Minutes
West Virginia University Faculty Senate
Monday, April 10, 2017

1. Lena Maynor, Faculty Senate Chair, called the meeting to order at 3:17 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Abate, M.	Burt, A.	Fleming, S.	Martucci, A.	Ryan, E.
Abraham, R.	Carpenter, R.	Flett, R.	Maynor, L.	Ryan, K.
Ameri, S.	Casey, F.	Goff, N.	McCombie, R.	Schimmel, C.
Anderson, K.	Clement, D.	Harris, T.	McCrory, J.	Scott, H.
Atkins, C.	Collins, A.	Harrison, N.	McCusker, B.	Shockey, A.
Barko, C.	Cossman, L.	Hauser, D.	Merrifield, J.	Shrader, C.
Bass, A.	Costas, M.	Hengemihle, B.	Montgomery-Downs, H.	Sowards, A.
Bastress, R.	Cottrell, L.	Hodge, J.	Murphy, E.	Theeke, L.
Benedito, V.	Crosno, J.	Hornsby, G.	Murray, J.	Tou, J.
Bergner, G.	Davari, A.	Ibrahim, M.	Murray, P.	Tu, S.
Bernardes, E.	Di Bartolomeo, L.	Jacknowitz, A.	Myers, S.	Turton, R.
Billings, H.	Dietz, M.	Kiefer, C.	Proudfoot, C.	Valenti, M.
Boone, D.	Downes, M.	Kirby, B.	Reddy, R.	Weihman, L.
Brock, R.	Eller, W.	Kleist, V.	Reymond, R.	Widders, E.
Brooks, R.	Eschen, E.	Krause, M.	Rice, T.	Wietholter, J.
Brown, B.	Famouri, P.	Kuhlman, J.	Rockett, I.	Wilcox, G.
Bryner, R.	Fint-Clark, B.	LaBarbara, J.	Rowlands, A.	Wilson, M.
Burnside, J.	Fisher, S.	Mandich, M	Ruscello, D.	

Members Excused:

Bilgesu, I.	Culcasi, K.	Hartley, D.	Nicholson, R.	Utzman, R.
Bowman, N.	Deshler, J.	Kiefer, A.	Rakes, P.	Weed, S.
Cohen, S.	Donley, D.	Li, B.	Singh-Corcoran, N.	
Criser, A.	Foley, K.	Lieving, G.	Stolzenberg, A.	

Members Absent:

Bishop, J.	Floyd, K.	Lee, S.	Robertson-Honecker, J.	Thomas, J.
Boyd, J.	Fuller, E.	Mattes, M.	Schaefer, G.	Tobin, G.
Connors, J.	Gannon, K.	Mitchell, M.	Scott, D.	
Davis, D.	Knight, J.	Prucz, J.	Stimeling, T.	

Faculty Senate Officers Present:

Hileman, S.	Nutter, R.	Titolo, M.	Turton, R.	Valenti, M.
Maynor, L.	Proudfoot, C.			

2. Chair Maynor moved for approval of the minutes from the Monday, March 13, 2017 meeting. Motion carried.

3. President E. Gordon Gee reported on three pieces of legislation: a) The bill to overhaul the personnel system, which has passed and has been signed by the governor. That bill represents a significant victory for the institution. b) The bill on restructuring higher education, or the "freedom bill," which has passed and is awaiting the governor's signature. c) The budget bill, which currently has the legislature at an impasse. Although no one wants to negatively impact the University, no one wants to raise revenue, either. President Gee believes the governor will veto the budget, and

negotiations will begin anew. The state has a $500 million budget deficit this year. Without revenue enhancements, the deficit will be $700 million next year. He expects the final budget to reflect the governor's proposal for modest tax increases.

4. Provost Joyce McConnell reported the following:

   - She and the CFO met with deans to start re-examining budget parameters.
   - We have had great leadership in the legislature. Some of our success can be measured by our ability to derail legislation which is potentially harmful to the University community, such as the campus carry bill and the religious freedom restoration act.
   - She shared a Title IX video (https://youtu.be/t6hJzUd9pkY) developed for new employees as part of their onboarding training sessions.
   - The 2017-2018 campus read will be *Hidden Figures: The Story of the African American Women Who Helped Win the Space Race.* Several of the real-life women profiled in this book have close ties to West Virginia. Katherine Johnson was the first African American to attend graduate school at WVU. In May of 2016, we recognized her achievement with a Presidential Honorary Doctorate of Humane Letters. There is also young readers' edition of *Hidden Figures*, which may be useful for school or 4-H programs.
   - We will be conducting a two-stage interview process of candidates for the Associate Provost for Undergraduate Education position. The first stage will consist of 30-minute phone interviews in which candidates will be presented with, and asked to respond to, three factual scenarios. We expect to make a hiring decision by the beginning of May.
   - We identified four finalists for the position of Associate Provost for Information and Technology. Each candidate is delivering a public presentation. Dates and times are available at *WVU Today*.
   - Student and faculty awards season is upon us. Please pay attention as those awards are announced on ENEWS and please take the time to send a congratulatory note. Fernando Lima won a CAREER award from the National Science Foundation. Three WVU students were awarded Critical Language Scholarships. Carolyn Atkins was one of four outstanding student advisors to receive the 2017 Nicholas Evans Excellence in Advising Award.

5. Chair Maynor reported the following:

   - The Office of the University Registrar has developed a new course change type, "course adoption," in CIM. This change type will allow a campus to adopt a course from another campus. Approval from all of the relevant chairs will be required in CIM. Courses at the 300-level and above will also need approval from the Provost's Office. CIM will generate an FYI to the Faculty Senate Curriculum Committee, which will result in a "for information" annex to the Faculty Senate.

6. The candidates for Faculty Senate chair-elect, Emily Murphy and David Hauser, addressed the Senate. Annex IA.

7. Karen Haines, Chair, Curriculum Committee, moved for approval of the following reports:

   Annex I, New Courses Report. Motion carried.
   Annex II, Course Changes Report. Motion carried.
   Annex IVA, Harmonization Report (Course Changes). Motion carried.

Annex IVB, Definitions for Various Programs, was submitted for information. There will be a 30-day public comment period for this document. She expects a revised document to be presented to Faculty Senate in the fall of 2017. The focus next year will be working on a transition plan for 2018. Implementation will probably not occur until the fall of 2019. Report filed.
New Major in Strategic Communications for Potomac State College. Motion carried.
BAS in SAGE, Sustainable Agricultural Entrepreneurship, for Potomac State College. Motion carried.
Curriculum Changes to the BS in Speech Pathology and Audiology. Motion carried.
Minor in Adventure Recreation Management for WVU-Tech was submitted for information. Report filed.

8. Lisa DiBartolomeo, Chair, General Education Foundations Committee, submitted Annex III, GEF Transition Review, for information. Report filed.

9. On behalf of the GPA Ad Hoc Work Group, Chair Maynor presented two options for reporting plus/minus grades and calculating GPAs: a) remove the option to enter +/- final course grades and continue the current method of GPA calculation, or b) begin incorporating +/- grades into GPA calculations (if approved, this option will be implemented in 2021). Faculty Senators will receive a ballot asking them to vote for one of these two options. Annex V. GPA Calculations PowerPoint presentation.

10. Roy Nutter, ACF Representative, reported that he believes the House, the Senate, and the governor have three different budget ideas, but he is encouraged by the fact that they are at least talking to one another. ACF will meet during the week of April 17. For now, faculty in the state seem to be standing back and observing the legislature.

11. Stan Hileman, BOG Representative, reported that the Board of Governors met on March 14. They received a legislative update, which was done entirely in executive session. They will meet with representatives from the Royal University for Women on April 10-11. The next regularly scheduled meeting of the Board will be on April 21, at which time he, Richard Turton, and faculty representatives from WVU-Tech and Potomac State College will present the faculty constituency report.

12. Chair Maynor presented Annex VI, Results of Faculty Senate Election.

13. Chair Maynor announced that the Faculty Senate Executive Committee approved Chad Proudfoot as the new faculty secretary to complete the final two years of the current secretary's three-year term. The Committee also appointed Chad to serve as the interim faculty secretary until July 1, 2017. A motion was made and duly seconded to confirm Chad Proudfoot as faculty secretary. Motion carried.

14. The meeting adjourned at 4:21 p.m. to reconvene on Monday, May 8, 2017.

Judy Hamilton
Office Administrator

Emily Murphy
Position Statement

I have been a faculty member at WVU since 2003 and am currently the Obesity Prevention Specialist for Extension's Family and Community Development Unit. Prior to taking my current position with Extension, I was a Research Assistant Professor in the Department of Pediatrics within the School of Medicine. My responsibilities related to this position include providing obesity prevention and healthy lifestyle trainings to county-based Extension Faculty, partners and stakeholders statewide. Extension's mission is to build and help sustain collaborations and partnerships with people and organizations in West Virginia, to improve their lives and communities. This mission truly drives my work at both an organizational, university and statewide level. Developing, nurturing and sustaining these various partnerships over the years has provided me with a considerable amount of experience working with diverse groups and individuals working towards common goals.

As Chair of the Faculty Welfare Committee and former member, I have had the honor of working with my colleagues from across campuses to focus on a various issues that have the potential of making faculty's lives a little easier, but most importantly more fulfilling. At a time when looming budget cuts are at the top of everyone's minds, our committee has focused on promoting such things as positive communication, workplace appreciation, inclusiveness and transparency at all levels.

Because the nature of my current position does not put me in direct contact with university students, I purposefully recruit 8-10 undergraduate Exercise Physiology interns each year and teach portions of Exercise Physiology courses to keep me connected and current with students on campus. As a member of the Student Conduct Board, I have a particular interest in culture change related to use of alcohol and drug abuse, including prescription drug abuse, and the resulting consequences of those actions. While we have various programs on campus aimed at both the prevention and treatment of substance abuse, we still need to seek out more ways to develop and implement strategies that will result in a cultural change related to these issues. My work with both Extension programs and HSTA has made me passionate of both the recruitment and retention of all students, but even more specifically students who are underrepresented here at WVU and amongst college campuses in general.

By trade, I am a Pediatric Exercise Physiologist and my passion is the promotion of lifelong physical activity and healthy lifestyle behaviors for WV residents across the lifespan. I have had the unique opportunity to partner with PEIA on several wellness initiatives over the last 10 years. Again with current budget cut across all state entities looming, I feel that it is very important for the Faculty Senate to continue to focus effort in improving the levels of medical and prescription benefit coverage at a reasonable, equitable cost while providing wellness and prevention opportunities at the same time. With the PEIA Pathways to Wellness Program ending July 1, it is imperative that we continue to look for ways to promote and expand wellness opportunities for both faculty and staff throughout our state.

In closing, my experiences both within Faculty Senate and other areas of the University have provided me with important skills that would be very valuable as the Chair of the Faculty Senate. I have particular interest in finding ways to help Faculty Senate committees complete their service effectively and efficiently, while continuing the momentum towards an inclusive and diverse One WVU.

I'm Dave Hauser, and I'm standing to be Faculty Senate Chair for the 2018-2019 academic year. I've been at WVU for almost a decade and a half, in Political Science and International Studies, and am strongly committed to continuing to keep WVU a great university.

I've served in the WVU Faculty Senate for four years now. Before that, I served on the GEC Committee (and have continued onto the GEF Committee), and served as the committee chair for a year. I currently also serve on the Faculty Senate Executive Committee, the Teaching Assessment Committee, and the Student Rights and Responsibilities Committee. Outside of the Senate, I teach in my department, teach the university wine course, and I work with WVU's Honors College and ASPIRE office in a variety of ways. I've worked hard for several years to make WVU a better place, both in the Senate and outside of it.

As part of my work in the WVU Senate for the past several years, I've appreciated the relationship that the Senate has with the WVU administration and President Gee. I would seek to keep this strong relationship, and maintain the channels of communication between faculty and administration. While the faculty and administration do not always see eye-to-eye on every issue, one of the strengths of WVU is the administration's willingness to bring their issues to the faculty, and the faculty's willingness to work with the administration to ensure that the everyday factors (accreditation, outreach, admissions, etc.) get done in a timely and effective manner so that the faculty can do the research and teaching that make WVU a top-tier institution. I've interacted with faculty from other universities who do not have good relations between faculty and administration, and I would seek to keep these lines open and the relationship strong. I would hope to encourage more faculty to engage in the governance process at the university, and support more efforts by the administration to interact with the faculty.

As I write this, we are not clear about what the uncertain state budget situation means for WVU. The news these past years has not been good, and WVU has already absorbed budget cuts. My primary goal as Senate Chair would be to ensure that faculty continue to get the support they need for promotion and tenure, and to ensure that WVU faculty have the ability to move this university forward, as they do now. WVU remains the engine that drives this state; our faculty are critical to both the state and university. The role of the Senate Chair is to be the voice of the faculty to the administration, ensuring that all of us - in every school and on every campus - can make WVU better still.

To: Faculty Senate Executive Committee
From: Karen Haines, Faculty Senate Curriculum Committee Chair
Date: March 27, 2017
Re: New Courses Report

Course Number and Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
AEM 470: Microbes and Global Change	AGFOR	3	AEM 341	Microbially-mediated biogeochemistry of elements important for life with an emphasis on how these processes are being impacted by anthropogenic activities.	This course supports the Environmental Microbiology(AEM) undergraduate major and minor. It is required for the AEM major and will contribute to the minor. Graduate students in the Applied and Environmental Microbiology master's program can earn credit toward their degree via this course. Additionally, this course is likely to be of interest as an elective to students in other environmentally oriented degrees such as Environmental Protection, Agroecology, Biology. Generally, this course serves the AEM undergraduate and graduate degrees by bridging the gap between microbiology and environmental science with a focus on modern environmental issues. This course reflects an increasingly paramount focus within the field of Environmental Microbiology. Understanding the role of microorganisms in maintaining and influencing ecosystem health is exceedingly important as societies strive for sustainability in the face of global change. Students will gain insight into the causes and consequence of global change as well as how human activities more generally influence microbial communities and ecosystem health. This course is ideal for students interested in careers relating to sustainability and environmental science.
ENVP 325: Principles of Water Resources	AGFOR	3	MATH 126	This course provides students an opportunity to increase their knowledge pertaining to the role(s) that water plays in human and environmental systems by examining the geographic distribution/redistribution, quantity, and quality of water resources. Students are introduced to water management evaluation policies, law and economics used to explore the decision-making challenges surrounding water resources.	While water resource issues have become increasingly important for professional positions in various disciplines, most hydrology courses offered at WVU are at the senior or graduate levels. This renders those courses unavailable to many disciplines due to the quantitative and physics requirements of those courses. Therefore, the proposed course will not only be a lower level introductory requirement for ENVP curriculum, but also a general and more conceptual water resources course that will cover water law, policy, economics, and, consequently, serve also the broader WVU community (e.g. College of Law, Health Sciences, etc.). This course will bridge that gap and help prepare WVU graduates for future professional positions that will increasingly be integrated with issues of water.
ART 613: Art Assessments and Evaluations with Special Populations	CCA	3	ART 611	Explores the assessment and evaluative practices of techniques, tools and concepts used in Visual Arts Therapy projects. Course consists of research, assigned readings, online discussions, written essays and visual explorations. A one day off-campus practicum is required.	Visual arts therapy can successfully address many somatically based conditions including neurological and cognitive disorders, trauma reactions, posttraumatic stress, as well as depression, and has proven to be an effective intervention toward improving the overall quality of life and perception of wellness. By using a combination of written, verbal and visual art assessment tasks, this course provides new opportunities to art educators and related professionals to better assess and evaluate an individual's level of functioning, strengths and/or weaknesses, and provide treatments for all populations in determined clinical or classroom settings.
EDP 512: Research And Evaluation In Counseling	CEHS	3		This course fulfills the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) education and training standards related to research and program evaluation.	CACREP standards for evaluation and research have been met using a more general master/doctoral level course (EDP 612) until recently. Counseling and EDP faculty recognized a need to tailor the content more specifically to counseling students and this course has now been designed and implemented (as an SPTP course fall 2016) to be specifically applicable to students pursuing the masters in counseling. CACREP site visitors reviewed this course and found it to meet their accreditation requirements.
EDP 680: Capstone Seminar in Program Evaluation	CEHS	3	EDP 617.	Emphasis on initiating and completing a program evaluation at the local, region or state level under guidance of instructor. Application of evaluative concepts, methods and theories as they relate to practice in different professions. Exposure to differing evaluation literature focused on theory and practice.	The purpose of this course is to provide students a real-world experience in conducting a program evaluation. Participants will take aspects of the initial program evaluation course (EDP 617) as well as any previous knowledge of research methods and apply it to an evaluation of their choice under the guidance and supervision of a professor. While EDP 617 provides students a task in preparing a program evaluation, they are not expected to conduct the evaluation itself. In this class, students will initiate stakeholders at various public levels to conduct an evaluation and consequential reporting.

Course Number and Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
ENGR 112: Professional Development in Engineering	CEMR	2		Professional development and academic success strategies for first-year students enrolled in the Freshman Engineering summer bridge program - Academy of Engineering Success (AcES).	This is an integrated academic success and professional development course for first-year students enrolled in the Academy of Engineering Success. It begins one week before the start of the regular fall semester. Students will engage in activities that mitigate the non-technical issues that first-year students encounter. It is a required course for students participating in the Academy of Engineering Success (AcES) bridge program.
ENGR 155: Spatial Visualization	CEMR	1		Introductory course offered to engineering students to strengthen their spatial thinking skills. These 3D visualization skills are beneficial for future engineering classes. Topics Include: isometric drawing, orthographic projections, 3D object rotations, flat pattern developments, and surfaces and solids of revolution.	Students who struggle with spatial visualization skills have trouble succeeding in engineering gateway courses. They are, thus, vulnerable to transferring to other majors. Spatial visualization skills can be taught, practiced, and learned. This is why this new course is beneficial to engineering students. This unique course is an interactive class that allows students from all levels of spatial thinking abilities to develop the skills necessary to be successful in future engineering classes. This course is not a required course, but it will be recommended for students in MATH 128 or lower. This class will be recommended as students come in to New Student Orientation.
IHS 689: Professional Experience in Industrial Hygiene	CEMR	2	Consent	Experiential learning program planned by the student and evaluated for credit by faculty. Involves field experience from an IH or safety job, or shadowing IH or safety personnel. Student must write an acceptable report on his or her experiences and defend it in a verbal presentation.	Course will provide student with field experience. No other course in the program does that.
MAE 526: Advanced Internal Combustion Engine	CEMR	3	MAE 425 with a minimum grade of C- or consent	An intermediate to advanced examination of internal combustion engine thermochemical processes, instrumentation, diagnostics, data analysis and modeling, with focus on preparing the student for advanced engine research.	The MAE department is expanding its fundamental IC engine research (the new Advanced Combustion Laboratory and the Vehicle and Engine Testing Laboratory). There is a critical need for a more advanced course in IC engines that will identify current relevant research in engine modeling and diagnostics. It will expand on and add new topics to those covered in (the MAE selective) MAE425 IC Engine (such as engine combustion modeling). This course will complement MAE 525 Heavy Duty Vehicle Emissions. It can also prepare the students for more advanced classes such as MAE 721 Fundamentals of Combustion or similar.
MAE 561: Satellite Navigation	CEMR	3	MAE 460 and MAE 461	Examination of various segments of the Global Positioning System. Applications, error sources, and advanced methods for mitigating these errors sources. Estimation procedures, algorithms, and GPS processing will be introduced and utilized.	This course covers a very relevant subject area for mechanical and aerospace graduate students that is currently not covered at all within WVU's curriculum. It adds value to our growing graduate focus area of Guidance, Navigation and Control technologies within MAE. Global satellite navigation has become ubiquitous in every day life and used heavily in unmanned aerial vehicles and autonomous robotics, both of which are technology areas very relevant to our engineering graduates.
MINE 588: Advanced Mine Control Systems Engineering	CEMR	3		Specially focused on controls requirements in extraction industries, combining classic control theory with first and second order system response, assessing system stability, selection of appropriate and cost-effective field-level sensors and devices, and overall control system design using programmable logic controllers. Responsible charge managing design-build controls project team.	This graduate elective course provides an overview of control systems for the mining or petroleum engineer in a maintenance or engineering function who interfaces with controls specialists. The course addresses a need both requested by students and identified by the Advisory Committee to teach contemporary process control theory and technologies as applied to extraction and mineral processing. Unlike the controls courses in electrical engineering, this course introduces concepts specifically relevant to extraction industries thereby providing the student with a foundation for collaboration with the controls engineers supporting their industry.
PE 221: Invasion Games	CPASS	1		This teaching games for understanding(TGfU) course is designed to introduce the students to the rules, skills, and strategies involved in playing games where one invades their opponent's territory.	We wish to add this course to the WVU Tech campus, where it will serve students in the BS programs in Athletic Coaching Education and Sport Management, and add to elective offerings for the general student population.

Course Number and Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
LAW 667: Multistate Bar Exam Skills Workshop	LAW	2		Provides in-depth training in the legal reasoning needed to successfully answer multiple-choice questions on the bar examination. Geared toward third-year students, and serves as a companion course to the Essay Writing Workshop.	With the exception of Louisiana, every jurisdiction requires a bar applicant to complete the Multistate Bar Examination (MBE) as a component of their bar exam. West Virginia assigns a 50% weighted score to the multiple-choice section, making it the most heavily weighted section of the entire exam. Since all of the subjects tested on the multiple-choice section are also tested on the essay portion, success on the multiple-choice section can greatly increase the student's likelihood of passing the bar exam. Currently, no law school course focuses on the strategies unique to multiple-choice exams. Students report that they would prefer an intensive review of the substantive legal doctrine and strategies unique to mastering multiple-choice questions. The proposed course would fill this current gap in the curriculum.
OTH 403: Intro to Pediatrics in OT	MED	2	OTH 303 and OTH 321	Orientation to pediatric practice. Examines pediatric development beginning in utero, treatment techniques, standardized and non-standardized pediatric evaluations, documentation, and programming.	The new (July 2013) standards of education for the external accreditor for OT education programs have increased the depth and breadth of educational standards in pediatrics reflecting the change in the practice environment with more OT working with pediatric clients. We feel the addition of a class is necessary to meet these standards and prepare our students for practice.
MAE 120: Drafting with Solid Modeling	TE	2		Fundamentals of drafting through the use of sketching and computer graphics as applied to orthographic views, sectional views, isometric views, and threads and fasteners.	Students in the Mechanical Engineering program at WVU Tech currently learn to use modern, solid model-based Computer-Aided Design (CAD) software only in the final year of their studies, in MAE 455 Computer-Aided Design and Drafting. This limits the activities that students can perform in courses throughout the eight-semester curriculum. Specifically, if students learned solid modeling in the first year, they could model their own designs and: 3D print them in DRET 120 Drafting 1; 3D print molds for casting in MAE 240 Manufacturing;compute area moment properties for arbitrary cross-sections in MAE 241 Statics;perform dynamics simulations and compare the results with those from analytic solutions in MAE 242 Dynamics; compute stresses for arbitrary shapes and boundary conditions and compare them with analytical tensile, bearing, beam, and torsional stress calculations in MAE 243 Strength of Materials and MAE 454 Machine Design;perform Computational Fluid Dynamics simulations and compare the results with those from Bernoulli equations in MAE 331 Fluid Mechanics; perform kinematic simulations and compare the results with those from analytic solutions in MAE 342 Dynamics of Machines;compute mode shapes and natural frequencies of arbitrary shapes and boundary conditions in MAE 340 Vibrations; compute heat transfer rates for arbitrary shapes and boundary conditions in MAE 423 Heat Transfer; generate machine tool paths for Computer-Numerically Controlled machining in the elective INDT 308 Automated Manufacturing; 3D print the designs and perform physical tests in MAE 242, MAE 331, MAE 333 Mechanical Measurements, MAE 342, or MAE 480/481 Systems Design. To increase the design component in courses and to increase student motivation, many courses could then also have design challenges which could be within the scope of the course, but not be limited by the simple geometry and boundary conditions allowed by traditional types of analyses.
ADRC 103: Introduction to Adventure Recreation	TS	3		Overview of the adventure recreation industry including adventure tourism, instruction, guiding, sports and therapeutic applications. Examines motivations and trends of participation and professional employment opportunities in the field.	This is the first theory course in the minor progress. The course provides an overview of the adventure recreation industry, employment options, philosophical underpinnings and scope of services. This course will be a pre-requisite for upper level coursework in a proposed minor and a future major.
ADRC 111: Introduction to Whitewater Rafting	TS	1		Introductory skills course in navigating class II-III whitewater in inflatable watercraft. Content includes equipment selection and care, river features and hazards, paddle strokes, steering, whitewater maneuvers and basic rescue techniques. Must meet essential eligibility requirements to participate.	This is the first course in a whitewater raft guide development series (5 courses - ADRC 111, 112, 211, 212 and 311). This is a required course if for a student wishing to pursue a rafting track for the minor in adventure recreation. May also be taken as an elective for general interest.

Course Number and Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
ADRC 112: Whitewater Rafting Techniques	TS	1	ADRC 111 or permission of instructor.	Whitewater raft skill development course designed to build intermediate skills on class III-IV whitewater. Includes intermediate paddle raft maneuvers, oar-rig operation and self-recovery techniques. Must meet essential eligibility requirements to participate.	This is the second course in a whitewater raft guide development series (5 courses - ADRC 111, 112, 211, 212 and 311). This is a required course if for a student wishing to pursue a rafting track for the minor in adventure recreation. May also be taken as an elective for general interest.
ADRC 121: Introduction to Rock Climbing	TS	1		Introduction to rock climbing skills. Content includes skills necessary to climb and belay using a top-rope system both on artificial and natural climbing surfaces. Must meet essential eligibility requirements to participate.	This is the first course in a 5 course progression in Rock Climbing leading to qualifications as a Rock Climbing Instructor. This course is part of a required option track for the proposed Minor in Adventure Recreation Management at WVU Tech. Additionally it may be taken as an elective as the required foundations course in the Rock Climbing progression.
ADRC 122: Rock Climbing Techniques	TS	1	ADRC 121 or permission of instructor.	Rock climbing skill development course focused on building proficiency for independent set-up and safe climbing practices in a top rope climbing setting. Must meet essential eligibility requirements to participate.	This is the second course in the ADRC Rock Climbing progression. This is required if Adventure Recreation Management minor student chooses the Rock Climbing track to fulfill skill requirement or may also be taken as an elective.
ADRC 131: Introduction to Mountain Biking	TS	1		Introduction to mountain biking and riding techniques. Foundational content and practice on biking skills, etiquette, and technical knowledge. Must meet essential eligibility requirements to participate.	This is the first course in a Mountain Biking guide development curriculum that will be proposed in the near future. May be taken towards fulfilling field skill requirements of Adventure Recreation Management minor or as an elective.
ADRC 201: Leadership in Adventure Recreation	TS	3	ADRC 101 and 103 or permission of the instructor.	Introduction to skills and techniques for leading small groups in outdoor settings. Content focused on program design, teaching techniques, guiding principles, group development and risk management.	This leadership course is an elective designed to prepare students for safely leading outdoor trips for their personal enjoyment, as a guide/camp counselor or as a leader with Tech Adventures at WVUIT.
ADRC 211: Introduction to Whitewater Raft Guiding	TS	1	ADRC 112 or permission of instructor.	Introduces methods and skills of commercial raft guiding on class III-IV whitewater. Emphasis is placed on customer care, building a short-term paddling team, effective communication and group safety. Must meet essential eligibility requirements to participate.	This is the third course in a whitewater raft guide development series (5 courses - ADRC 111, 112, 211, 212 and 311). This is not a required course for a student wishing to pursue a rafting track for the minor in adventure recreation but is encouraged if they want to work in management in the rafting industry. May also be taken as an elective for general interest or for students wishing to work as raft guides during the summer.
ADRC 212: Swiftwater Rescue	TS	1	ADRC 111 or permission of instructor.	Introductory theory and skills in self and group rescue techniques of paddlers in swiftwater settings. Instruction emphasizes recognition and avoidance of common river hazards, personal/group safety, throw bag use, rope/boat/wading-based rescues, rescue PFD use and mechanical advantage systems. Must meet essential eligibility requirements to participate.	This is the fourth course in a whitewater raft guide development series (5 courses - ADRC 111, 112, 211, 212 and 311). This is not a required course for a student wishing to pursue a rafting track for the minor in adventure recreation but is encouraged if they want to work in management in the rafting industry. May also be taken as an elective for general interest.
ADRC 221: Lead Climbing	TS	1	ADRC 122 or permission of the instructor. Have the ability to climb 5.8 on a top rope.	Introduces experienced top rope climbers to techniques and skills required to lead climb bolted sport and traditional lead routes. Emphasis on safety practices, equipment, lead climbing knots, lead belay technique, bolt assessment, route finding, traditional gear placement and anchor cleaning. Must meet essential eligibility requirements to participate.	This is the third course in the ADRC Rock Climbing progression. While this is not required for an Adventure Recreation Management minor student choosing the Rock Climbing track it is highly recommended if they plan to pursue a career in rock climbing guiding or instruction. Course may also be taken as an elective.
ADRC 222: Climbing Rescue Techniques	TS	1	ADRC 122 or permission of the instructor.	Introduces theory and skills in self and group rescue for climbers in high angle terrain. Content includes vertical rescue management, belay escapes, ascending ropes, mechanical advantage systems, lowering systems, rescue rappels and counter-balance systems. Must meet essential eligibility requirements to participate.	This is the fourth course in the ADRC Rock Climbing progression but may be taken concurrently with ADRC 221. While this is not required for an Adventure Recreation Management minor student choosing the Rock Climbing track it is highly recommended if they plan to pursue a career in rock climbing guiding or instruction. Course may also be taken as an elective.

Course Number and Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
ADRC 301: Adventure Recreation Program Management	TS	3	ARDC 103.	Builds student knowledge and competency in the management of an adventure recreation enterprise. Emphasis is given to programmatic design, risk management, budgeting, staffing and support operations.	This is the core course in the minor that introduces concepts and skills in managing an adventure recreation program. It is a co-requisite and pre-requisite to other upper level courses and professional field experience.
ADRC 302: Adventure Travel and Tourism	TS	3	Completion of ADRC 301 or concurrent enrollment.	Overview of the adventure travel industry from the perspective of consumer, provider and promoter. Emphasis given to market analysis, destination planning and business operations of adventure-based tourism products.	This course develops analysis skills of client markets and product development for managers of adventure recreation programs or businesses. It builds on operations content of ADRC 301 (the supply side of program management) to consider the public need and demand for adventure recreation services and products. Both are needed for operating successful adventure programs.
ADRC 311: Whitewater Raft Trip Leadership	TS	1	ADRC 211 or permission of the instructor.	Advanced skill course focused on methods and skills needed to lead whitewater paddling day trips primarily in rafts. Hands-on activities focus on site selection, equipment, logistics, permits, risk management, on-river trip management and group safety. Must meet essential eligibility requirements to participate.	This is the final course in a whitewater raft guide development series (5 courses - ADRC 111, 112, 211, 212 and 311). This is not a required course for a student wishing to pursue a rafting track for the minor in adventure recreation but is encouraged if they want to work in management in the rafting industry. May also be taken as an elective for general interest or for students wishing to work as raft guides during the summer.
ADRC 321: Rock Climbing Instructor Development	TS	1	Rock Climbing resume showing more than 20 single pitch traditional gear protected leads over 5.6 difficulty; can comfortably climb 5.8 routes on top rope at time of course; and, have at least one year of personal climbing experience. And/or permission of the instructor.	Advanced skill course focused on development of instructional skills in rock climbing. Hands-on activities emphasize climbing site selection, risk management, technical skills as well as key instructional skills. Must meet essential eligibility requirements to participate.	This is the last course in the ADRC Rock Climbing progression. While this is not required for an Adventure Recreation Management minor student choosing the Rock Climbing track it is highly recommended if they plan to pursue a career in rock climbing guiding or instruction. Course may also be taken as an elective.
ADRC 401: Ethical and Legal Issues in Adventure Programming	TS	3		Examination of ethical and legal issues faced by program managers and field leaders in the development, administration and operation of adventure activities.	This course is a synthesis of other minor requirements. Looks in-depth at potential ethical issues that may arise in decision making if employed as a manager in the adventure recreation field. Also looks in-depth at the legal environment in which adventure recreation programs operate in. This is a key knowledge base for success in future work in this field which is highly litigious.

To: Faculty Senate ExecutiveCommittee
From: Karen Haines, Faculty Senate Curriculum Committee Chair
Date: March 27, 2017
Re: Course Changes

Course Number and Title	Old Value	New Value
ART 103: Materials and Procedures		
Credit Hour Change	**3**	Minimum 2 Or maximum 3
Variable Credit	No	Yes
Description Change	The course is designed for elementary education majors, to familiarize the student with two and three dimensional media, processes, and concepts.	Designed to guide elementary education majors in developing skills to teach visual arts within the PreK-8 classroom. Using age-appropriate 2-D and 3-D materials and resources students will pursue technical craftsmanship, employ elements and principles of design, and explore art concepts through a series of hands-on activities and projects. Learning relies on engagement with studio art production, lecture/demonstration, teaching labs, readings.
Justification for Change		In order to increase pre-service elementary education teacher exposure to more arts content and integration methods without increasing their overall degree requirements (hours), the School of Art and Design has re-envisioned the ART 103 class for elementary education majors. Elementary education majors will now be required to take all THREE classes: ART 103, MUSC 182, AND C&I 465. To make this most feasible for our students, ART 103 will be reduced to 2 credit hours to ensure that students would have experiences in all three areas with the goal to positively impact our students and arts education within our schools. For students who wish to substitute ART 103 to fulfill the ART 264 requirement for an Art Teaching endorsement, a 3 credit section is needed and will be offered during summer sessions only.
MATH 126-B: College Algebra 4-Day		
Prerequisite Change	Satisfy the minimum ACT/SAT math score, or satisfactory performance on departmental placement examination, or A- in MATH 122.	Satisfy the minimum ACT/SAT math score, or satisfactory performance on departmental placement examination, or MATH 122 with a minimum grade of C-.
Min Grade/Score	A-	C-
Justification for Change		Students can go into 126B or 126A with a minimum grade of C-. This change is to align the two courses 126A and 126B in anticipation of removing the A and B designations in Fall 2018. Math 126A, 126B, and 126C will become Math 126.
PHAR 859: Pharmacy Law and Ethics		
Course Number Change	734	859
Prerequisite Change	First professional year standing or consent	Third professional year standing or consent
Justification for Change		Course is not being changed. The course number is being altered.
PHYS 332: Theoretical Mechanics 2		
Catalog Description Change	MATH 261. Scalar, Vector, tensor fields; curvilinear coordinate systems. Lagrangian and Hamiltonian formulation. Relativistic motion.	Scalar, vestor, tensor fields; curvilinear coordinate systems. Lagrangian and Hamiltonian formulation. Relativistic motion.

Prerequisite Change	PHYS 331 or equiv.	PR or CONC: MATH 261 and PHYS 331 or equivalent
Justification for Change		Incorrect capitalization in course description. "Vector" should have been lower case.
STCM 315: Strategic Advertising and Public Relations Writing		
College Name Change	Reed College of Media (BAD)	Media
Catalog Description Change	This class provides exposure to the kinds of writing required in advertising and public relations careers. (Course is equivalent to ADV 315 & PR 324.)	This class provides exposure to and practice in developing the kinds of writing required in advertising and public relations careers. (Course is equivalent to ADV 315 & PR 324.)
Prerequisite Change	(STCM 215 or ADV 215 or PR 215) and JRL 215.	(STCM 215 or ADV 215 or PR 215) and JRL 215, with a minimum grade of C- in each.
Justification for Change		This is the specialized writing course for Strategic Communications majors. It replaces the separate advertising and public relations writing courses previously offered, i.e. ADV 315 and PR 324.
Deactivations		
MKTG 385: Customer Relationship Management and Social Media		
MKTG 430: Business Logistics Management		
MKTG 455: Societal Issues in Marketing		
MKTG 460: Business to Business Marketing		
MKTG 465: Focal Points in Marketing		
PHYS 221: Introduction to Photography		

Title	College	Credits	Prerequisites	Curriculum Based Rationale	Course Description
PSYC 350: Topics in Social Psychology	TS	3		Renumbering of WVUIT's PSYC 351 due to lack of prerequisite course, PSYC 251. Although similar in content, Morgantown's PSYC 351 builds on material learned in PSYC 251 that distingushes it from WVUIT's course. WVUIT's PSYC 350 will satisfy the Psychology Cluster E, in the same manner that 251 and 351 do for students who change campuses.	Social factors that determine human behavior, survey of research in selected areas of social psychology and their implications for social phenomena.

The following definitions apply to West Virginia University, Potomac State College, and West Virginia University Institute of Technology. The definitions are aligned with Series 11, but also provide additional detail for WVU programs.

3.1 Areas of Emphasis

An Area of Emphasis is a specific subject area within an approved major of a degree program. Areas of Emphasis add a specialization within a major area of study. Areas of Emphasis are noted on the transcript, however are not printed on the diploma.

Normally, a minimum of twelve (12) and no more than eighteen (18) hours are expected for an Area of Emphasis associated with a major within a baccalaureate degree. A minimum of nine of the credit hours must be upper division and a maximum of six (6) of the credit hours may be shared or overlap with another Area of Emphasis.

Normally, a minimum of nine (9) and no more than twelve (12) credit hours are expected for an Area of Emphasis associated with a graduate major.

3.2 Certificate Programs (still exploring HLC language and Financial Aid guidelines)

A certificate program (as distinguished from the one-year Certificate Degree Program offered by the community and technical colleges) is a coherent, specialized curriculum designed for students in search of a specific body of knowledge for personal/career development. The certificate program is not attached to a degree program, although credit hours earned in a certificate program may be applied to a degree if they are deemed appropriate by the institution. The awarding of a certificate upon completion is not contingent upon completion of a degree program. The certificate appears on the student's transcript and an institution may issue an official certificate of completion.

Normally, a minimum of six (6) and no more than nine (9) credit hours would constitute a certificate program at the associate level, and a minimum of twelve (12) and no more than twenty-one (21) credit hours would constitute a certificate program at the baccalaureate or graduate level.

Certificate programs may require admission to the certificate program prior to enrollment in specified certificate courses. Students must be admitted to the certificate program in order to be awarded the certificate.

Credit sharing limitations:

- No more than 6 credits earned from a *different* institution or applied to both a certificate and a degree can be used to meet certificate requirements, with the exception noted below. Applicability of credits earned from a different institution to certificate requirements is the decision of the program offering the certificate.
- If a student first completes a certificate and then is admitted to a degree program for which more than 6 credits of the previously completed certificate courses are explicit requirements, up to 12 credits of previously completed courses may be applied to the degree. Applicability of credits earned as part of a certificate to degree requirements in this case is the decision of the program offering the degree.

The statement in the current WVU catalog, "Academic certificates at the undergraduate level may only be awarded simultaneously with a baccalaureate degree", would be repealed.

3.3. Collaborative Master's Degree Programs

Any proposal to establish a collaborative master's degree program should be submitted jointly by the partnering institutions in the collaborative.

3.4. Degree programs

A degree program is an area of study approved as such by the institution and the Commission and listed on the official Commission inventory of degree programs, e.g. English, Social Work, Physical Education. The degree, which is an award signifying a rank or level of educational attainment and which is conferred on students who have successfully completed a degree program, is represented by the official degree designation, e.g. B.A. - Bachelor of Arts, B.S. - Bachelor of Science, A.S. - Associate of Science, etc. The degree program completed would be listed on the student's diploma. A student pursuing a second bachelor's degree must complete a minimum of thirty credits after admission to the degree program.

3.5 Majors

A disciplinary major is a field of study within an approved degree program, having its own curriculum. Typically, an undergraduate baccalaureate major requires a minimum of thirty (30) credit hours with the majority of credits at the upper division level. A degree program may have more than one major; however, normally no more than twelve (12) credits may be shared across majors. An institution may elect to include the major(s) on the student's diploma.

An interdisciplinary major offers a unique curriculum integrating coursework offered by collaborating programs that may be in different departments, divisions, colleges, schools, etc. An interdisciplinary major requires a minimum of thirty (30) credit hours with the majority of credits at the upper division level and a minimum of twenty (20) hours that are not also counted toward completion of another major or minor. An institution may elect to include the major(s) on the student's diploma.

3.6 Minors

A baccalaureate minor is earned in a specific subject area of study and must be comprised of at least fifteen (15) credit hours of course work, nine (9) of which must be upper-division (300- and 400-level). A student may not earn a disciplinary minor in a subject area in which he or she is earning a baccalaureate major. Completion of a minor requires a minimum of nine (9) hours that are not counted toward completion of another minor, another major or Area of Emphasis. Minors are not available at the graduate level.

Note: An Area of Emphasis, certificate, or minor that has not enrolled any students for five years will be deactivated. Where extenuating circumstances exist, the program may petition for a two-year extension from the Associate Provosts for Undergraduate Education or Graduate Academic Affairs.

To: Faculty Senate Executive Committee
From: Lisa DiBartolomeo, GEFCO Chair
Date: March 27, 2017
Re: GEF Transition Review

The General Education Foundations Oversight Committee met on March 20 and passed the following courses for GEF transition review:

Title	Course Type	General Education Foundations	LEAP Learning Outcome
ADV 201: Advertising and Society	GEC to GEF Transition	F4. Society & Connections	3b: Intercultural knowledge and competence
ASTR 106: Descriptive Astronomy	GEC to GEF Transition	F2A. Science & Technology (no lab)	2b: Critical and creative thinking
BIOL 101: General Biology	GEC to GEF Transition	F2B. Science & Technology (with lab)	2b: Critical and creative thinking
BIOL 102: General Biology	GEC to GEF Transition	F2B. Science & Technology (with lab)	2b: Critical and creative thinking
BIOL 103: General Biology Laboratory	GEC to GEF Transition	F2B. Science & Technology (with lab)	2f: Teamwork and problem solving
BIOL 104: General Biology Laboratory	GEC to GEF Transition	F2B. Science & Technology (with lab)	2f: Teamwork and problem solving
BUSA 201: Survey of Economics	GEC to GEF Transition	F4. Society & Connections	2a: Inquiry and analysis
PHYS 102: Introductory Physics	GEC to GEF Transition	F2B. Science & Technology (with lab)	1: Knowledge of Human Cultures and the Physical and Natural World
WMAN 175: Introduction to Wildlife and Fisheries	GEC to GEF Transition	F2A. Science & Technology (no lab)	2e: Information literacy

Outline of current issues:

1. WVU current allows for +/- grades to be entered and appear on official transcripts; however, with the exception of the College of Law +/- grades are not used in GPA calculations.

2. Our transcripts do contain a caveat explaining why the transcript receiving school might calculate a different GPA than what appears on the WVU document.

3. It is likely that a discrepancy between the WVU assigned GPA based on no numerical credit for +/- and that of another institution counting the +/- is a potential problem for our students. This discrepancy might make our students appear to be less forthright in some ways, particularly if they report a higher GPA than their straight GPA points might indicate.

4. We've got two choices to solve that discrepancy between our calculated GPA and that calculated by another institution based on their point system- either count +/-, or do not assign +/- grades.

5. It seems that many of our peers calculate GPA by counting +/- in the GPA (12 of 19, or 63 percent).

6. None of our peers do what we do- assign +/- but not count it in the GPA.

7. We likely need to make a move one way (add appropriate points for +/- grades) or the other (eliminate +/- grading as an option) so that what other institutions calculate for our students exactly matches what we report for the GPA.

8. If we make a change to counting +/-, there is a changeover period that might disadvantage some students. We do not have data indicating how these students might be disadvantaged. Some students will be advantaged, too.

Pros:

1. Grading by +/- allows a professor to have more fine gradations between a single grade. If one student is performing at a top B level, they might have an 89. A student with an 80 is not performing at as high a level, and thus +/- allows for more accuracy in reporting.

2. Large sections have as many as 100 students in the B range, or more, maybe less. Are they all a B level student, or are some low B and some high B? The use of +/- encourages this finer control in grading.

3. We could permit a faculty member to include +/- grading and give the appropriate points for this, and still allow those faculty who do not use +/- to continue to not use +/-. Changing the points given for the GPA does not mean that we are requiring faculty to do something different in their preferred grading.

4. Students would perhaps feel happier if they got a B+ with the associated points rather than merely a B+ and no higher points for that accolade.

Negatives:

1. We've done our grading with no +/- for a long time and it seems to have worked and have been successful for our graduates. Do we really need to fix something that might not be broken?

2. We have no data on the implications of such a +/- GPA calculation on our scholarship and PROMISE students. We were able to pull some data on the number of students with PROMISE currently close to the minimum acceptable GPA. If such a change were to disadvantage many students, this would be unacceptable.

3. Converting from one system to another mid-stream is very complicated. The students are governed by the catalog that they came in under, yet this change would require all to be subject to these new GPA guidelines, thus negating our "catalog-is-the-final-arbiter" rule set.

4. Students might feel unhappier if they are on the borderline and get the B+ instead of the A- that they might have received in the past. A faculty might choose to give the B+, knowing that the student gets a larger amount of points for that grade.

Peer Schools:

19 total

12 use +/- grades in GPA calculations

1 uses numerical course grades (4.0, 3.5, 3.0, 2.5, 2.0, 1.5, 1.0, 0.0), equivalent to quality points

1 uses an A, AB, B, BC, C, D, F scale, with varying quality points for each grade

5 do not use +/- grades in GPA calculations and do not appear to allow for +/- grades at the course level

PROMISE Scholarship Information:

Current students

1531 students with minimum GPA threshold of 2.75

GPA Range	Number of students
< 2.25	104
2.25 – 2.750	125
• 2.5 – 2.750	• 77
2.751 – 3.25	293
• 2.751 – 3.0	• 131
> 3.251	1009

Total number of students within +/- 0.5 of threshold: 418

Total number of students within +/- 0.25 of threshold: 208

2356 students with minimum GPA threshold of 3.0

GPA Range	Number of students
< 2.5	11
2.5 – 3.0	235
• 2.75– 3.0	• 181
3.01 – 3.5	896
• 3.01-3.25	• 397
> 3.5	1214

Total number of students within +/- 0.5 of threshold: 1131

Total number of students within +/- 0.25 of threshold: 578

GPA Calculations

Summary of Issues

- Final grades with +/- appear on WVU transcript; however, +/- grades are not used in GPA calculation (except College of Law)
- Some students have expressed concern regarding the appearance of +/- grades on transcripts without use in GPA calculations
  - Has the potential of students looking less forthright if graduate program doesn't realize mismatch in grades and GPA on transcript

Peer Schools

- 19 schools
  - 12 use +/- grades in GPA
  - 5 do not use +/- grades in GPA
  - 2 do not use +/- grades, but also not traditional ABCDF

Possible actions

- Option 1: Remove option to enter +/- final course grades and continue calculating GPA without +/-
- Option 2: Incorporate +/- course grades in GPA
  - Specific scale will need to be defined later if this option approved

Option 1: current GPA calculation method; remove +/- grade option

- Pros
  - Average GPA will likely be higher – scholarships and financial aid
  - Most logistically simple solution
- Cons
  - Does not allow for fine differentiation in grading across performance (e.g. both 89 and 80 = 3.0 quality points)
  - May disadvantage high performing students when applying to graduate programs

Option 2: Use +/- grades in GPA calculation

- Pros
  - Allows for fine differentiation in performance
  - Allows instructors desiring to give +/- to continue doing so
  - In line with majority of peer schools
- Cons
  - Average GPA will likely decrease – scholarships and financial aid
  - Complicated implementation

PROMISE Scholarship

- Fall 2016
  - 3887 students
  - 786 students within +/- 0.25 minimum GPA threshold to maintain PROMISE

Additional Considerations

- No phased-in implementation option
  - GPA calculation change will need to be a full change-over at a given point in time
  - For option 2: 2021 change date will allow for technology changes, education for faculty and students, and current students to finish under existing GPA calculation rules

Additional Considerations

- Incorporating +/- grading will not require instructors to assign +/- for individual courses
  - Course grading scale is required in syllabus (instructors will need to update depending on selected option)
- GPA calculation method will be for undergraduate, graduate, and professional programs (College of Law will continue their current system)

2017 Faculty Senate Election Results

Senate Term Ends June 30, 2020
(Unless Otherwise Noted)

College of Business & Economics
Cui, Annie
Hibbert, Ann Marie
Kitchen, Suzanne (2018)

College of Creative Arts
Ibrahim, Michael

Davis College of Agriculture, Natural Resources and Design
Matak, Kristen
Schaeffer, Peter

School of Dentistry
Sowards, Ashlee

Eberly College of Arts and Sciences
DiBartolomeo, Lisa
Estep, Clarissa
Hartnett, Helen
Hauser, David (2018)
Hessl, Amy
M'bayo, Tamba
McCusker, Brent
Plein, Chris
Soccorsi, Andrea

College of Education and Human Services
Haines, Karen

University Extension
Murphy, Emily
Scott, Denis

College of Law
No election held

University Librarians
Tapia, Jessica

School of Medicine
Bonner, Dan
Brock, Robert (2019)
Cronin, Anne

School of Medicine (continued)
Dietz, Matthew
Gilleland, Diana (2018)
Hileman, Stan
Jacobson, Geraldine
Kirby, Beverly
Kolar, Maria
Law, Kari
Lockman, Julie
Olfert, Mark
Shapiro, Robert
Smith, Matthew
Utzman, Ralph
Vona-Davis, Linda

School of Nursing
Rowlands, Aletha
Walter, Suzy (2018)

School of Pharmacy
Garofoli, Gretchen

College of Physical Activity and Sport Sciences
Clement, Damien

Potomac State College
Johnson-Olin, Martha

School of Public Health
No election held

Reed College of Media
Fraustino, Julia

Statler College of Engineering and Mineral Resources
Mucino, Victor
Nutter, Roy

WVU Institute of Technology
Dickman, Brian
Yocke, Richard