls, motherhood, brides, cheerleaders, and old women on screen.
MUSC 130	Piano Class Level 0	WVUIT	
MUSC 131	Piano Class Level 1/2	WVUIT	Audition for placement is required.
MUSC 132	Piano Class Level 1	WVUIT	Audition for placement is required.
MUSC 133	Piano Class Level 1 1/2	WVUIT	Audition for placement is required.
MUSC 134	Piano Class Level 2-2 1/2	WVUIT	(May be repeated for credit.) Audition for placement is required.

**Course Deactivations**

Course	Course Title
CIS 442	Data Mining and Business Intelligence
MAE 421	Problems in Thermodynamics
MAE 443	Mechanical Behavior and Materials
MAE 470	Unmanned Aerial Vehicle Design/Build/Fly Competition 1
MAE 477	Space Systems Design
MAE 479	Space Mechanics

To: Faculty Senate Executive Committee  
 From: Jennifer Steele, Chair, Faculty Senate Curriculum Committee  
 Date: May 24, 2021  
 Re: Capstone Courses Report

**Capstone Courses**

		How will students demonstrate each of the following abilities			Capstone Comments	
Title	College	1. Gather material independently, as needed	2. Think critically about and integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers	3. Reflect on the ethical (or societal) issues that are implicit in their project and/or their project's design	1. Please describe briefly how the written component of the Capstone Experience in the course(s) listed above is completed.	2. Please describe briefly how the oral component of the Capstone Experience in the course(s) listed above is completed.
ACE 410: Training Theories for Coaches	CPASS	The final project will require students to create a Long-term Athlete Development (LTAD) plan for training athletes that demonstrates the use of key principles covered in the course and that integrates additional student-driven research. Students will be required to research current LTAD models developed by their chosen sports National Governing Body (NGB) and use that LTAD model as a guide to developing an LTAD plan for a local sports program. Students will have to research current trends and participation data for their sport to identify roadblocks. Students will be required to research local facilities and sports organization.	Students will design programs of training, conditioning, and recovery that properly utilize exercise physiology and biomechanical principles (Positive view of conditioning, components of physical fitness, body composition, warm-up/cool-down, variety of training over a season, biomechanical principles, overtraining/periodization, cross-training, and contraindicated activities). The student will apply knowledge of how developmental change influences the learning and performance of sports skills (Sequential developmental training, instructional readiness, analyze performance, maturation level in skill development). Organize practice based on a seasonal or annual practice plan to maintain motivation, manage fatigue and allow for peak performance at the appropriate time. Develop a return to play plan to help athletes return to full participation following injury.	The students will be required to reflect on their role as a coach and the impact that a coach has on the physical, emotional, intellectual, and societal development of the athletes they work with. The student will have to develop a plan to provide a positive learning environment that is appropriate to the characteristics of the athletes and goals of the program (Individualized instruction, team cohesion, mistakes, corrective instruction, behavior management and discipline, equal opportunity). The students will identify environmental conditions that impact the health and safety of participants and ways of modifying participation to ensure the health and safety of participants	Drafts of the paper will be edited by peer-review and then submitted to the professor for feedback. The final paper will be submitted to the professor in Word format via eCampus.	The student will present their Long-term Athlete Development (LTAD) plan in a poster/PowerPoint format during the last week of class.

To: Faculty Senate Executive Committee  
From: Lisa Di Bartolomeo, Chair, GEFCO  
Date: May 24, 2021  
Re: GEF Actions

The General Education Foundations Committee met on May 3, 2021 and recommends the following courses for Faculty Senate approval:

<b>Title</b>	<b>Course Type</b>	<b>General Education Foundation</b>	<b>LEAP Learning Outcome</b>
BUSA 191: Introduction to Business	Adding GEF	F4. Society & Connections	4: Integrative and applied learning
MUSC 151: Hip Hop Nation: Musical and Conceptual Foundations of a Cultural Revolution	New GEF	F4. Society & Connections	2b: critical and creative thinking



TO: Nathalie Singh-Corcoran, Chair, Faculty Senate

FROM: Jessica Vanderhoff, Chair, Teaching & Assessment Committee

SUBJECT: Fall 2021 Early Semester Teaching Assessment Calendar

DATE: May 13, 2021

CC: Judy Hamilton, Office Administrator, Faculty Senate

The Teaching & Assessment Committee has approved the Fall 2021 Early Semester Teaching Assessment calendar. The dates are as follows:

<b>Fall 2021 Early Semester Teaching Assessment Calendar</b>				
<b>Class Start Date</b>	Subject View Management & Question / Survey Window Personalization Open	Question & Survey Window Personalization Closes	Student Evaluations Open (Instructors select a survey window between this date and hard close)	Student Evaluations [HARD] Close
8 Week Courses				
18-Aug	20-Aug	27-Aug	28-Aug	7-Sep
11-Oct	13-Oct	20-Oct	21-Oct	31-Oct
Full Term				
18-Aug	6-Sep	7-Sep	8-Sep	5-Oct
<b>Note:</b> These are approximate dates based on the course start and end dates.				
<b>Email Reminders</b>				
8 Week Courses	Personalization Open Day/ 2 Days before Personalization Closes			
Full Term	Personalization Open Day/ 2 Days before Personalization Closes			
Students	Activation Day and 24 hours before closing			

Use of the ESTA remains voluntary and requires instructors to opt-in to activate the survey instrument for one or more of their course sections.

TO: Nathalie Singh-Corcoran, Chair, Faculty Senate

FROM: Jessica Vanderhoff, Chair, Teaching & Assessment Committee

SUBJECT: Recommendation to Modify eSEI Scale

DATE: May 13, 2021

CC: Judy Hamilton, Office Administrator, Faculty Senate

At the May 6, 2021 Teaching and Assessment Committee (TACO), Dr. Leslie Tower on behalf of the Women's Resource Center, recommended a change to the eSEI response set (i.e. scale) attached to the summary item "I would rate my learning in this course as..." She noted that the current scaling is not parallel with the scaling throughout the remainder of the survey, which uses the anchors "strongly disagree" to "strongly agree". TACO approved the recommended change to the respective response set. See below.

**eSEI Item & Response Set (Current)**

*"I would rate my learning in this course as..."*

1	2	3	4	5
Poor	Fair	Satisfactory	Good	Excellent

**Approved change:**

*"I would rate my learning in this course as..."*

1	2	3	4	5
<b>Very Poor</b>	<b>Poor</b>	<b>Average or Fair</b>	Good	Excellent

This recommendation equally spaces the anchors and aligns them to the remainder of the survey, which uses the following:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

TO: Nathalie Singh-Corcoran, Chair, Faculty Senate  
FROM: Jessica Vanderhoff, Chair, Teaching & Assessment Committee  
SUBJECT: Email Reminder – Syllabus Upload into Libraries’ Research Repository  
DATE: May 14, 2021  
CC: Judy Hamilton, Office Administrator, Faculty Senate

Below is the approved email language regarding the annual syllabi import from Digital Measures to the Libraries’ Research Repository.

Subject: Course Syllabi & Digital Measures Import

"The Provost’s Office in coordination with Faculty Senate will be collecting course syllabi from Digital Measures and uploading them in the Libraries’ Research Repository. In light of this initiative, the Libraries are offering faculty and instructors the opportunity to use the repository to make their syllabi available to WVU faculty and students. Syllabi will only be available to those with a current WVU login and password. Displaying syllabi in the repository highlights your intellectual contributions as a teacher, benefits current students, and supports pedagogical development and innovation in higher education.

If you DO NOT want your syllabi to be available in the repository, there will be a box to opt out of the initiative within Digital Measures. If you have questions about how to opt out, contact your Digital Measures administrator.

The upload to the Libraries Research Repository will occur on July 1, 2021. Opt-outs for the initial loading must be received by June 30, 2021. Any syllabi uploaded to DM after July 1, 2021, will not be uploaded to the repository until Summer 2022."

## Faculty Senate Teaching & Assessment Committee (TACO)

### Early Semester Teaching Assessment: Spring 2021 Addendum

Prepared by:

Jessica Vanderhoff, Chair, TACO, with assistance from Kathy Fletcher, Professional Technologist, ITS  
May 3, 2021

#### Overview

This report summarizes the findings of from the Spring 2021 Early Semester Teaching Assessment (ESTA).

During the Spring 2021 semester, participation in the ESTA pilot was voluntary and required instructors to opt in to participate. In response to the findings from the Fall 2020 Post-ESTA Instructor Feedback Survey, TACO made three modifications to the 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 of up to two customizable questions (one Likert Scale and one open-ended).

#### Participation Breakdown

Spring 2021 participation mirrored that of the previous semester. Between January 26 and April 4, 2021, 368 instructors or 722 course sections participated in the ESTA pilot as compared to 364 WVU instructors and 783 course sections in the Fall term. Despite the similar number of participating instructors/ sections, the Spring 2021 response rate was substantially lower, yet far more typical of a student response rate (35.5% as compared to 50.1%). For a complete breakdown of participation see below.

Participation Totals	
Instructors	368
Sections	722
Students	5842
Unique Invitations	22247
Responses	7906

Course Level	# of Sections
100-199 level	197
200-299 level	148
300-399 level	125
400-499 level	138
500-599 level	21
600-699 level	58
700-799 level	35

Part of Term	# of Sections
1st Half = 8 weeks	13
2nd Half = 8 weeks	13
Full Term	696

Campus & Level	# of Students
Mgmtn Undergraduate	4742
PSC Undergraduate	462
WVUIT Undergraduate	136
Graduate	467
Professional	35

Course Type (Self-reported)	# of Responses
Requirement	5870
Elective	1089
GEF	686
Other	155
No Answer	106

## Scores

Scores are intentionally omitted from this report. It should be noted that, despite the continued disruption of COVID-19, 80% or more of respondents reported that they “agreed” or “strongly agreed” that instructors communicate course goals and expectations, clearly explain the subject matter, and provide students with sufficient opportunities to practice what they are learning.

## Recommendations for TACO AY 2021-22

### 1. Target Course Sections for AY 2021-22 Participation

During Spring 2020, the ESTA working group identified specific courses across the University representing a cross section of offerings (i.e., major/ GEF courses, courses taught by instructors of various ranks, class size, etc.). Due to COVID-19, TACO did not target particular course sections during AY 2020-21. We recommend that TACO contact program coordinators and department chairs to increase participation. Participation will remain voluntary.

### 2. Improve ESTA Documentation

With the assistance of the Teaching & Learning Commons, an ESTA webpage is currently under development. The page includes a general FAQ, recommendations to encourage student participation, guidelines to interpret survey results, and suggestions for acting on the results. TACO is currently reviewing the contents and hopes to present it to Senate for consideration before the end of the academic year. TACO will need to continue to work with TLC to launch the page for AY 21-22.

**Executive Committee 2021-2022**

Robert Bastress, Law

Sheri Chisholm, Potomac State

Asad Davari, WVUIT

Scott Fleming, Chambers

Emily Murphy, CPASS

Gregory Schaefer, Medicine

Jessica Vanderhoff, Librarians