

Minutes  
West Virginia University Faculty Senate  
Monday, February 10, 2020

1. Emily Murphy, Faculty Senate Chair, called the meeting to order at 3:16 p.m. in the Event Hall of the Law Center.

Members Present:

Anderson, K.	Butina, M.	Famouri, P.	Martucci, A.	Schimmel, C.
Andress, L.	Chantler, P.	Fleming, S.	Matak, K.	Sealey, V.
Angeline, M.	Chisholm, S.	Galvan-Turner, V.	McCrary, J.	Singh-Corcoran, N.
Arthurs, J.	Clemmer, M.	Garofoli, G.	McCusker, B.	Soccorsi, A.
Atkins, C.	Corio, E.	Germana, M.	McMillen, J.	Sowards, A.
Ballard, D.	Cottrell, L.	Goodykoontz, E.	Miltenberger, M.	Swager, L.
Bastress, R.	Crichlow, S.	Hardy, S.	Morris, A.	Tu, S.
Benedito, V.	Cronin, A.	Harrison, N.	Mucino, V.	Valentine, K.
Bernardes, E.	Cui, A.	Hauser, D.	Murphy, E.	Vanderhoff, J.
Bernstein, M.	Davis, D.	Hibbert, A.	Nix, A.	Vona-Davis, L.
Bhandari, R.	DiBartolomeo, L.	Hildebrand, L.	Nutter, R.	Watson, J.
Morgan, J.	Dickman, B.	Hileman, S.	Ogden, L.	Wayne, S.
Bonner, D.	Dietz, M.	Holbein, M.	Olson, K.	Welsh, A.
Bragg, R.	Downes, M.	Hudgins, C.	Perhinschi, M.	Woloshuk, J.
Bravo, G.	Elliott, E.	Kitchen, S.	Plein, C.	Woods, S.
Bryner, R.	Elswick, D.	Kupec, J.	Reddy, R.	Young, S.
Burnside, J.	Eubank, T.	Li, H.	Scaife, B.	Zegre, N.
Burt, A.	Evans, J.	Mallow, J.	Schaeffer, P.	

Members Excused:

Bailey, K.	Fraustino, J.	Hutson, Z.	Phillips, T.	Sims, J.
Cohen, S.	Galvez, M.	Jacobson, G.	Pyzdrowski, L.	Smith, M.
Costas, M.	Geldenhuis, W.	Law, K.	Rice, T.	Toppe, M.
Donley, D.	Hartnett, H.	Lockman, J.	Rowlands, A.	Utzman, R.
Eades, D.	Hessl, A.	McCombie, R.	Ryan, E.	Vercelli, M.
Feaster, K.	Hornsby, G.	Morris, T.	Sand-Jecklin, K.	

Members Absent:

Billings, H.	Hambrick, G.	McKibben, J.	Rakes, P.	Sedney, C.
Estep, C.	Kolar, M.	Olfert, M.	Schaefer, G.	Shapiro, R.
Gilleland, D.	M'bayo, T.	Pradhan, T.	Scott, D.	

Faculty Senate Officers Present:

Hauser, D.	Hileman, S.	Murphy, E.	Nutter, R.	Singh-Corcoran, N.
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2. Chair Murphy moved for approval of the minutes from the Monday, January 13, 2020 meeting.  
Motion carried.
3. President Gordon Gee reported the following:
  - We are halfway through the legislative session. The governor proposed a flat budget, which President Gee believes will be supported by the legislature. We have been working on a funding formula since the formation of the Blue Ribbon Commission, and now have significant support for that effort. The formula will differentiate among institutions and will be performance based. There does not appear to be strong political support for campus carry.

- He encouraged everyone to think about how the world will look in 15-20 years and how we will need to restructure the university to be compatible with that vision. For example, some estimates indicate that in 15 years about 8 percent of jobs will have been replaced by artificial intelligence.

4. Provost Maryanne Reed reported the following:

- Pedro Mago has been selected as the new dean of the Statler College. Airport interviews have been conducted for the deans of Davis and Extension; she expects to have candidates on campus in early March.
- The 4-year graduation rate for the 2013 cohort increased from 36 to 39 percent; the 5-year rate increased from 54 to 59%; and the 6-year rate increased from 59 to 60 percent.
- A team of faculty and administrators visited Georgia State University last month, which has become a national leader in student success. The team gained some practical knowledge that can be applied at WVU. Georgia State's population is similar to ours in terms of the percentage of first-generation students and the percentage of students who are eligible for Pell Grants.
- WVU will pilot a 10-course Maymester from May 11-29, 2020. A flat tuition rate will apply.
- Proposed amendments to BOG Rule 4.2 would allow deans and chairs to allow service-track faculty the same 3-, 6-, and 9-year contracts that currently exist for teaching faculty. Amendments to Rule 4.7 would include service faculty in reduction-in-force provisions.
- The Office of the Provost will be providing seed money to hire up to four new faculty of color this year, to include three years of salary support of up to \$75,000 for each of those hires. Four additional faculty members will be hired over each of the next two year. In addition, the Provost's Office will be rolling out an accelerated hiring process that will enable colleges and departments to target specific candidates who fill a need in that unit.
- The Office of the Provost is offering \$1500 Transform This! Challenge Grants for projects and activities that promote Strategic Transformation Goals #5: Be a university that advances a culture, climate and organizational structure that promotes sustainability, well-being and an enriched quality of life.

5. Serena Matsunaga and Sally McMillan provided an overview of current student success initiatives that TorchStar Education is working on with a task force being led by Evan Widders, Associate Provost for Undergraduate Education. They are in the initial phases of data analysis and action planning and will return in April or May with more details.

6. Chair Murphy reported the following:

- Faculty and staff should have received an email soliciting feedback related to MOUNTAINEER E-News and WVUWeekly. University Relations reached out to her to encourage everyone to complete the short survey so they can improve or change those publications to meet our needs.
- At the March Faculty Senate meeting, we will have a presentation from B.J. Davisson of the Foundation.
- We will be accepting nominations for Faculty Senate Chair-Elect at the March meeting. The person who is elected will also serve a 2-year term on the Board of Governors beginning in 2021.

7. Ednilson Bernardes, Chair, Curriculum Committee, moved for approval of the following reports. Motion carried.

Annex I, New Courses Report.

Annex II, Course Changes, Course Deactivations, and Subject Code Changes Report.

Annex III, Capstone Courses Report

Changes to the Major in Public Health.

Change AOE to Major in Russian Studies.

8. General Education Foundations Committee – no report.
9. Teaching and Assessment Committee – no report.
10. Lesley Cottrell, Chair of the Committee on Committees, Membership, and Constituencies, moved for approval of the following report. Motion carried.  
Annex IV, Standing Committee Membership Changes.
11. Lauri Andress, Chair of the Inclusion and Diversity Committee, submitted the following reports for information. Reports filed.  
Annex V, Interim Report.  
Annex VI, Tables & Graphs.
12. Roy Nutter, Faculty Representative to State Government, reported that he, Dave Hauser, and representatives of 17 other state schools, met with various legislative leaders on February 6. The greatest concern among those legislators was the funding formula and how to allocate resources to 4-year institutions.
13. Stan Hileman, BOG Representative, reported that there was a special meeting on January 24. The Board amended its contract with the company that provides steam to the campus to permit a switch from coal waste to natural gas. The Board also approving refinancing of bonds to take advantage of lower interest rates. Two new majors, a BS in Health Services Management and Leadership for the School of Public Health and a BS in Music and Health for the College of Creative Arts, were approved. The next meeting is scheduled for February 28.
14. Presha Neidermeyer, Associate Provost for Academic Personnel, was available to respond to questions on the proposed amendments to BOG Rules 4.2 and 4.7.
15. Lena Maynor, former Faculty Senate Chair, provided an update on plus/minus grading. In 2017, at the request of the Student Government Association, the Faculty Senate recommended incorporating plus/minus grades into the GPA calculation. However, an analysis by the Office of the Provost indicates that about 32 percent of students would see their GPA decrease with the incorporation of plus/minus grades. A number of those students would drop below the threshold to qualify for the PROMISE scholarship, admission to WVU graduate school, or Title IV financial aid. As a result of the analysis, SGA has rescinded their request.

The following motion was made and seconded: In May 2017, Faculty Senate voted to support counting plus or minus grades in GPA for undergraduate students. In light of the fact that Student Government Association has withdrawn its original support for the proposal to count plus or minus grades in the GPA for undergraduate students, and in light of the new information shared by the

Provost's Office concerning the detrimental effects of counting plus/minus grades in the GPA for many of our students, Faculty Senate rescinds its vote as reported in May 2017. Motion carried.

A motion was made and seconded to support the Provost's Office proposal NOT to count plus or minus grades in the GPA for undergraduate students. Motion carried.

A motion was made and seconded that the Faculty Senate recommend that the Provost's Office do away with faculty's ability to give plus or minus grades so that they can only give the letter grade that will be counted in the GPA. A motion was made and seconded to table the question. Motion to lay the question on the table carried.

A motion was made and seconded to assign responsibility for investigating faculty's ability to do away with plus/minus grades to the Teaching and Assessment Committee. Motion carried.

16. New Business – Nicholas Zegre asked what options are available for WVU to collaborate with Mon County schools regarding their academic calendars.

Lauri Andress asked that when an issue is referred to a committee for consideration, that parameters be established for following up and reporting back to the Senate.

17. The meeting adjourned at 4:32 p.m. to reconvene on Monday, March 9, 2020.

Judy Hamilton  
Office Administrator

USING STUDENT INSIGHTS  
TO IMPROVE  
RETENTION AND GRADUATION

WEST VIRGINIA UNIVERSITY

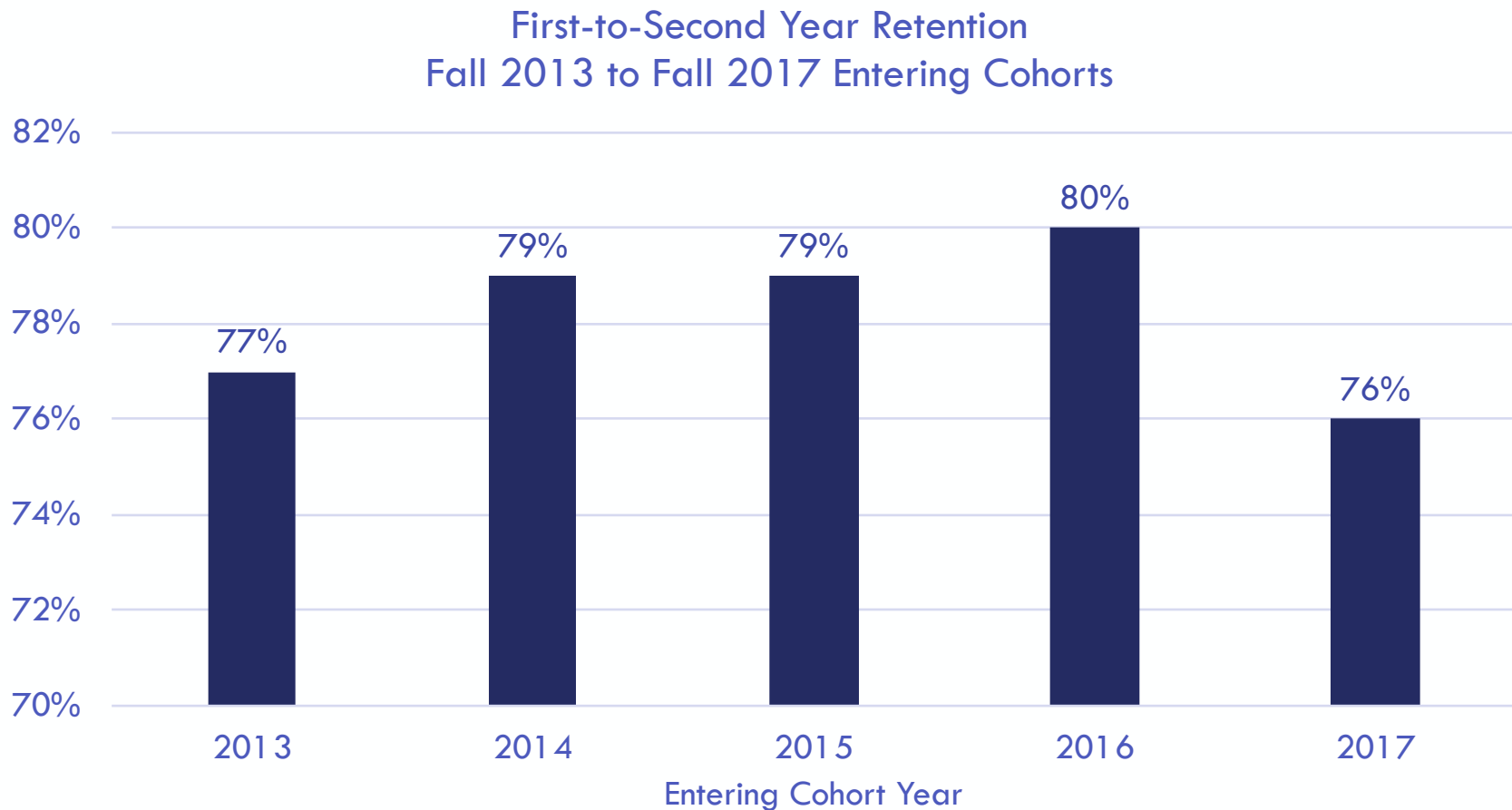
SEPTEMBER 2019



# CONTEXT

## FIRST-TO-SECOND YEAR RETENTION

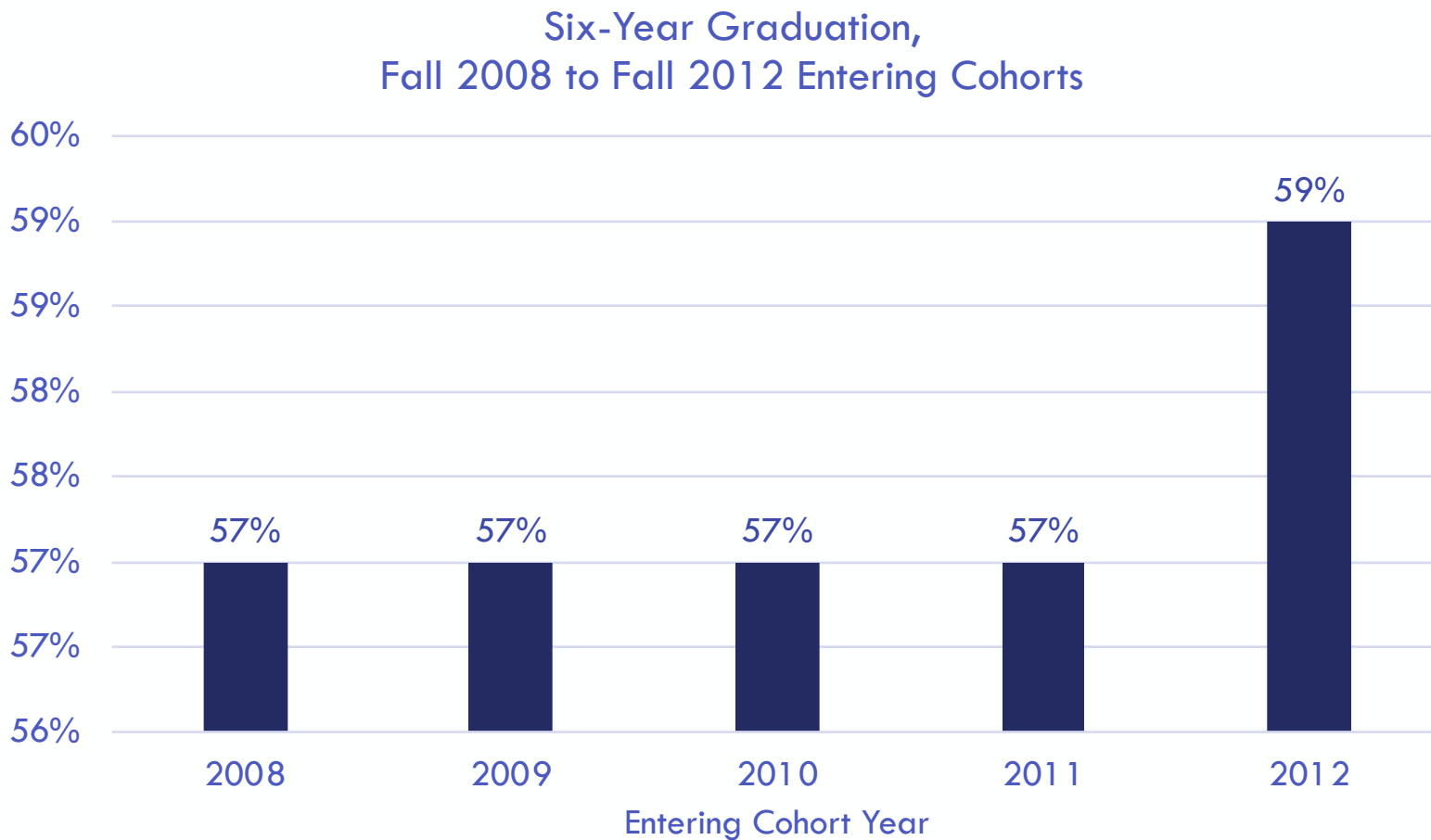
Following a period of improvement, first-to-second year retention rates declined with the 2017 entering cohort.



# CONTEXT

## SIX-YEAR GRADUATION

However, six-year graduation rates improved to 59% with the fall 2012 cohort.

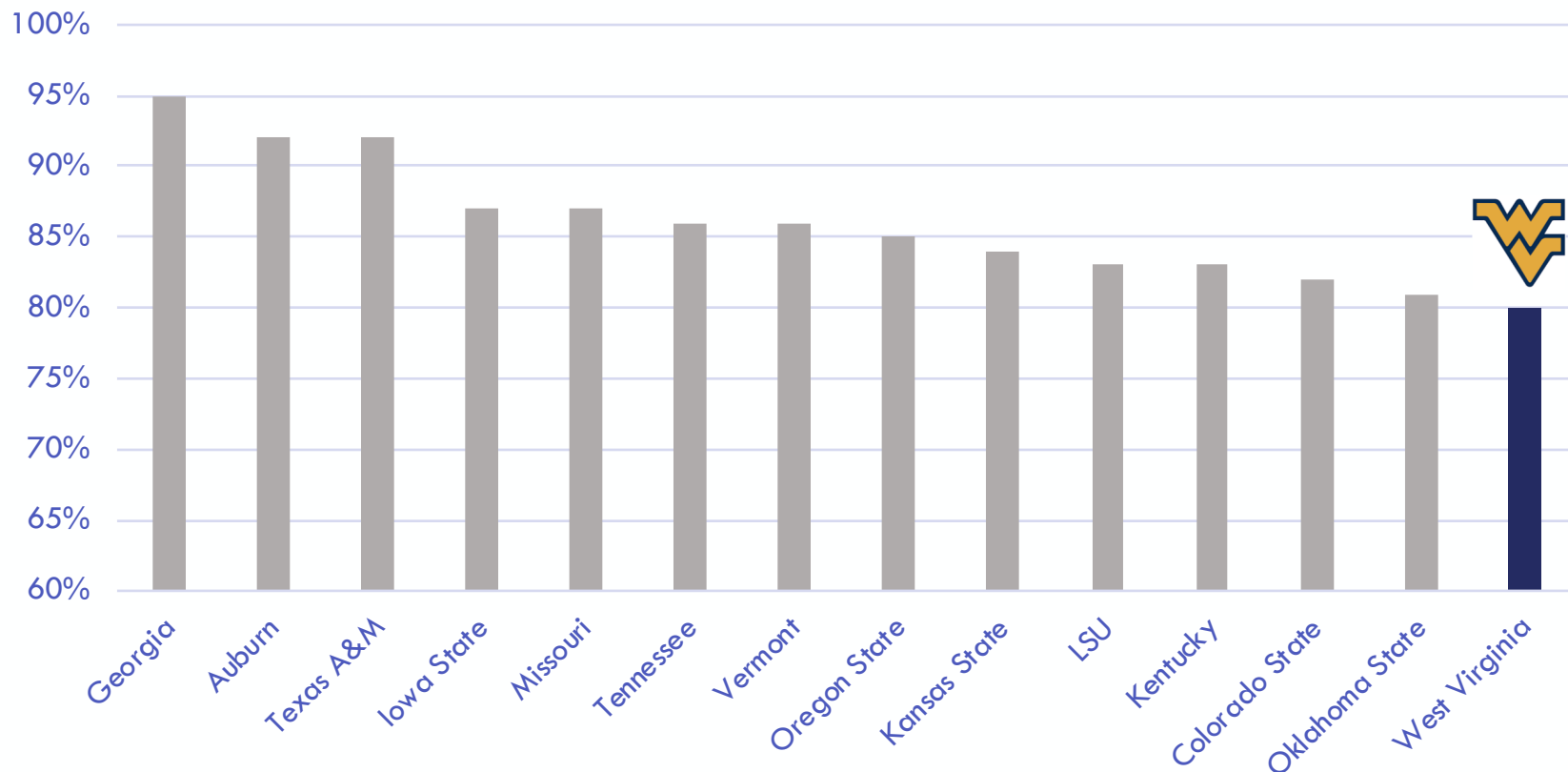


# CONTEXT

## WVU VS. PEERS – RETENTION, FALL 2017

WVU trails institutional peers in first-to-second year retention.

First-to-Second Year Retention, Fall 2017  
(Tracking 2016 Entering Cohort)  
WVU vs. Institutional Peers

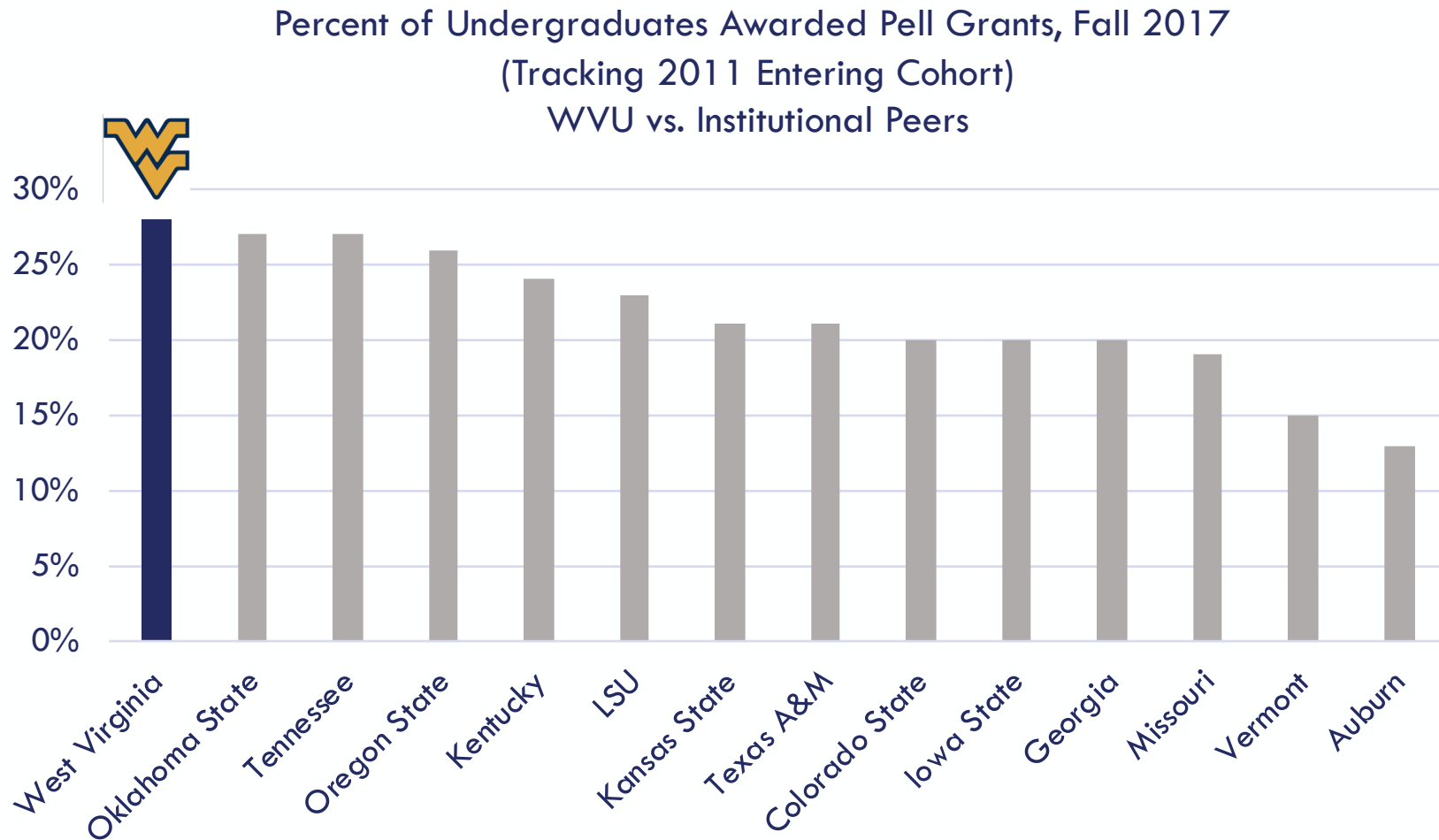




# CONTEXT

## WVU VS. PEERS – PELL ELIGIBILITY, FALL 2017

A higher percentage of WVU undergraduate students qualify for Pell grants than at peers.



# STUDENT INSIGHTS

## HIGH SCHOOL PREPARATION

Overall, 60% of students felt academically prepared to enter WVU. In-state, first-generation, and out-of-state students felt less prepared.

Do you believe that your high school education adequately prepared you for your academic success ...

	Agree	Disagree
In-State	52%	30%
Out-of-State	67%	19%
First-Generation	47%	36%
Non-First-Generation	62%	21%
Pell Eligible	48%	37%
Non-Pell Eligible	63%	20%

# STUDENT INSIGHTS

## WORK ACTIVITY

Over 60% of students work, mainly off-campus and with higher workloads for students with financial need.

	All	Pell
<b>Context</b>		
How many students work for income?	61%	73%
How many support someone other than themselves	8%	13%
<b>Where do students work?</b>		
On-Campus	59%	82%
Off-Campus	69%	89%
<b>How many hours?</b>		
On-Campus	11.1	12.7
Off-Campus	19.4	20.7

# STUDENT INSIGHTS

## WHY STUDENTS LEAVE

Students leave, return, and contemplate leaving largely due to engagement challenges.

	<b>Leavers</b> Why Students Leave WVU? (WVU Transfer Study)	<b>Returners</b> Why Students Leave and Return?	<b>Contemplators</b> Why Students Contemplate Leaving?
<b>Reasons</b>			
Engagement	<b>#1</b>	<b>#1</b>	<b>#1</b>
Academic	<b>#2</b>	<b>#3</b>	<b>#2</b>
Financial	<b>#3</b>	<b>#2</b>	<b>#3</b>
<b>Major Issues</b>	<ul style="list-style-type: none"> <li>- Campus fit</li> <li>- Poor grades</li> <li>- Access to major</li> <li>- Mental health</li> </ul>	<ul style="list-style-type: none"> <li>- Personal crisis</li> <li>- Academic dismissal</li> <li>- Mental health</li> <li>- Planned stop out</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in major</li> <li>- Academic adjustment</li> <li>- Mental health</li> <li>- Ability to pay</li> </ul>

WEST VIRGINIA UNIVERSITY  
ACADEMIC RETENTION ROADMAP  
OVERVIEW FOR FACULTY SENATE



FEBRUARY 10, 2020



# FACULTY SENATE

- Introductions and Objectives
- Academic Retention Roadmap – Process, Timeline, Next Steps
- Questions

# OBJECTIVE

## PROJECT IMPETUS

- WVU retention imperative
  - Enrollment
  - Resources
- Address areas of challenge for students



## RETENTION ROADMAP

- Build on recent progress (STAY, policy changes)
- Develop multi-year action plan to ensure continued focus on:
  - High failure rate courses (D-F-W)
  - Course scheduling

# THE STAY

## UNDERSTAND THE “WHY”

- Deployed at WVU in May 2019; 1,000+ participants with 90+ credit hours
- Understand why students stay, contemplate, leave, and return
- Gain student perspective of challenges, road blocks, and programs that work
- Review of Pell-eligible students





# THE STAY

## RESPONDENT PROFILE

1,085

Participants

50%

West Virginia In-State

23%

First-Generation

64%

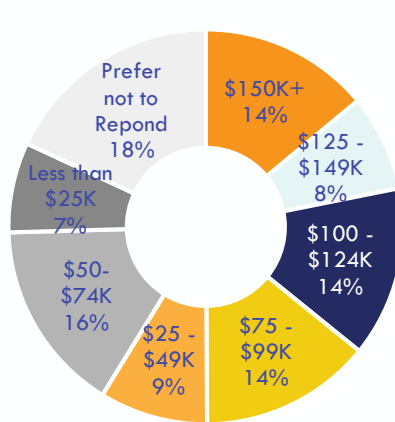
Female

94%

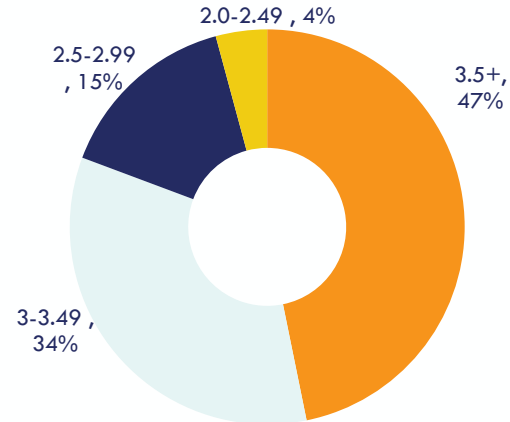
Caucasian

31%

Pell-Eligible



Self-Reported Family Income



Self-Reported GPA

# STUDENT INSIGHTS

## HIGH SCHOOL PREPARATION

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Do you believe that your high school education adequately prepared you for your academic success ...

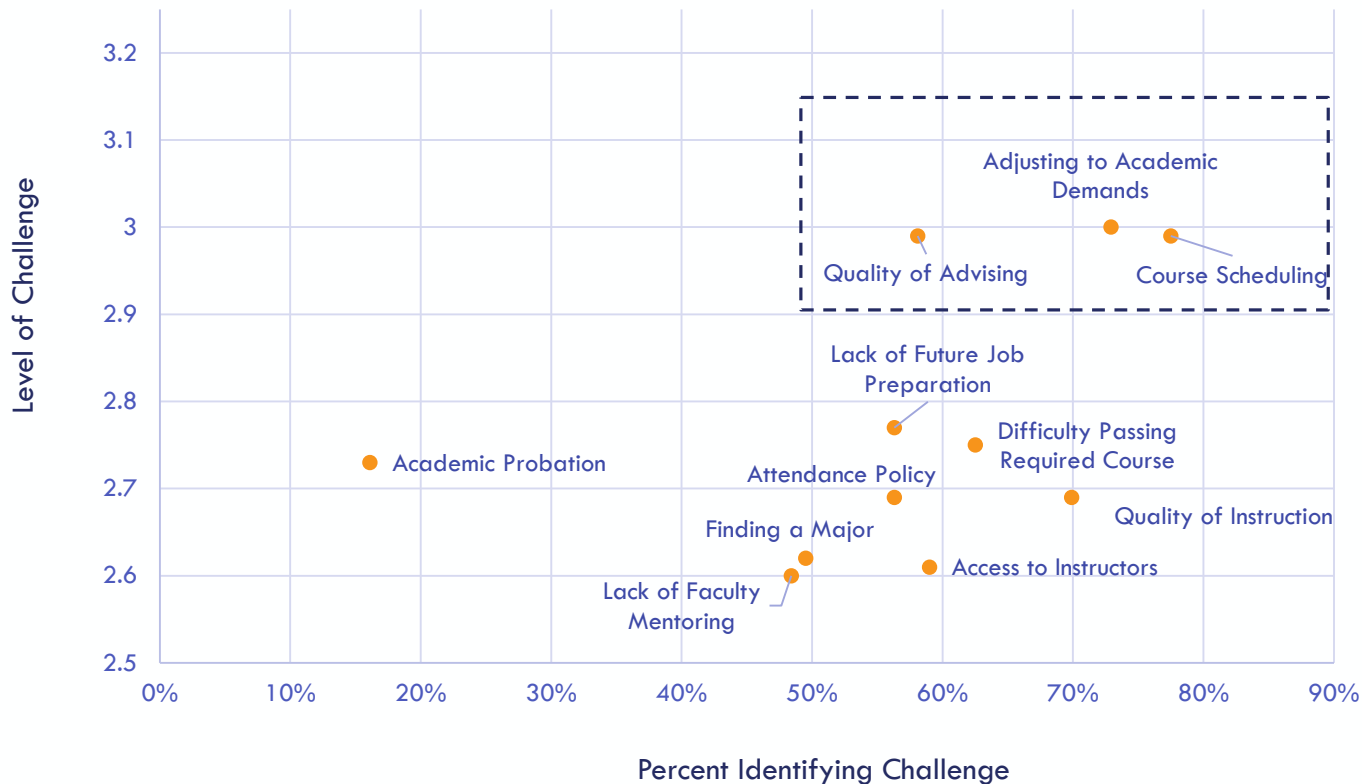
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# STUDENT INSIGHTS

## ACADEMICS – CHALLENGES

Students identified course scheduling, adjusting to academic demands, and quality of advising as major academic challenges.

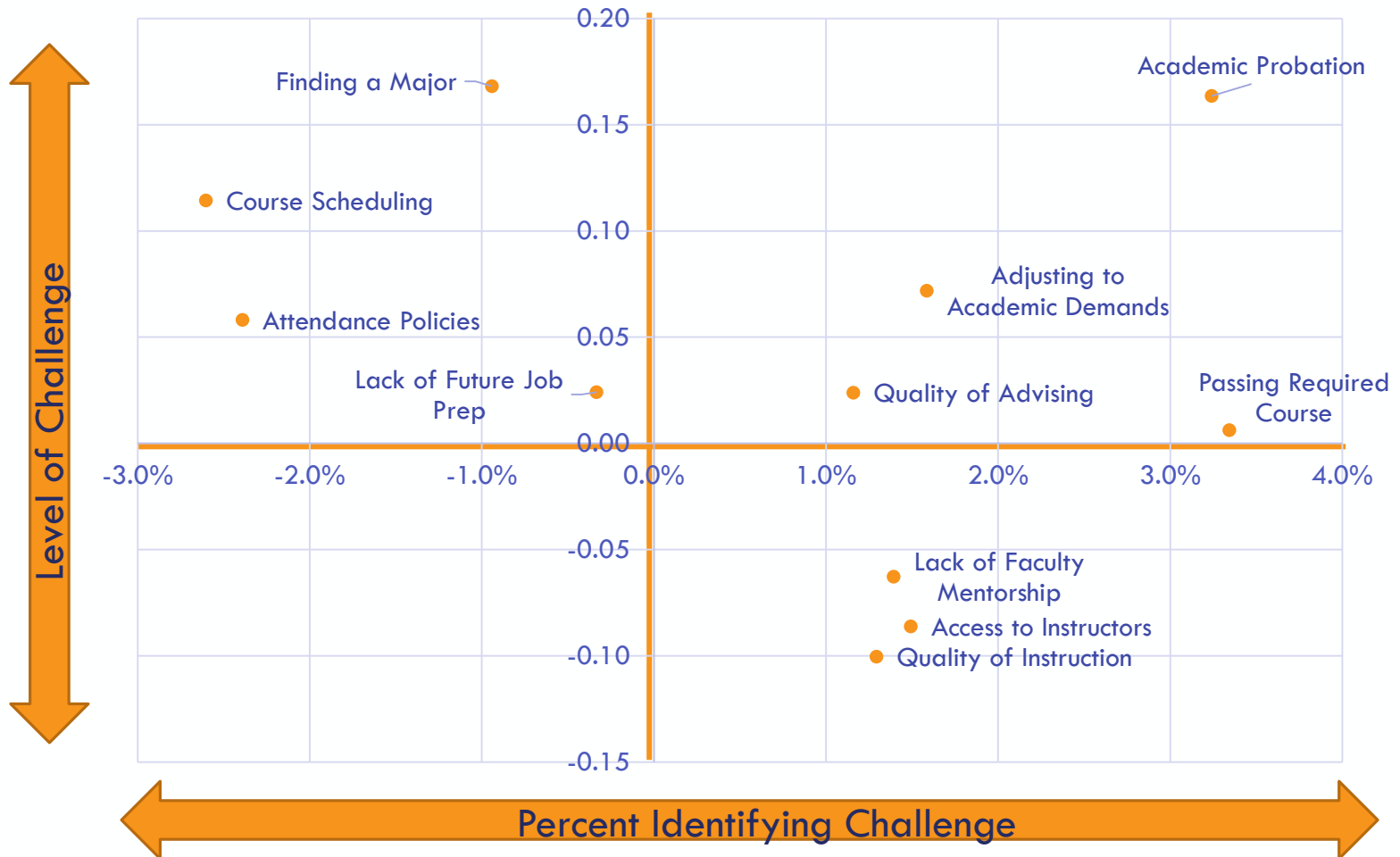
Please indicate if any of the following were challenges for you during your time at West Virginia University (1- minor challenge, 5 – very important challenge)



# PELL STUDENT FOCUS

## COMPARATIVE PERCEPTIONS – PELL VS ALL

Pell students have greater challenges with academic probation, adjusting to academic demands, quality of advising, and passing required courses.



# RECENT CHANGES

Recent changes align with progress in DFW rates and course scheduling, setting a strong foundation for this initiative:

	DFW	Course Scheduling
<b>Repeat Policy:</b> Limit students to repeating only 3 times (vs. unlimited)	●	●
<b>De-coupling Lectures and Labs in Biology and Chemistry:</b> Allow repeat of one without repeating the other	●	●
<b>Mid-term Grades:</b> Mid-term grades near universal adoption	●	
<b>Progress Reports (Pilot):</b> Report progress in weeks 4 and 12 weeks (continuing improvements anticipated)	●	

# PLANNED CHANGES

Changes anticipated for fall 2020 continue progress in these areas:

	DFW	Course Scheduling
<b>Prevent Registration for Multiple Sections of Same Course:</b> Limit students to one section (vs. multiple)		•
<b>STEM Schedules:</b> Increase options for scheduling math, chemistry, and biology		•
<b>Guided Pathways (Pilot):</b> Provide clear options for students not admitted to first-choice major	•	•
<b>Tutoring Upgrades:</b> Implement Academic Support Council to advise on tutoring	•	
<b>Registration Waitlists:</b> Automate process of adding students when seats become available		•

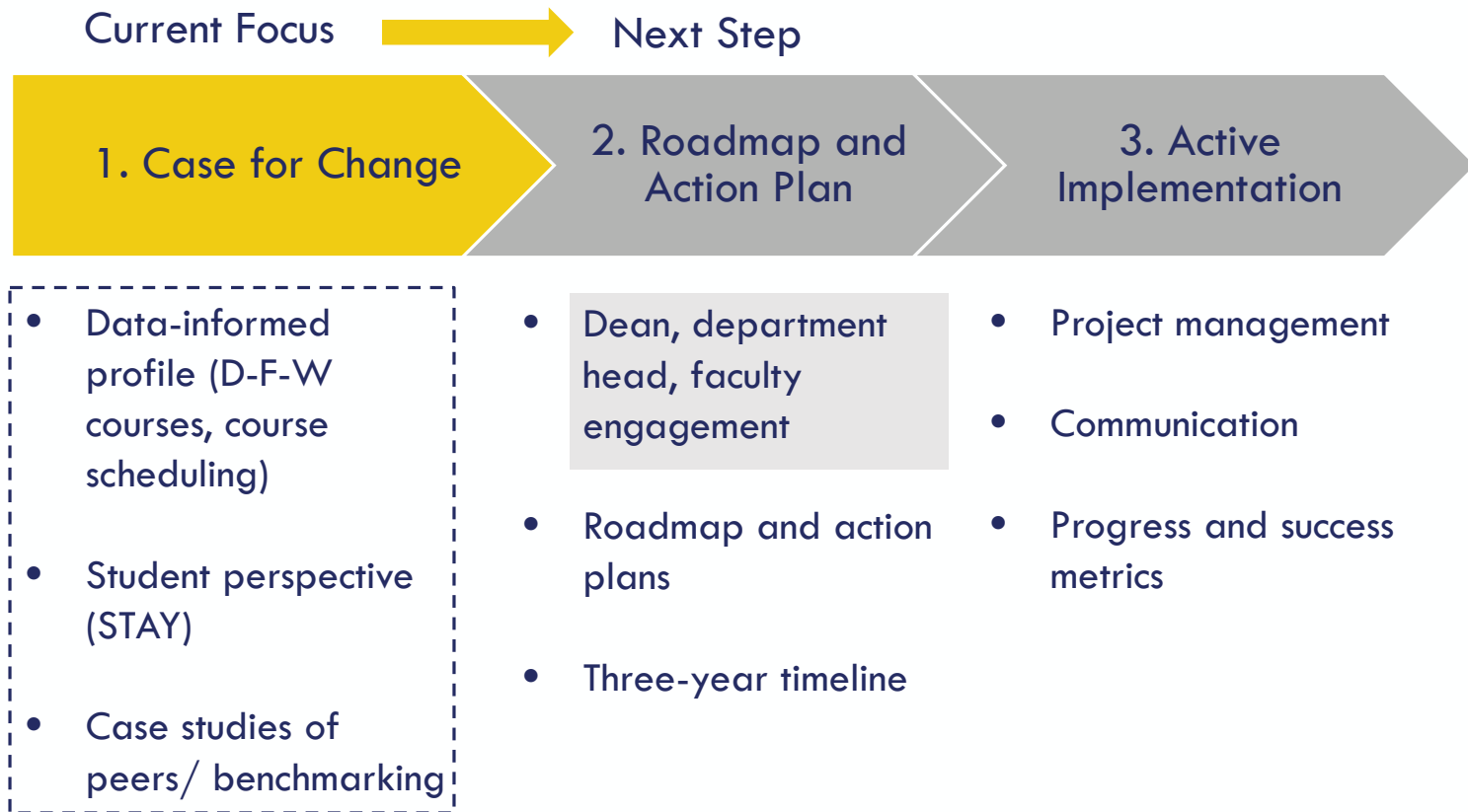


## EARLY WINS

- Additional seats available for students in high-demand courses
  - Actions: Repeat policy, de-coupling lectures
- New opportunities for early intervention and proactive advising
  - Actions: Mid-term grades, guided pathways, progress reports

# PROCESS

A three-step process is envisioned for the academic retention roadmap:







## NEXT STEPS

- **February – April 2020:** Data review, case development
- **April – May 2020:** Action plan, opportunities for engagement
- **June 2020:** Implementation

# QUESTIONS



Understand

Focus

Act

To: Faculty Senate Executive Committee

From: Ednilson Bernardes, Chair, Faculty Senate Curriculum Committee

Date: January 27, 2020

Re: New Courses Report

Title	College	Credits	Prerequisites	Description
AGEE 520: Laboratory Teaching Methods	AGFOR	2		Organization and preparation of teaching materials for middle and high school agriculture laboratory courses.
AGEE 521: Laboratory Teaching Methods Practicum	AGFOR	1	AGEE 520.	Organization and preparation of teaching materials for middle and high school agriculture laboratory courses.
DSGN 130: Introduction to Design Studies	AGFOR	3		This course is an opportunity for you to learn and apply the elements and principles of design. These concepts will be applied to creating successful two- and three-dimensional design projects. You will also learn about the design industry and identify how all design professions have common foundations.
DSGN 200: Information Communications	AGFOR	3	DSGN 160 with a minimum grade of C-.	This course provides advanced instruction in computer graphic software as used to explore the issues of clarity in graphics, motion, and spoken communications. Students address physical and psychological aspects of human factors and their influence on design process, and present evidence in a professional manner.
LARC 220: Landscape Field Drawing	AGFOR	3	LARC 121 with a minimum grade of C- or consent.	Outdoor sketching and drawing as a tool for field observation and to communicate landscape design ideas. Students sample a range of media and techniques, then focus and develop their individual drawing style. Offered in Fall. (1.5-hr lecture, 3-hr studio)
FRCH 413: French Popular Culture	AS	3		This course provides the students with an overview of the specificities and evolution of modern French popular culture through the exploration and analysis of major social movements and cultural artifacts, including short stories, graphic novels and films as well as realia.

Title	College	Credits	Prerequisites	Description
LANG 610: Methods of Research	AS	3		This class covers basic research skills and professional norms in the field of applied linguistics. Topics include: finding, reading, synthesizing, and evaluating primary research; research questions, research design, sampling strategies, data collection procedures, and data analysis in quantitative and qualitative methods; and proposing research projects.
LING 610: Methods of Research	AS	3		This class covers basic research skills and professional norms in the field of linguistics. Topics include: finding, reading, and evaluating primary research; research questions and research design; formulating and testing hypotheses; basic quantitative issues in the social sciences; and applying to conferences, graduate programs, and jobs.
MATH 470: Introduction to Mathematical and Computational Systems Biology	AS	3	MATH 261 with a minimum grade of C- and PR or CONC: (MATH 343 or MATH 441) with a minimum grade of C-.	Systems biology provides a framework to predict and control behaviors of large biochemical networks based on the analysis of its modules. Its methods apply to pharmacology, population dynamics, and epidemiology. Starting from concepts and computational implementation of biochemical kinetics, parameter fitting, sensitivity analysis, we develop principles for network control and analysis, with hands-on examples of metabolic, signaling, and genetic networks.
SOCA 349: Human Osteology	AS	3		Introduction to the anthropological study of the human skeletal system. Emphasis on the methods for identifying human remains (including identification of complete bones and important skeletal markers) and methods used to conduct a biological profile for an individual (including determination of age, sex, ancestry, and pathology/trauma estimation).

Title	College	Credits	Prerequisites	Description
IDT 680: Computational Thinking	CEHS	3		The main objective of the course is to provide students with an understanding of how to promote computational thinking as a learning approach. As an instructional designer, an education researcher, or a teacher in this course, students will have the opportunity to comprehend theoretical underpinnings and practice applications of computational thinking in education.
PASS 110: Introduction to Health and Well-being Professions	CPASS	3		This course will provide prospective healthcare professionals introductory information and early experiences related to careers in healthcare. Topics include career exploration and career planning, professional standards, and fundamental knowledge necessary for careers in the health and well-being industry.
PASS 359: Mindfulness for Health and Well-being	CPASS	3		This upper-level 3-credit class is designed to give students a primary understanding of stress, anxiety, anger, mindfulness, and other related positive psychology issues. Other components of the class will include exploration of the history of the field of mental health and current trends in mental health professions.
LAW 751: Empirical Legal Methods	LAW	3		A presentation of foundational core statistical concepts covering the substantive equivalent of a college-level introductory statistics course and exploring empirical legal policy issues through readings and class discussions. Will focus on mastering specific empirical issues in cases, policy proposals, legislation, and regulations. No mathematics above algebra required.
AT 511: Managing Athletic Medical Trauma	MED	2		Provides a comprehensive approach to the identification of risk factors, preparation of emergency action plans, and recognition and care of emergency medical conditions including those that may lead to sudden death.

Title	College	Credits	Prerequisites	Description
AT 512: Foundations of Professional Practice	MED	1		An introduction to clinical decision making through an exploration of evidence-based practice frameworks, a team approach to healthcare, legal and ethical considerations, primacy of the patient, effective communication and concepts of professionalism and cultural competence.
AT 513: Fundamental Skills in Athletic Training	MED	2		Fundamental athletic training skills necessary for active participation in the patient care setting. The primary focus is on an introduction to patient history and physical examination, musculoskeletal palpation, pre-participation physical examinations, injury prevention concepts, and documentation.
AT 520: Musculoskeletal Assessment Diagnosis I	MED	3		A comprehensive approach to the assessment and diagnosis of lower extremity, lumbar spine musculoskeletal injuries including the identification of risk factors, the role of clinical outcome measures, and appropriate referral decisions.
AT 521: Musculoskeletal Assessment Diagnosis II	MED	3		A comprehensive approach to the assessment and diagnosis of upper extremity, cervical spine, thoracic spine musculoskeletal injuries including the identification of risk factors, the role of clinical outcome measures, and appropriate referral decisions.
AT 522: Clinical Decision Making I	MED	2		Instruction of the standard techniques and procedures for the evaluation and diagnosis of musculoskeletal injuries and common illnesses.
AT 523: Evidence Based Practice I	MED	1		Concepts of evidence-based practice as it relates specifically to musculoskeletal assessment and diagnosis with a primary focus on clinician-and patient-oriented outcome measures and appropriate referral decisions. Students will explore primary literature focused on clinical questions related to a comprehensive approach to injury evaluation.

Title	College	Credits	Prerequisites	Description
AT 524: Pediatric Sports Medicine Clinical Rotation	MED	3		This clinical education rotation focuses on the health care needs of pediatric/adolescent athletes. This 14-week rotation is completed concurrently with other weekly courses required in the first professional year of study. Students will engage in an inter-professional sports medicine team providing care to competitive high school athletes in the state of West Virginia.
AT 530: Therapeutic Interventions I	MED	3		Designing therapeutic interventions for patients with physical dysfunctions that stem from inflammation, pain, and limited movement patterns. The primary focus is on the use of therapeutic modalities, pharmacotherapy, and manual therapy techniques.
AT 531: Therapeutic Interventions II	MED	3		Designing therapeutic interventions and corrective exercise plans for patients with physical dysfunctions and limitations associated with orthopedic injuries, pathological movement patterns, and post-operative rehabilitation.
AT 532: Clinical Decision Making II	MED	2		Assessment of patient status using clinician-and patient-oriented outcome measures. Based on this assessment and with consideration of the stage of healing and goals, students will design and implement comprehensive therapeutic interventions to maximize the patient's participation and health-related quality of life.
AT 533: Evidence Based Practice II	MED	1		Concepts of evidence-based practice as it relates specifically to therapeutic interventions with a primary focus on clinician-and patient-oriented outcome measures. Students will explore primary literature focused on clinical questions related to the design, implementation, and modification of therapeutic interventions and outcome measures.

Title	College	Credits	Prerequisites	Description
AT 534: Collegiate Sports Medicine Clinical Rotation	MED	3		This clinical education rotation focuses on the health care needs of collegiate athletes. This 14-week rotation is completed concurrently with other weekly courses required in the first professional year of study. Students will engage in an inter-professional sports medicine team providing care to competitive collegiate athletes in the state of West Virginia.
AT 610: General Medical Conditions	MED	2		Explores the physical, mental, and social health problems seen in the physically active individual, emphasizing the recognition of signs, symptoms, and predisposing conditions related to the specific illness or disease and its recommended treatment. Students will learn how to evaluate common non-orthopedic conditions present in physically active patients across the lifespan.
AT 611: Pathophysiology	MED	2		In-depth exploration of altered structural and physiological adaptation processes and how they apply to assessment and treatment of disease and injury with an emphasis on conditions encountered in sports medicine and health care.
AT 613: Sports Medicine Clinical Rotation I	MED	2		The first of three full-time clinical education experiences. This 4-week, full-time clinical immersion rotation provides the athletic training student the opportunity to gain experience in a specific area of clinical practice. The course is designed to facilitate synthesis and the integration of knowledge, skills, and clinical decision-making into patient care.
AT 620: Leadership Management in Athletic Training	MED	2		Business management principles associated with athletic training clinical practice as well as leadership and professional development.
AT 621: Advanced Neuromuscular Concepts	MED	2		Provides an in-depth exploration and application of the biomechanics and neuromuscular concepts of therapeutic interventions and corrective exercise plans for patients across the lifespan.



Title	College	Credits	Prerequisites	Description
AT 622: Optimizing Athletic Performance	MED	2		Explores the concepts of assessing, designing, and implementing specialize performance programs to address the health and performance goals of the athletes. The primary focus is on movement instruction, energy systems, and program design.
AT 623: Sports Medicine Clinical Rotation II	MED	9		The second of three full-time clinical education experiences. This 18-week, full-time clinical immersion rotation provides the athletic training student the opportunity to gain experience in a specific area of clinical practice. The course is designed to facilitate synthesis and the integration of knowledge, skills, and clinical decision-making into patient care.
AT 630: Professional Practice in Athletic Training	MED	1		Serves as a formal review for the national Board of Certification, Inc. examination for certification as an athletic trainer.
AT 631: Clinical Topics in Sports Medicine	MED	2		A comprehensive approach to advanced orthopedic concepts associated with physically active individuals across the lifespan. The focus will be on surgical techniques, radiological concepts and interpretation, and advanced treatment procedures used in diverse orthopedic settings.
AT 632: Evidence Based Practice III	MED	2		Synthesizes the concepts of evidence-based practice as it relates to clinical practice. Students will collect and analyze actual clinician-and patient-oriented outcomes generated in the context of their own clinical practice in order to improve patient care.
AT 633: Sports Medicine Clinical Rotation III	MED	8		The third of three full-time clinical education experiences. This 16-week, full-time clinical immersion rotation provides the athletic training student the opportunity to gain experience in a specific area of clinical practice. The course is designed to facilitate synthesis and the integration of knowledge, skills, and clinical decision-making into patient care.

Title	College	Credits	Prerequisites	Description
EXPH 564: Applied Biomechanics	MED	3	Department approval.	This course will provide students with the principles of the analysis of human movement biomechanics, including but not limited to: anthropometry, signal processing, kinetics, kinematics, electromyography, isokinetic strength assessment, and basic programming.
OTH 407: Upper Extremity Rehabilitation Lab	MED	1	OTH 405 and OTH student status.	Laboratory activities that supplement and complement the material covered in OTH 405 Upper Extremity Rehabilitation. Students will assess for, design, fabricate, apply, and fit orthoses and devices. The safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices will be covered.
NSG 831: Doctor of Nursing Practice Project Implementation	NSG	1 or 2	NSG 830.	This course provides the Doctor of Nursing Practice (DNP) student with a framework for implementing and evaluating the outcomes of a proposed DNP project. The student will present a project proposal, apply for institutional approval, implement an initiative, and collect and analyze data in preparation for the DNP Project presentation.
BTEC 330: Corporate Finance	PS	3	ACCT 201 and ACCT 202.	Investigation of corporate finance including capital structure analysis, valuation of financial assets, cost of capital, capital budgeting, and risk security markets.
ADPR 435: Visual Brand Storytelling	RCM	3	JRL 215 and JRL 225 and (ADPR 215 or ADV 215 or PR 215 or STCM 215) with a minimum grade of C- in each.	In this class, students will tell character, culture and place-driven stories that connect emotionally with a target audience. Students will collaborate with a client to produce real-world outcomes that are based on creative strategy and messaging. Through the use of traditional visual mediums and emerging technology students will plan, produce and publish content for print and digital platforms.

To: Faculty Senate Executive Committee  
 From: Ednilson Bernardes, Chair, Senate Curriculum Committee  
 Date: January 27, 2020  
 Re: Course Changes, Deactivations, and Subject Code Changes Report

## Course Changes

Field	Old Value	New Value
<b>* ACCT 451</b>		
Catalog Prerequisites	ACCT 312 and (ACCT 322 or ACCT 323).	ACCT 312.
Justification		This revision seeks only to remove the prerequisite Acct 322 OR Acct 323 (Accounting Systems). This change is consistent with an adjustment to the "plan of study" for accounting majors and significant revisions to other courses, including Accounting Systems classes. The content that was previously covered in Acct 322 (or Acct 323) that necessitated it be a pre-requisite for this Acct 451 course is now covered in other classes earlier in the accounting curriculum. This content migrated gradually over time as more accounting functions were automated and so this revision reflects that changing dynamic. This change also allows for Acct 322 to be taken after Acct 451 and, importantly, permits students to take this Acct 451 course prior to the internship and hiring seasons that occur prior to and at the beginning of the fourth year of study, consistent with the newly approved accounting plan of study.
<b>BIOL 475</b>		
Catalog Prerequisites	BIOL 219.	BIOL 348.
Justification for Course Change		We would like to update the prerequisite course for BIOL 475. It was discovered that students that do not have a basic background in neuroscience were struggling in the course. To remedy this, BIOL 348 is the requested new prerequisite.
<b>EE 668</b>		
Catalog Description	Information measures and mutual information; noiseless coding theorem, construction of compact codes and universal codes; channel coding theorem and error correcting codes; cryptography and information theory; algorithmic information theory, and rate distortion theory.	Mathematical description of channels and sources; entropy, information, data compression, channel capacity, Shannon's theorems, rate-distortion theory, maximum entropy principle, and large deviations theory.
Course Code	EE 568	EE 668
Course Number	568	668
Catalog Prerequisites	STAT 215 or equivalent, or consent.	EE 513.
Justification		The course level is being changed from 500-level to 600-level. This is due to the following reasons: (1) The course should properly have a 500-level prerequisite and therefore is not appropriately offered at the 500 level, and (2) The level and outcomes are consistent with other 600 level courses in the department (i.e., the course had been previously misclassified at the 500 level). Moreover, the prerequisite is updated to a more appropriate one and the catalog description is updated to reflect modern practices in this topic.

\* Proposal referred to Teaching and Assessment Committee for further review of syllabus.

Field	Old Value	New Value
<b>ENGL 102</b>		
Catalog Description	Builds on the writing abilities earned in English 101 (or the equivalent). Focuses on the research process, argumentation, and critical inquiry; emphasizes structures, language, documentation, and formats appropriate for specific audiences and purposes. Required of all bachelor's degree candidates unless equivalent transfer credit or portfolio credit applies.	Builds on the writing abilities earned in English 101 (or ENGL 1C1 or the equivalent). Focuses on the research process, argumentation, and critical inquiry; emphasizes structures, language, documentation, and formats appropriate for specific audiences and purposes. Required of all bachelor's degree candidates unless equivalent transfer credit or portfolio credit applies.
Catalog Prerequisites	ENGL 101 or equiv.	ENGL 101 or ENGL 1C1 or equiv.
Justification	Transitioning course from GEC to GEF	The change specifies that ENGL 1C1 is an allowed pre-requisite for ENGL 102. This is in keeping with WVU's transfer equivalency policy for composition courses. In cases where students transfer in a composition course that we determine is not equivalent to WVU's ENGL 101 but does earn the student 3 credits toward the GEF Composition and Rhetoric requirement, we assign a course equivalency of 1C1 and consider the student ready for ENGL 102. However, because ENGL 1C1 was not specified in the Catalog, students with 1C1 credit trying to enroll in ENGL 102 were getting an error message that required they be granted an individual permit to enroll in ENGL 102. By specifying ENGL 1C1 as an allowed pre-req for ENGL 102, we hope to avoid the error message/permit problem. We are not making any changes to the course or pre-requisites for the course. This change just streamlines the technical process of enrolling in ENGL 102.
<b>GEOG 350</b>		
Catalog Prerequisites	GEOG 150.	
Justification		We are proposing to remove the Geography 150 prerequisite from Geography 350. Due to changes in our GIS and geospatial science curriculum, and specifically developing more upper level courses, we would like to make Geography 350 the introductory prerequisite course for our more advanced GIS courses, including Spatial Programming, Web GIS, GIS Applications, and Open-Source Spatial Analytics. It will serve as the introductory course for all students wishing to take more advanced courses. Geography 149/150 (Digital Earth and Digital Earth Lab) will be maintained as an introductory course for students that do not want to take additional GIS courses or advance through the curriculum. For example, this course would be more applicable to human geographers. It will also be maintained as a science GEF course for nonmajors. This change is being pursued to improve our overall GIS curriculum and course sequencing and to reduce redundant coursework required by students taking our courses.
<b>HLSC 172</b>		
College/School	Public Health	Potomac State College
Subject Code	CHPR - Community Health Promotion	HLSC - Health Science
Catalog Description	Emergency aid for the sick and injured. Emergency services aimed at reducing the potential of permanent disability or threats to life, as well as pain, damage, or suffering of a less serious nature.	Introductory course in emergency services aimed at reducing the potential of permanent disability or threats to life, as well as pain, damage, or suffering of less serious nature.
Course Code	CHPR 172	HLSC 172
Justification		Many of our pre-allied health majors and general studies majors take this course. The CHPR subject has been deactivated; thus, we are changing the subject code to allow this course to continue to be offered.

\* Proposal referred to Teaching and Assessment Committee for further review of syllabus.

Field	Old Value	New Value
<b>LARC 331</b>		
Full Title	Landscape Architectural Construction 2	Advanced Grading & Stormwater
Transcript Title	Landscape ArchitectrI Constr 2	Advanced Grading & Stormwater
Catalog Prerequisites	LARC 330.	LARC 330 with a minimum grade of C-.
Course is Variable Credit	Yes	No
Credit Hours	0 or 4	4
Justification		Present day title, "Landscape Architectural Construction II" is too easily confused with two other courses: LARC 231, "Construction Materials and Methods" and LARC 330, "Landscape Architectural Construction I". New, more descriptive title (suggested by Program Chair) will help alleviate confusion for LARC majors / advisees.

<b>LAW 625</b>		
Catalog Description	An examination of the law as related to nonprofit organizations. Various organizational structures and the creation, organization, and dissolution of nonprofit organizations will be considered, as well as tax laws relating to nonprofit organizations.	An analysis of various types of nonprofit organizations, as well as legal issues often faced in contemporary society. Formation options for the tax-exempt form, taxation law related to nonprofit organizations, and charitable planning options will be addressed.
Credit Hours	3	2 to 3
Course is Variable Credit	No	Yes
Justification		Listing the course as 2-3 variable credits permits the College of Law flexibility to offer the course based upon current needs and/or preferences; specifically, the choice of either an adjunct or full-time faculty instructor. Each syllabus will be amended accordingly with clear and detail explanations based upon credit value and allotted time for study. 3 credit hours = full-time faculty instructor. 2 credit hours = adjunct instructor.

<b>LE 640</b>		
Catalog Prerequisites	LE 621 and LE 622.	LE 621 or RDNG 621.

<b>* MANG 426</b>		
Catalog Prerequisites	BCOR 330.	CS 101 and (ECON 225 or STAT 211) all with a minimum grade of C-.
Justification		This course is required by one of our new minors, which is open to all students. The current prerequisite, while fine for Chambers students, keeps others from pursuing the minor. The prerequisites are being updated to better meet the needs of the course and the target population.

<b>MATH 420</b>		
Catalog Description	) Computer arithmetic, roots of equations, interpolation, Gaussian elimination, numerical integration and differentiation. Numerical solution of initial value problems for ordinary differential equations. Least square approximations. (Equiv. to CS 460.)	Computer arithmetic, roots of equations, interpolation, Gaussian elimination, numerical integration and differentiation. Numerical solution of initial value problems for ordinary differential equations. Least square approximations.
Catalog Prerequisites	MATH 251 and (either a programming language or MATH 222.	MATH 251 and MATH 222.
Justification		CS has requested that we remove the course equivalence to CS 460 for the purpose of cleaning up our course data base.

<b>MATH 421</b>		
Catalog Prerequisites	(MATH 420 or CS 460) and (MATH 441 or MATH 343).	MATH 420 and (MATH 343 or MATH 441).
Justification		The Department of Computer Science has requested that we remove the prerequisite requirement for CS 460. The old prerequisite requirement was (MATH 420 or CS 460) and (MATH 441 or MATH 343). We are requesting the prerequisite will be (MATH 420) and (MATH 441 or MATH 343) starting in Spring 2020 or Fall 2020.

\* Proposal referred to Teaching and Assessment Committee for further review of syllabus.

## Field

## Old Value

## New Value

**\* MDIA 119**

Catalog Description	This course offers an orientation to the Reed College of Media's MDS program, including program requirements, departmental resources, curriculum options, student responsibilities and opportunities.	This course offers an orientation to the Reed College of Media's MDS program, including program requirements, departmental resources, curriculum options, student responsibilities and opportunities. This is a required course for the Reed College of Media B.A. Multidisciplinary Studies (MDS) program.
Catalog Prerequisites		Admission into the College of Media MDS program.
Course Code	JRL 119	MDIA 119
Change Type		Course Change
Justification		This course has been updated to reflect the new course subject code from JRL 119 to MDIA 119 as of Fall 2020. The syllabus has also been updated and uploaded to reflect this change as of Fall 2020. More info has been added to the catalog description. The program chair's info has been added as the point of contact. The catalog's pre-reqs and expected learning outcomes have also been added.

**MKTG 325**

Catalog Prerequisites		BCOR 350 with a minimum grade of C-.
Justification	The pre-requisite was added to ensure students take this class in sequence with other class. This is no longer needed due to the change in the enrollment requirement.	Pre-requisites were recently removed that had BCOR 350 as their prerequisite. Once the old pre reqs were removed, BCOR 350 needed to be added.

**NSG 740A**

Catalog Description	This course provides information and perspectives on the Doctor of Nursing Practice (DNP) Essentials, history of the nurse anesthesia profession, professional roles, wellness and the effects of substance use disorder, curricular standards, scope of practice, and regulatory authorities pertinent to nurse anesthetists.	This course provides information and perspectives on the Doctor of Nursing Practice (DNP) Essentials, history of the nurse anesthesia profession, informatics, professional roles, wellness and the effects of substance use disorder, curricular standards, scope of practice, and regulatory authorities pertinent to nurse anesthetists.
Justification		Patient-level and systems-level informatics content is required for accreditation of nurse anesthesia educational programs. The accrediting body does not specify the number of credit hours, just the content. NSG 709, a patient-level informatics course, and NSG 754, a systems-level informatics course in development, are offered in the School of Nursing for 3 credits each. NSG 709 was approved as part of the original DNP Nurse Anesthetist (NA) progression plan. However, a differentiation of the MSN and DNP curricula by the School of Nursing in 2019 led to a change in the semester of offering of NSG 709 and made the course not feasible to remain in the NA progression plan. NSG 754, however, is scheduled to be offered in a semester that is feasible for the DNP Nurse Anesthetist progression plan. Upon review of the NSG 709 course, the nurse anesthesia program faculty determined that the NSG 709 informatics content could be arranged to fit in a module within our NSG 740A course and still satisfy accreditation requirements. Therefore, a patient-level informatics ELO and an edit to the course description were added to this course change.

Field	Old Value	New Value
<b>NSG 830</b>		
Full Title	Nurse Anesthesia DNP Project	Doctor of Nursing Practice Project Development
Transcript Title	Nurse Anesthesia DNP Project	DNP Project Development
Course is Variable Credit	Yes	No
Credit Hours	1 to 2	2
Course is Repeatable	Yes	No
Total Credits	20	
Maximum Attempts	19	
Catalog Description	This course provides the student nurse anesthetist with a framework for developing, implementing, and evaluating the outcomes of a Doctor of Nursing Practice (DNP) project.	This course provides the Doctor of Nursing Practice (DNP) student with a framework for developing an evidence-based DNP Project. Types of projects include quality improvement, policy analysis, demonstration, clinical inquiry, translation of evidence-based practice, and program evaluation. The student applies principles of business, finance, economics, and health policy to address the identified problem.
Catalog Prerequisites	NSG 724.	NSG 724 and PR or CONC: NSG 707.
Indicate Source of Funding	Student may need to purchase a book if not available in the HSC hard copy or electronic library.	
Justification		NSG 830 is the first course in a series of 3 DNP Project courses to reflect Development (NSG 830), Implementation (NSG 831), and Presentation (NSG 832) of the DNP Project. Faculty felt that breaking the projects up into these phases would allow an initial standardized development course to be followed by individualized implementation courses. NSG 830 course is intended for all students in the School of Nursing who are eligible to begin or propose a DNP Project idea. It was revised from the original Nurse Anesthesia DNP Project title to be adopted for all DNP students in the School of Nursing. Changes to this course from the original include the title, description, ELOs, and the credits from variable and repeatable to a fixed 2 credits.
<b>NSG 832</b>		
Full Title	Nurse Anesthesia DNP Project Presentation	Doctor of Nursing Practice Project Presentation
Transcript Title	Nrs Anes DNP Proj Presentation	DNP Proj Presentation
Grade Mode	Normal Grading Mode	Pass/Fail Grading Mode
Catalog Description	This course requires the student nurse anesthetist to present the Doctor of Nursing Practice (DNP) project. The student will demonstrate mastery of the DNP Essentials, BSN-DNP program outcomes, and Nurse Anesthesia major outcomes through a portfolio, a presentation of the project, a manuscript prepared for publication, and critique of other student's scholarly work.	This course requires the Doctor of Nursing Practice (DNP) student to present the DNP project. The student will demonstrate mastery of the DNP Essentials and DNP program outcomes through a portfolio, a presentation of the project, and a manuscript describing the project.
Catalog Prerequisites	NSG 707 and NSG 830.	NSG 830 (for 2 credits) and NSG 831 (at least 2 credits).
Justification		NSG 832 DNP Project Presentation is the third course in a series of 3 DNP Project Courses. The School of Nursing wanted to adopt NSG 830, NSG 831, and NSG 832 for all of its DNP students, not just the nurse anesthetist students. The two original DNP Project courses, NSG 830 and NSG 832 have been revised to reflect DNP Project Development (NSG 830), Implementation (831), and Presentation (832). Faculty felt that breaking the projects up into these phases would allow an initial standardized development course to be followed by individualized implementation courses. Once a student is ready to present a project and write a manuscript, the student registers for NSG 832. Changes to this course from the original include the title, description, ELOs, and the grading scale. The grading scale of Pass-Fail reflects the grading scale of other doctoral defense or dissertation courses.

\* Proposal referred to Teaching and Assessment Committee for further review of syllabus.

## Field

## Old Value

## New Value

**OTH 405**

Catalog Description	This course provides a holistic approach to occupational therapy evaluation and treatment of the upper extremity including common diagnoses and appropriate interventions, and splinting.	Provides a holistic approach to occupational therapy evaluation and treatment of the upper extremity including common diagnoses and appropriate interventions including physical agent modalities, occupation-based interventions, and splinting.
Credit Hours	4	3
Catalog Prerequisites	OTH student status.	OTH 407 and OTH student status.
Banner Prerequisites		OTH 407   D-   UG     Yes
Justification		Split lecture and lab for course into separate courses, so that we can schedule multiple labs

**PASS 319**

Full Title	Gross Anatomy	Basic Human Anatomy
Catalog Description	Designed to provide an overview of body systems and gross anatomy of the trunk and extremities.	Introduction to anatomical terminology, cellular processes and tissue classification, and the gross and microscopic anatomy of the following systems: integumentary, skeletal, muscular, nervous, circulatory, respiratory, digestive, urinary, and reproductive.
Course Code	ATTR 219	PASS 319
Subject Code	ATTR - Athletic Training	PASS - Physical Activity and Sports Science
Transcript Title	Gross Anatomy	Basic Human Anatomy
Credit Hours	3	4
Indicate Source of Funding		CPASS funding for anatomy software
Justification		The BS in ATTR is being phased out. The last time ATTR 219 will be taught is in fall 2020. CPASS will be offering a BS in Health and Well-being which will prepare students for professional programs in Allied Health/Nursing. These students will need a 4-credit anatomy course. We want to modify ATTR 219 to PASS 319. Additional changes include modifying the course number, add an additional credit hour and course content. We know there are other units on campus who teach an anatomy course but either its restricted to their majors (EXPH) or its offered online (PALM) and professional programs are refusing to accept online courses.

**PASS 489**

Course is Variable Credit	No	Yes
Credit Hours	3	3 to 6
Justification		Course will be a requirement in the new Health and Well-being major. Students within that major may choose to complete a more endepth experience.



Field	Old Value	New Value
<b>PE 224</b>		
Full Title	Enhancing Wellbeing	Enhancing Health and Well-being
Transcript Title	Enhancing Wellbeing	Enhancing Health & Well-being
Credit Hours	1	2
Catalog Description	This course will help students recognize they are creative, resourceful and whole with the capability to optimize their wellbeing. Students will explore: self-responsibility and love, breathing, sensing, eating, moving, thinking, feeling, communication, intimacy, finding meaning, and transcending. Online resources and tools will be used to learn about each dimension, helping students set goals and create action steps.	Gain knowledge and explore links among the eight dimensions of wellness: physical, mental, social, spiritual, intellectual, environmental, occupational, and financial.
Indicate Source of Funding	The course requires an online subscription to the Wellness Inventory; a tool to which the students will have access for one year. Currently, up to 135 subscriptions are being funded by a wellness innovation award. Once all subscriptions are used, students will be required to purchase the inventory for a cost of \$19.95 per student.	The course requires students to purchase a textbook and a Movband for approximately \$65.
Justification		This course will be the introduction to the eight dimensions of well-being that will be the focus point in the new CPASS major, Health and Well-being. The credit hours will be increased from 1 to 2 with the additional content covered in the course.

**PSYC 301**

Course is Variable Credit	Yes	No
Credit Hours	0 or 4	4
Catalog Prerequisites	PSYC 101 and (PSYC 202 or PSYC 204).	PSYC 101 and (PSYC 202 or PSYC 204 or BIOL 219 and 220),
Justification	Currently, PSYC 301 meets three times per week (M,W,F) for a total of 150 minutes of class time. Lecture is held on M and W, lab is held on F. For the past couple of semesters the instructor (Kris Martens) has had problems getting through the lecture material having only 100 minutes a week to do so. This requires quicker-paced lectures and exams that contain a lot of material. Evaluations of the class agree that this format is problematic (many like the course, but wish lectures were longer or lab would be converted into lecture time). By converting PSYC 301 to a 4-credit class it would (1) match the format of the other lab-based PSYC class (PSYC 302), (2) allow for a better learning environment by giving more time for lectures, discussing lecture assignments, and allowing for an additional exam to help spread out the material of the class (and allow for more questions on each chapter), (3) and allow the department to separate the lab section from the lecture (similar to the way other lab-based courses do it) for the new neuroscience major so we can have 4 dedicated lab sections for psychology majors and 2 dedicated for neuroscience majors.	We are including biology prerequisites, so that Biology students may also take the course. And deleting the PSYC 202 prerequisite as we no longer offer that course. This is currently the only change.

**SEP 383**

Catalog Prerequisites		SEP 271 and 272 with a minimum grade of C- in both.
Justification		Updating the course pre-requisites in order to ensure success for undergraduate students, and better understanding for advising and support staff.

Field	Old Value	New Value
<b>STAT 211</b>		
Course is Variable Credit	Yes	No
Credit Hours	0 or 3	3
Catalog Description	(Not open to students who have completed STAT 215.) Basic concepts of descriptive and inferential statistics: descriptive measures, random variables, sampling distributions, estimation, tests of hypotheses, chi-square tests, regression and correlation. (Equivalent to ECON 225.)	Basic concepts of descriptive and inferential statistics: descriptive measures, random variables, sampling distributions, estimation, tests of hypotheses, chi-square tests, regression and correlation. (Not open to students who have completed STAT 215.)
Catalog Prerequisites	WVU and PSC sections require MATH 122 with a minimum grade of C- or MATH 124 or higher, or advanced placement, Tech sections require MATH 124 or higher, or advanced placement.	WVU and PSC sections require MATH 122 with a minimum grade of C- or MATH 124 or higher, or appropriate Math ACT or Math SAT scores, or satisfactory placement on the Mathematics placement test. Tech sections require MATH 124 or higher, or advanced placement.
Justification	WVU Tech has never and still does not allow MATH 122 to serve as a prerequisite for this course.	Removal of equivalency with ECON 225 to conform with course clean up practice. Students should be able to earn credits for both courses. B&E has already removed the equivalency on their side. New prerequisite codes need to be updated for placement tests.

## Course Deactivations

Course	Course Title
BCOR 185	Building a Business Mindset
BCOR 315	Professional Development
GEOG 110	Environmental Geoscience

## Subject Code Changes

The following Courses will be converting subject codes from ENVP to ESWS.

ENVP 119 - Soil in the City	ENVP 425 - Environmental Soil Management
ENVP 155 - Elements of Environmental Protection	ENVP 451 - Principles of Weed Science
ENVP 191 - First-Year Seminar	ENVP 455 - Reclamation of Disturbed Soils
ENVP 255 - Elements of Environmental Management	ENVP 460 - Environmental Impact Assessment
ENVP 325 - Principles of Water Resources	ENVP 515 - Hazardous Waste Training
ENVP 355 - Environmental Sampling and Analysis	ENVP 525 - Principles of Water Resources
ENVP 401 - Environmental Microbiology	ENVP 555 - Environmental Sampling and Analysis
ENVP 412 - Pest Management	ENVP 693 - Special Topics
ENVP 415 - Hazardous Waste Training	ENVP 697 - Research
ENVP 420 - Soil Microbiology	ENVP 797 - Research

\* Proposal referred to Teaching and Assessment Committee for further review of syllabus.

To: Faculty Senate Executive Committee  
 From: Ednilson Bernardes, Chair, Faculty Senate Curriculum Committee  
 Date: January 27, 2019  
 Re: Capstone Courses Report

## Capstone Courses

		How will students demonstrate each of the following abilities:			Capstone Components:	
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.
FRCH 413: French Popular Culture	AS	The final project for the capstone experience, an essay centered around a specific theme of French popular culture which will have been previously approved by the instructor, will require the use of complementary data from a variety of sources, including scholarly essays as well as newspapers articles.	The student will be able to situate their final project within the wider frame of the history and evolution of modern French popular culture as well as within more general concepts of society, societal organization and inter-cultural connections; the student will be able to use and improve upon previously acquired writing and composition skills as well as further his/her understanding of general social and cultural movements and how they are mediated by linguistic and artistic markers.	Popular culture by itself prompts a series of societal issues related to the distinction between high and low culture; the student will be encouraged to reflect in his/her final project upon the ethical implications of popular culture as a the expression of an often silenced cultural majority.	The final project will consists of an well documented essay treating one aspect of French popular culture; the topic of the essay will be chosen by the student and approve by the instructor.	The student will give an oral presentation of her/his project. He or she will also be the team-leader during the three debates organized throughout the course.

**Standing Committee Membership Changes 2019-2020**

<b>Last Name</b>	<b>First Name</b>	<b>Constituency</b>	<b>Current Senator</b>	<b>Committee</b>
Elliott	Eloise	CPASS	yes	Service

## **Introduction**

As a new committee we began meeting on August 23, 2019 and have held monthly meetings since that time. Most of our time has been spent on the following:

- A. Learning how to be a committee. This has meant: 1) understanding the written and unwritten rules, polices, protocol, and politics of functioning as a Senate Faculty Committee; and 2) understanding the universe of DEI activities from the perspective of the University leadership, faculty, students, and external stakeholders.
- B. Meeting with key units and individuals to understand their views, values, goals, and objectives regarding inclusion and diversity, i.e., Teaching & Learning Commons, Office of Diversity, Equity and Inclusion, Office of the Associate Provosts (Latimer, Kreider, and Neidermeyer).
- C. Forming alliances with groups that have similar interests including the WVU Council for Women's Concerns (Campus Climate and Women of Color Committees), the Senate Faculty Welfare and TACO Committees, and external stakeholders.
- D. Defining the Committees' values, interests and goals that would then clarify and support our priorities, issues, key messages; and
- E. Exploring best practices and standards on climate assessments, inclusion and diversity.

## **On the subject of climate.....**

Nearly two decades ago, the *Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE)* advised colleges and universities of eight factors they considered imperative in constructing a dynamic community of learning. These seven factors were structured around the notion of a campus climate where:

1. intellectual life is central;
2. faculty and students work together to strengthen teaching and learning;
3. freedom of expression is uncompromisingly protected;
4. civility is powerfully affirmed;
5. the dignity of all individuals is sustained and upheld;
6. equality of opportunity is vigorously pursued; and
7. the well-being of each member is sensitively supported (Boyer, 1990).<sup>1</sup>

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<sup>1</sup> Boyer, E. (1990). *Campus life: In search of community*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

Equally compelling, during that same time period, *The Association of American Colleges and Universities* (AAC&U; 1995) challenged higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion. (p. xvi)” AAC&U suggested that in order to provide a foundation for a vital community of learning, a primary mission of the academy must be to create a climate that cultivates diversity and celebrates difference.<sup>2</sup>

Finally, *on the subject of climate* it is important to be specific about the definition as it is used broadly and may or may not distinguish or even recognize various social identity groups (e.g., race/ethnicity, gender, sexual orientation, and disability).<sup>3</sup> While always important, this can be vital in the 21<sup>st</sup> century where racial, sexual orientation and religious conflicts in society at-large are played out at the level of the campus resulting in minority members of the campus community having more negative perceptions of campus climate than their white counterparts who make up the majority of those that respond to surveys about “climate”.<sup>4</sup>

### **Activities Being Pursued**

- Best Practices on Campus Climate Assessments
- Faculty Classroom Assessment Summit
- Data Analysis Appendix A
- A Pilot Reading & Lecture Series Appendix B
- Recommendation on Contra-power, i.e., student-on-faculty harassment Appendix C

### **Recommendations: Best Practices & Principles for Campus Climate Assessments**

**KEYPOINTS: Express a specific narrative that links climate to inclusion and diversity. Establish a transparent mechanism that facilitates a two- way dialogue between underrepresented, diverse groups and the leadership. Try to accept that underrepresented groups experience the same setting and circumstances in a way that is different from the majority. Recognize**

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<sup>2</sup> Association of American Colleges and Universities. (1995). *The drama of diversity and democracy: Higher education and American commitments*. Washington, DC: Association of American Colleges and Universities.

<sup>3</sup> Hurtado, S., Griffin, K. A., Arellano, L., & Cuellar, M. (2008). Assessing the value of climate assessments: Progress and future directions. *Journal of Diversity in Higher Education*, 1(4), 204.

<sup>4</sup> Hurtado, S., Alvarado, A. R., & Guillermo-Wann, C. (2015). Thinking about race: The salience of racial identity at two-and four-year colleges and the climate for diversity. *The Journal of Higher Education*, 86(1), 127-155.

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

1. Research demonstrates that efforts to address inclusion and diversity are successful to the extent that they account for relations between the leadership and social identity groups including issues of trust, accountability, obligations, transparency, and perceptions of the university's commitment to stated diversity goals. Results indicate that transparency and trust are important to building and maintaining the perception that the university is committed to its stated diversity goals.<sup>5</sup>
2. In addition to attending to structural diversity, i.e., counting numbers of diverse faculty/students/staff, a best practice is to monitor and aim to improve the psychological climate on campus. This dimension of climate is meant to capture the extent to which individuals perceive racial conflict and/or discrimination on campus (Hurtado, 1992), feel somehow singled-out because of their background (Nora & Cabrera, 1996), or perceive institutional support.
3. The changing composition of college staff/faculty/ students in terms of race, ethnicity, religion, sexual orientation, and gender while positive should not be the only measure of progress when, in fact, little has been done to measure, assess or discern the culture and climate of the institution as perceived by non-majority social identity groups .
4. Inclusion and diversity efforts should acknowledge that faculty/staff/students of different identities have more observed and direct encounters with exclusion, discrimination and/or racism than their White peers, and therefore, perceive their campuses as more hostile and discriminatory. To point to outcomes that indicate no discrimination, collegiality, and a sense of inclusion while most of the respondents are White is inconsistent with the data and lacks credibility.
5. A commitment to diversity and inclusion should use practices and survey instruments that incorporate the wide variety of social identity groups on a diverse campus.
6. Assessments of faculty should identify and account for aspects of the institutional environment that may explain varied faculty classroom outcomes associated with diversity issues and ongoing, unacknowledged stigmatization, discrimination, and inequities in academia.
7. Perceptions of leadership and staff in positions that control hiring can make a difference in the implementation of efforts to recruit and retain different identity groups. Accordingly, assessments of

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<sup>5</sup> Pepper, M. B., Tredennick, L., & Reyes, R. F. (2010). Transparency and trust as antecedents to perceptions of commitment to stated diversity goals. *Journal of Diversity in Higher Education*, 3(3), 153.

climate should examine perceptions of priorities and intent on the part of leadership and staff to recruit greater numbers of social identity groups. These perceptions can be compared with or triangulated with actual structural changes including the implementation of plans and programs.

8. Any efforts to assess climate on diversity, equity, and inclusion should prepare the campus staff, students, and faculty for involvement in the process because it promotes consensus building and engenders a sense of ownership in current and future plans.<sup>6</sup>
9. Efforts to assess climate on diversity equity and inclusion (DEI) should result in a transparent, widely shared report that facilitates future planning and discussions that are built around a two-way dialogue between leadership and underrepresented groups.
10. To ensure trust and objectivity during a campus-wide climate assessment on inclusion and diversity, ideally a team of facilitators from outside the institution should conduct the groups and develop a report that is shared with the campus constituents. Should funding be an issue having something like a Social Equity Team (SET) that oversees any campus climate assessment on inclusion and diversity can help to ensure that notions of trust, transparency, objectivity, and accountability are woven throughout the process.
11. The SET provides a greater sense of trust in the neutrality of the effort by actually and literally separating the self-interest of the University from the evaluation and assessment process. The most successful teams are comprised of salient social identity groups including student, faculty representing various ranks and disciplines, and staff representing various grades and positions (e.g., clerical, housing and food service, physical plant).<sup>7</sup>
12. It is imperative that the entire process of the campus climate assessment be transparent. It has been found that failure to promote transparency and equitable sharing of the effort as articulated and supported by the campus leadership can make the difference in the success and failure of the effort.

### **Faculty Classroom Assessment Summit**

The Faculty Classroom Assessment is a joint initiative of the Senate Faculty Committees on Inclusion, Faculty Welfare, and TACO. Discussions among the Committee Chairs demonstrated an interest in alternative ways to evaluate teaching effectiveness alongside the traditional use of student evaluation

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<sup>6</sup> Rankin, S., & Reason, R. (2008). Transformational Tapestry Model: A comprehensive approach to transforming campus climate. *Journal of Diversity in Higher Education*, 1(4), 262.

<sup>7</sup> et. al (Rankin & Reason (2008)



data to secure outcomes on teaching effectiveness. We are coordinating the implementation of a one-day workshop on classroom assessment options with the Teaching & Learning Commons and the Office of the Associate Provosts for Academic Personnel and Faculty Development and Culture.

## **APPENDIX A**

### Data Analysis

Please see two excel spread sheets. We examined current trends in racial, ethnic, and gender diversity in undergraduate students and instructional staff with faculty status at West Virginia University using the Integrated Postsecondary Education Data System (IPEDS), a comprehensive system of interrelated surveys conducted annually by the National Center for Education Statistics, a part of the Institute for Education Sciences within the United States Department of Education.

We compared the available data at our institution with Big 12 institutions namely Baylor University, Iowa State University, Kansas State University, Oklahoma State University-Main Campus, Texas Christian University, Texas Tech University, The University of Texas at Austin, University of Kansas, and University of Oklahoma-Norman Campus) as well as several R1 land grant and aspirational institutions, like University of Delaware, University of Massachusetts-Amherst, Colorado State University-Fort Collins, Washington State University, Ohio State University-Main Campus, University of Missouri-Columbia, Oregon State University, University of Arizona, Clemson University and University of California-Berkeley and others.

#### **Discussion Overall**

	Nation	State	WVU Faculty (n=1382) all faculty respondents included those not selecting racial category	WVU faculty responder to population (n=1162) Selected racial category 2018-2019	WVU UG (responder, residents) Selected racial category 2018 -2019
White	60.4%	93.30%	77.06%	91.7%	85%
Black	13.4%	3.60%	2.80%	3.0%	4%
Asian	5.9%	0.80%	9.8%	11.7%	
Native Am	1.3%	0.20%	0.10%	0.2%	
Hisp	18.3%	1.50%	1.70%	2.1%	4%
Ha/Pac.Isl.	0.2%	0%	0%	0%	
Multiple	2.7%	1.70%	0.50%	1.37%	
Unknown			16.00%		

2017 State Data <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

Looking at the faculty distribution by racial identification in comparison to national data, underrepresented populations at WVU are Black/African American, Hispanic/Latinx, Native American, Hawaiian/Pacific Islander and multiple identifiers.

In comparison to state data, underrepresented populations are Black/African American, Native Americans and multiple racial/ethnic identifiers.

The UG student/ state population ratios are comparable to or better than state population estimates.

Minority faculty distribution is not equivalent to the student distribution for Black and Hispanic populations.

### **Tenure**

In 2013-2014 WVU had approximately 5% tenure track faculty that identified as African American/Black. In 2018 -2019 that percentage has decreased to 3.6%

Tenure track women was 49% in 2010-2011 and has decreased to 41% 2018-2019, while non tenure track women have increased from 40% to 61%

73% Male Faculty are White, 82% Female Faculty are white

Tenured faculty % White was 87% in 2010-2011 and is now 79% in 2018-2019 **(At this rate it will take about 30 years to achieve a population/faculty equivalence)**

Tenured Women Faculty went from 24% in 2009-2010 to 33% in 2018-2019 **(At this rate it will take about 20 years to achieve a population/faculty equivalence)**

Total faculty was 1895 in 2015-2016 and is 1371 in 2018-2019

Is the pipeline of tenure eligible women and minorities drying up or are tenure track women and minorities leaving before tenure? Is the demand for tenured professors decreasing in WV or is there a problem with grant funding for women, minority faculty?

**Slides:** see attachments

Comments: No compared universities/colleges have achieved a faculty racial distribution that is comparable to the US population. There is still a lot of work to be done nationally.

### **Black/African American**

Percent of Black/African American faculty is lower than the State Population

WVU is comparable to other institutions for faculty who identify as Black/African American.

No R1 Land Grant Universities have the same proportion of faculty that identify as Black/African American as national population (13.4%) (Univ of Maryland at College Park 5. 4%)

### **Hispanic/Latinx**

Percent Hispanic faculty is consistent with the State population.

WVU is in the lower percentiles of comparable institutions for faculty who identify as Hispanic/Latinx.

No R1 Land Grant Universities have the same proportion of faculty that identify as Hispanic/Latinx proportion as national population (18.3%) (University of Arizona and Texas Tech University have approximately 8.5%)

### **Asian/Asian American**

Percent Asian faculty is greater than the State population.

WVU is comparable to other institutions for faculty who identify as Asian/ Asian American.

Most R1 Land Grant Universities have more than the same proportion of faculty that identify as Asian/Asian American as the national population.

### **Native American and Hawaiian/Pacific Islander**

Very limited representation at WVU.

Few R1 Land Grant Universities have a faculty proportion similar to the national population.

## **APPENDIX B**

### **Pilot Reading & Lecture Series**

#### **Tentative Title**

#### **Race/Ethnicity & Religion at West Virginia University in the 21st Century**

**Description:** The reading and lecture series is an opportunity for West Virginia University to address 21st century issues related to diversity in a way that is positive and forward looking. This reading and lecture series would include two short readings (for the Spring 2020 pilot)/book (for the 2020-2021 academic year), study groups at each college/unit, and a speaker (for the Spring 2020 pilot)/at least two speakers (for the 2020-2021 academic year) that have studied issues around race, religion, and ethnicity in the United States. This reading and lecture series is open to anyone at WVU and in the community, however, we do see faculty as the primary audience for these efforts. While our campus-wide efforts are planned to begin in Fall 2020, we are in the process of organizing a pilot with at least one-third of the colleges/units (see potential contacts for Spring 2020 pilot below).

**Co-sponsors:** We are currently confirming co-sponsors and plan to report these specifics at a later date, however, we are confident that we will be working with the Council of Women's Concerns: campus climate and Women of Color subcommittees to coordinate a speaker for the lecture series as part of the pilot. We also confirmed the LGBTQ+ Center as a co-sponsor. They agreed to host meetings at the center during office hours and support us to share visibility of the program.

**Timeframe:** We expect the pilot to run from February - April, 2020. Planned dates are as follows:

- January 24, 2020 - send email and two readings (articles TBD) to contacts listed below. The email will describe the project and ask the contacts to form a group within their college/unit to engage with the readings.
- Week of March 9th, 2020 - The LGBTQ+ Center will host a speaker.
- April 6, 2020 - Leaders of the reading groups will submit discussion questions.
- May 10, 2020 - The Inclusion and Diversity committee will summarize the talking points, questions, and other relevant information in the form of a report to be shared with the Faculty Senate. The report will also guide the committee's 2020-2021 reading and lecture series work, where a more robust reading, series of speakers, and discussion prompts will be planned.

**Tentative Contacts for the Spring 2020 pilot:**

- Julie Lockman (Health Sciences Center)
- Cerasela Zoica Dinu (Statler College of Engineering and Mineral Resources)
- Erin Kelley (Teaching and Learning Commons)
- Stefanie Hines (College of Agriculture, Natural Resources and Design)
- Ellen Rodrigues (LGBTQ+ Center)
- Denis Scott (WVU Extension)
- Jessica Morgan (Creative Arts Center)
- Keri Valentine and Tiffany Mitchell Patterson (College of Education and Human Services)
- Rhonda Reymond (Humanities Center)
- Amanda Marple (Geography)

**Tasks for starting the pilot:**

- Select readings. The committee will be making this decision on January 24, 2020.
- Create discussion questions. The committee will work on crafting reading group questions during the January 24, 2020 meeting.
  - Construct 3 bullet points that are reflective of experiences in your college/unit (how this reflects x in your college)
  - Summarize 5 things you learned from the reading - what's important, what should your college/unit be doing?
- Outline a discussion framework
  - Importance/significance of the subject/ reading and overall findings should be highlighted
  - Action items pertinent to the college/unit should be identified/considered either to apply or circumvent what was learnt about
  - Before convening the group, the next topic should be introduced and details of the structure/ expectations for the next meeting should be presented/questions clarified (Possible suggestion: A second reading that can provoke notions of privilege).
- Create request email to send to contacts. Keri Valentine drafted an email (see below). Revisions will be made by the committee on January 24, 2020. The email will be sent to the contacts listed

above. The email will include two readings as PDF attachments as well as the discussion framework and question prompts.

- Create a promotional flyer for distribution by the LGBTQ+ Center.
- Confirm a speaker in collaboration with the Council of Women's Concerns: Women of Color subcommittee. (Lauri Andress)
- Schedule a meeting date for the larger group to come together in April 2020

#### Potential Readings:

- Why Diversity Initiatives Fail: [https://www.chronicle.com/interactives/20191106-Newkirk?cid=wcontentgrid\\_41\\_5](https://www.chronicle.com/interactives/20191106-Newkirk?cid=wcontentgrid_41_5)
- A reading from the Center for Culturally Responsive Evaluation and Assessment concerning intersectionality resources for reflection and conversation  
[https://crea.education.illinois.edu/docs/librariesprovider17/default-document-library/intersectionality-references\\_finalae16d8049031408e9aa1832cf097248d.pdf?sfvrsn=6ccd9e8c\\_0](https://crea.education.illinois.edu/docs/librariesprovider17/default-document-library/intersectionality-references_finalae16d8049031408e9aa1832cf097248d.pdf?sfvrsn=6ccd9e8c_0)

## APPENDIX C

### Contra-power Recommendation

*Contrapower harassment* refers to a situation in which an individual with lesser power within an institution harasses an individual with greater power (Lampman, Phelps, Bancroft, & Beneke, 2008).

These recommendations on Contrapower are supported by WVU Council for Women's Concerns (Campus Climate and Women of Color Committees) and the Senate Faculty Welfare, Inclusion, and TACO Committees.

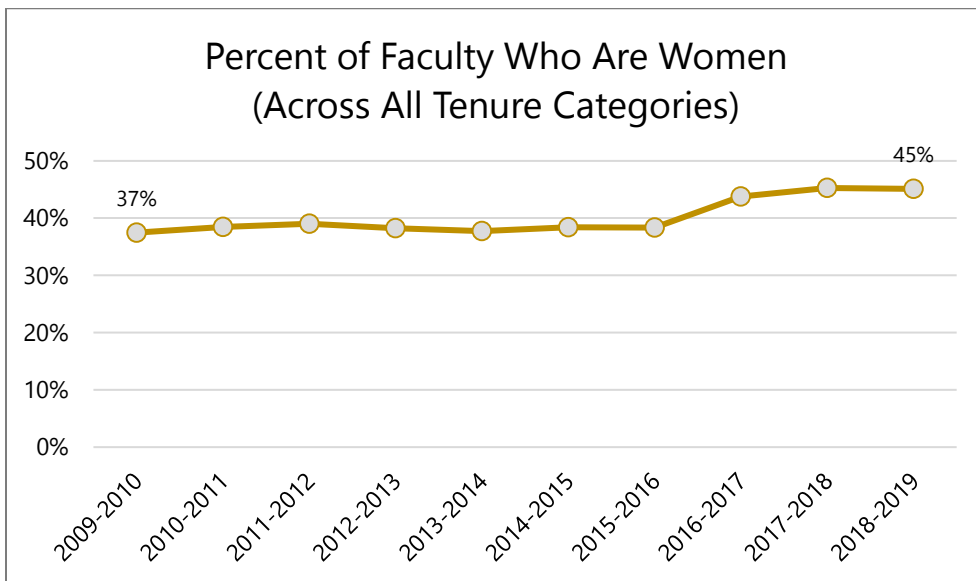
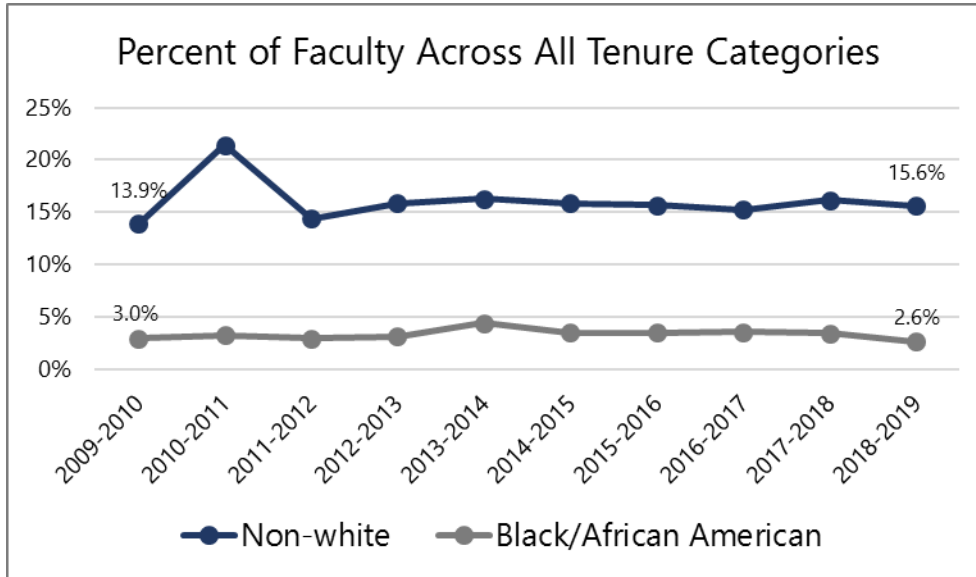
- 1) Strengthen and clarify steps taken to address harassment and bullying. Ask the university to recognize contrapower harassment. Determine who or what unit has a remit that allows them to explore these recommendations. When there is a pattern of behavior the people experiencing the bullying/harassment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

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

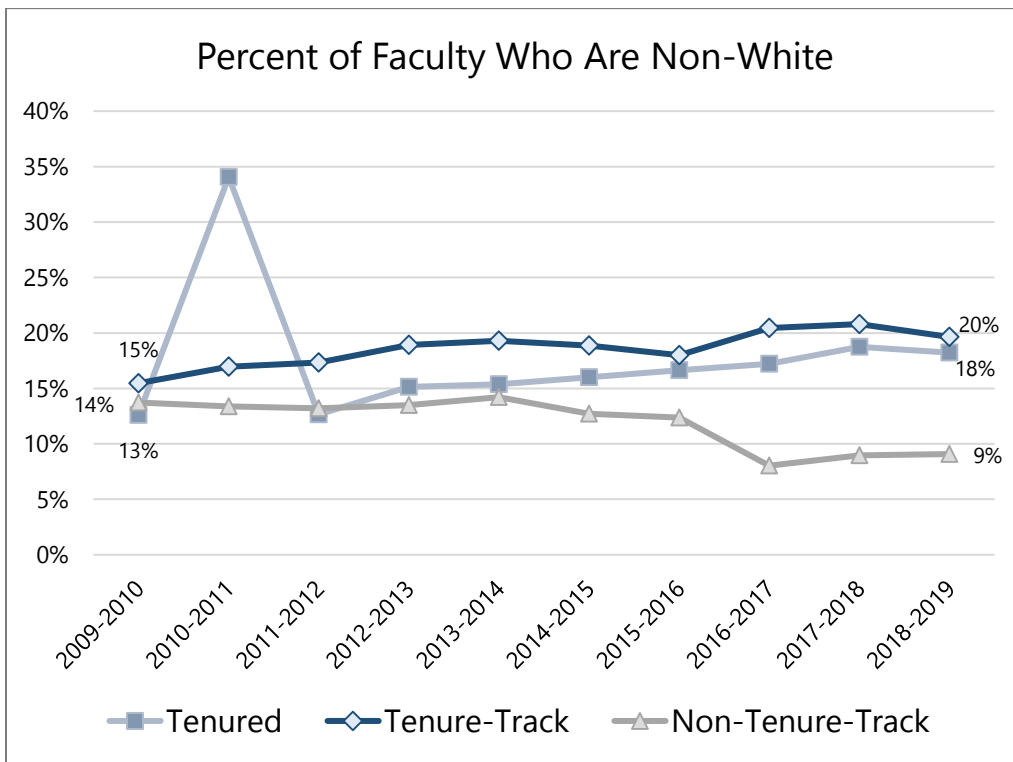
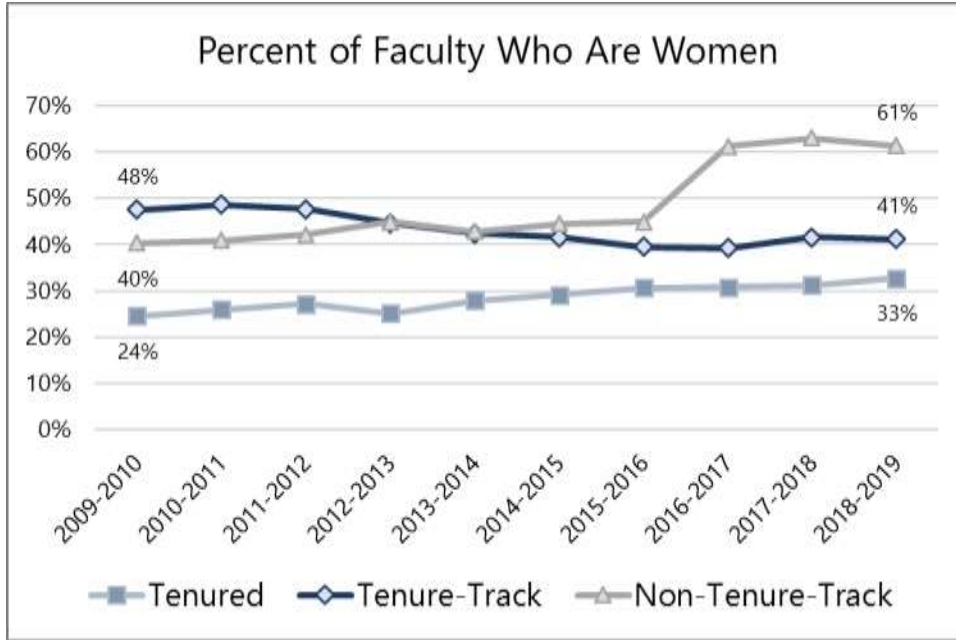
# Interim Report

## WVU Faculty Senate Committee: Inclusion & Diversity

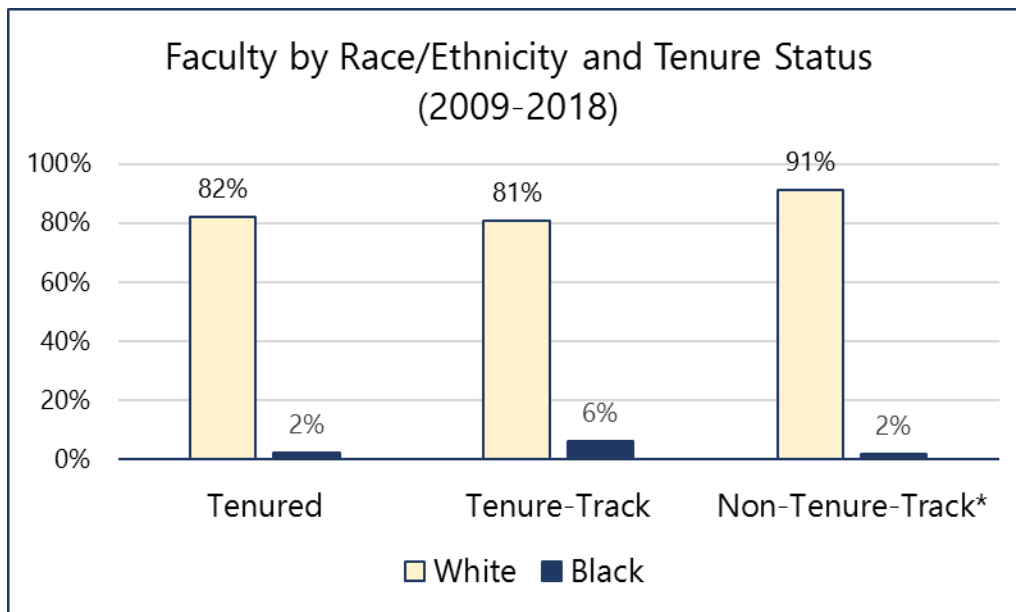
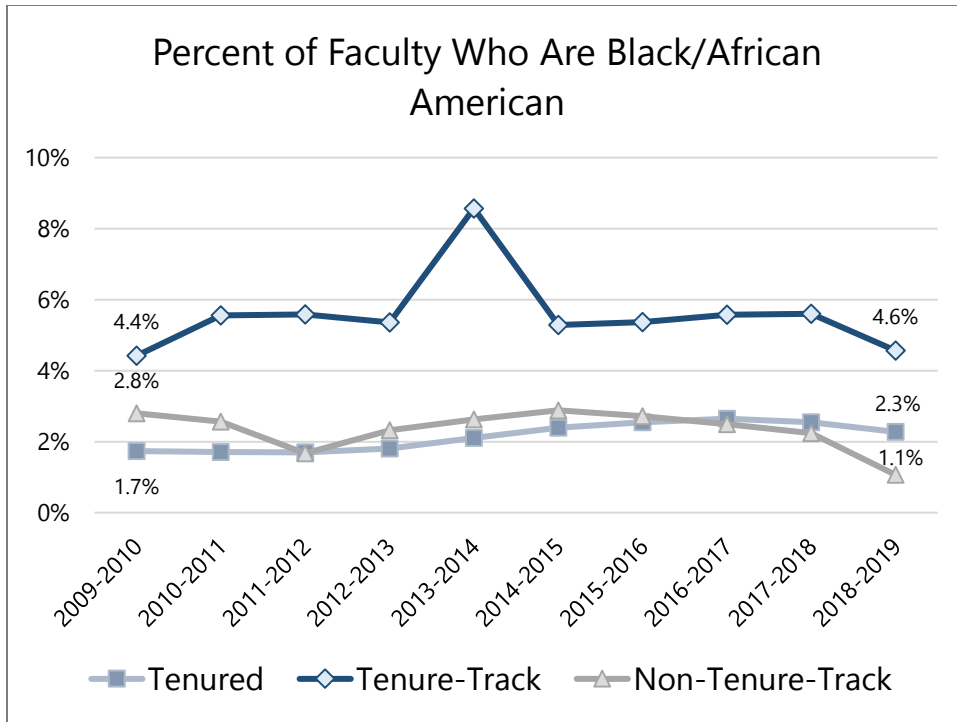
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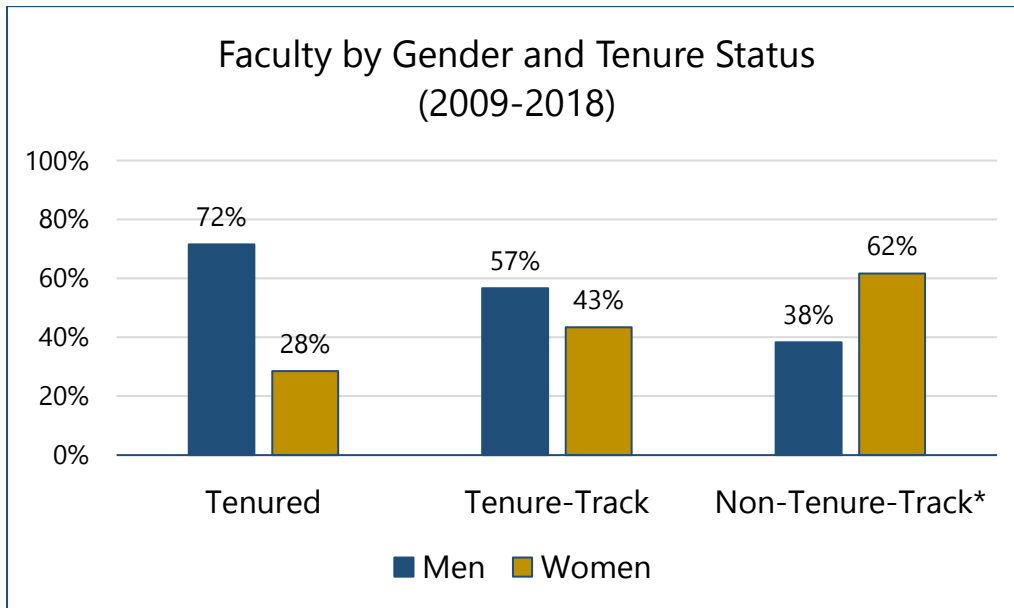
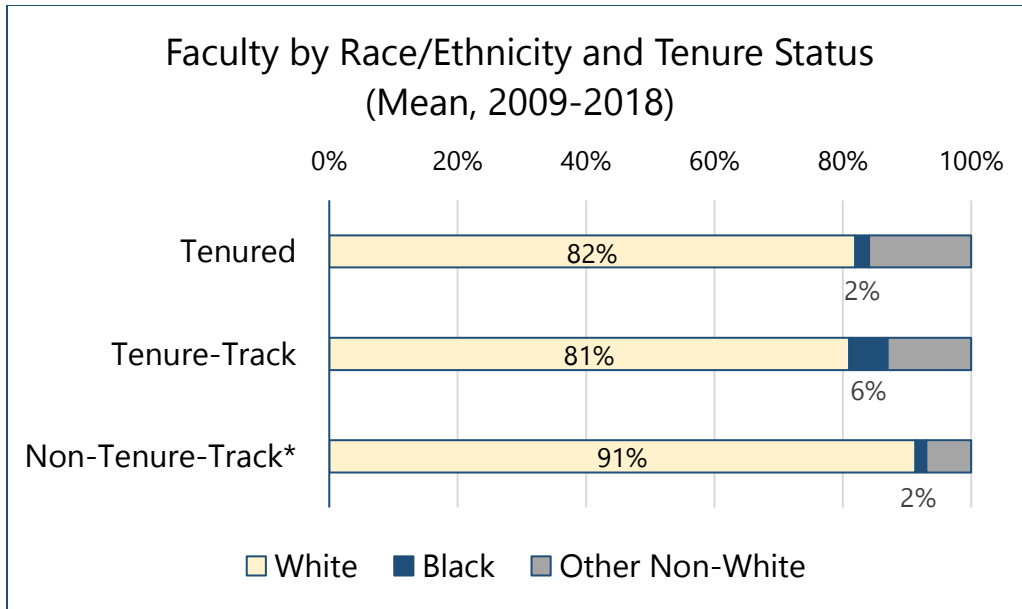


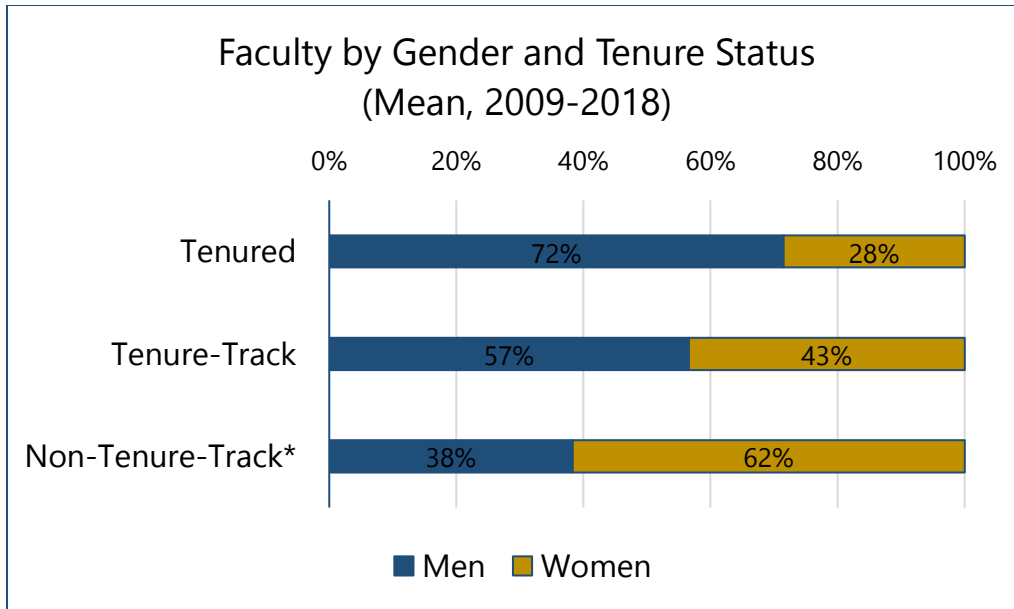
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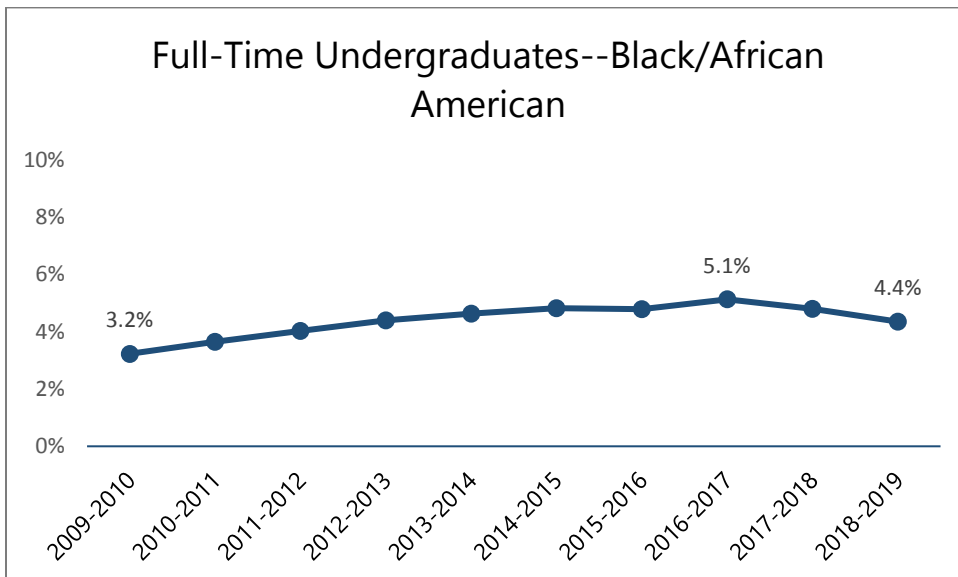
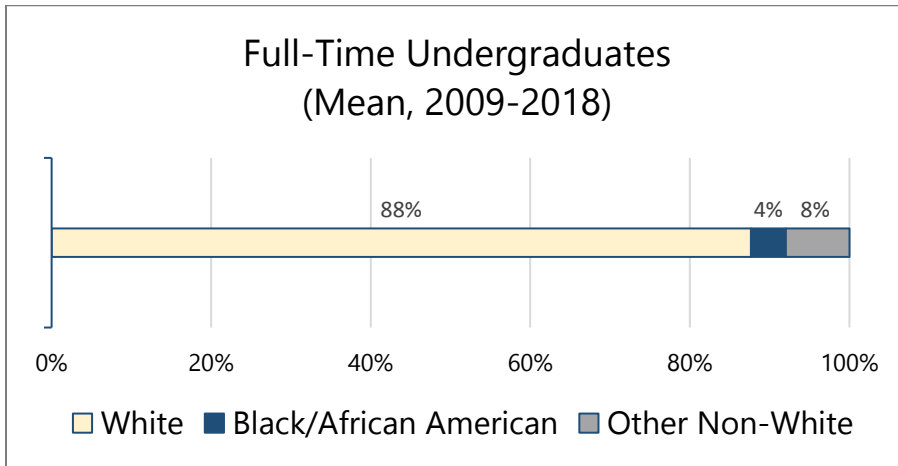




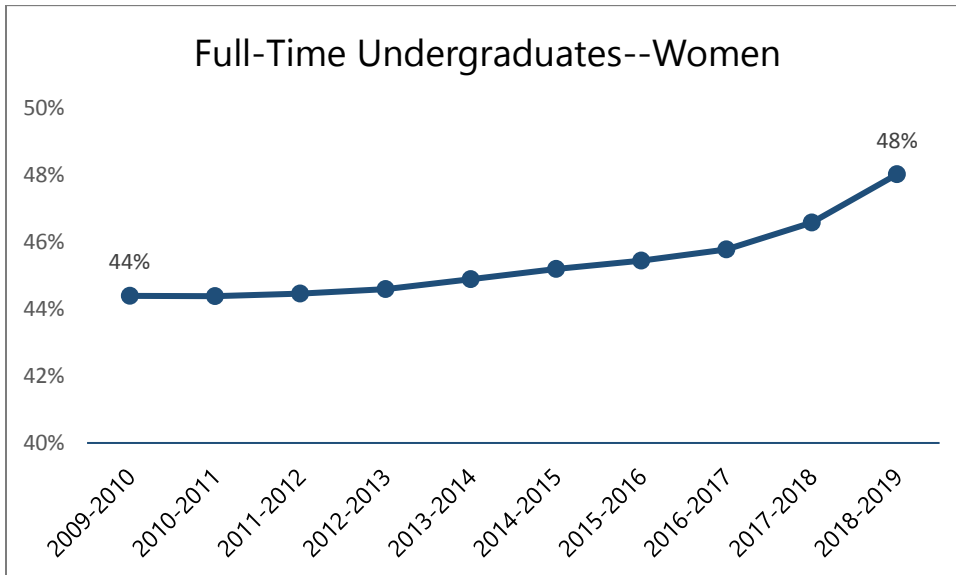
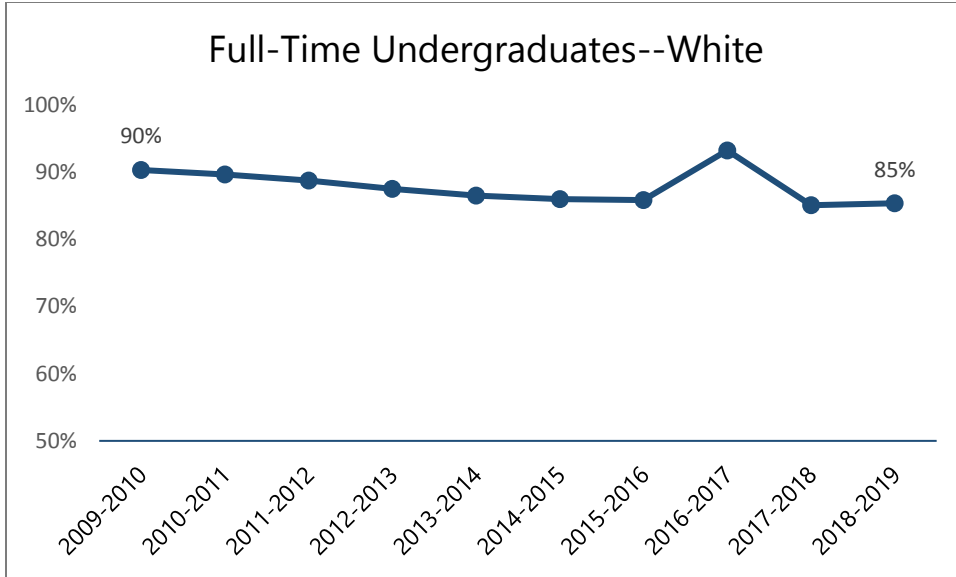




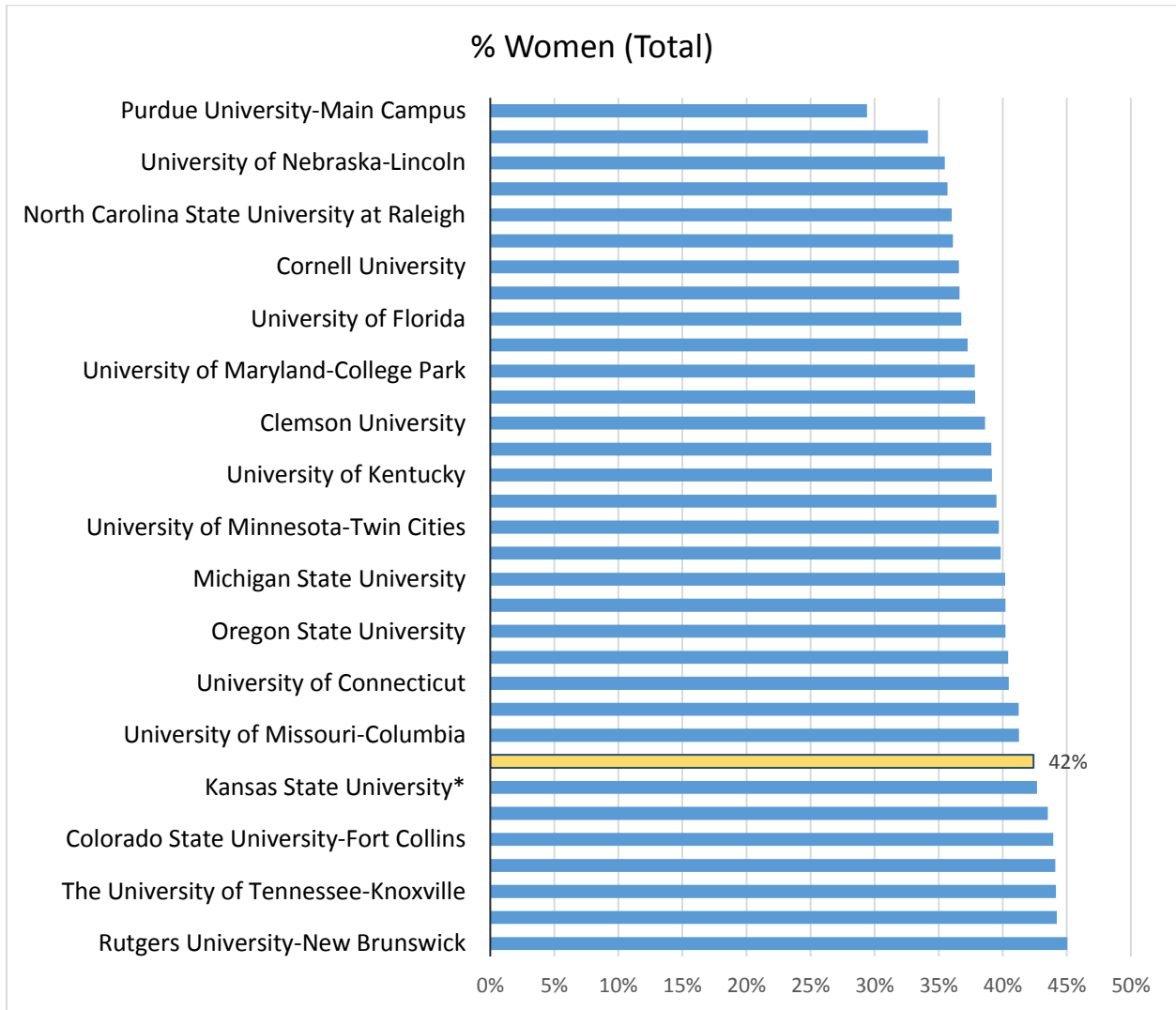
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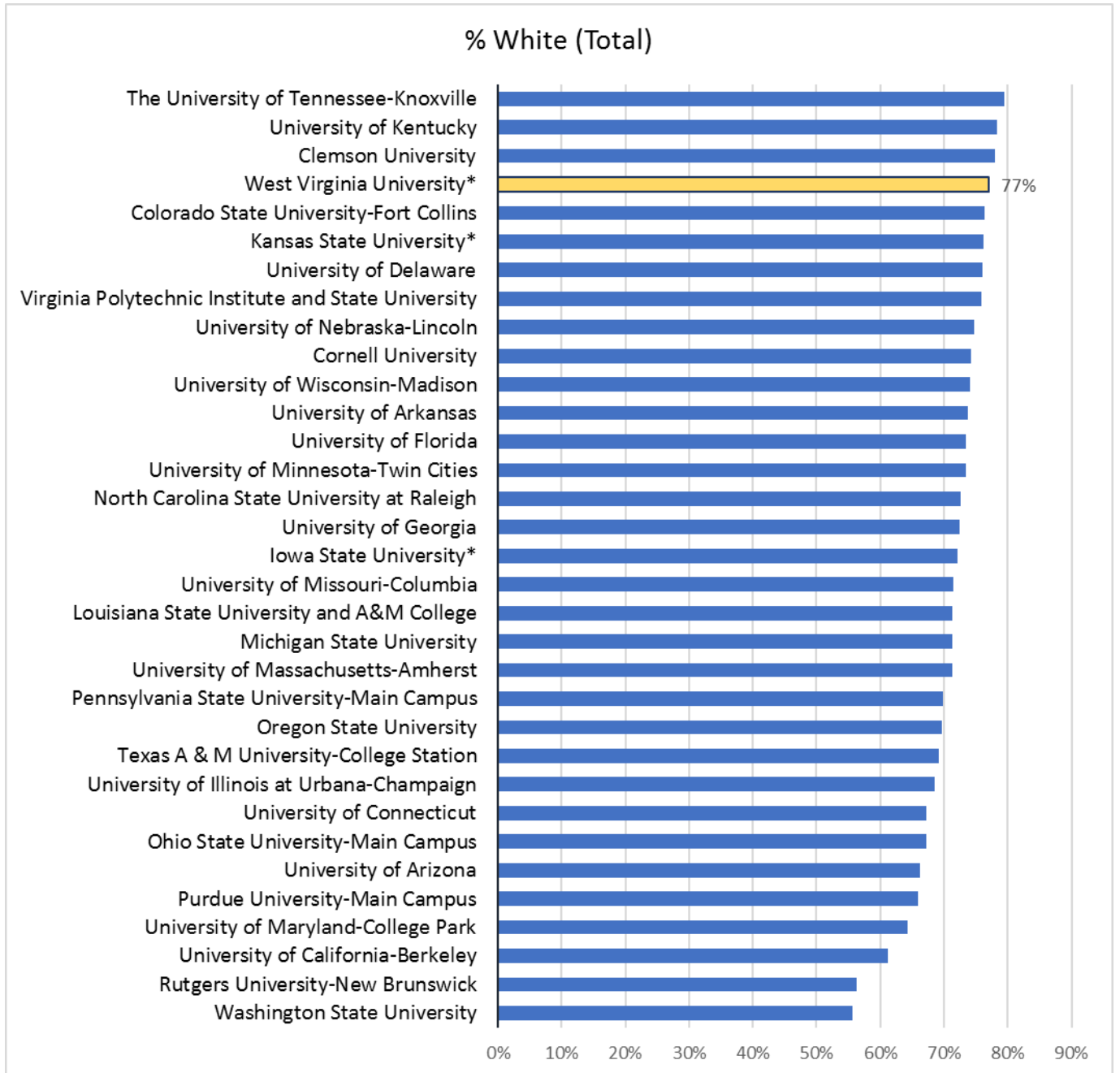


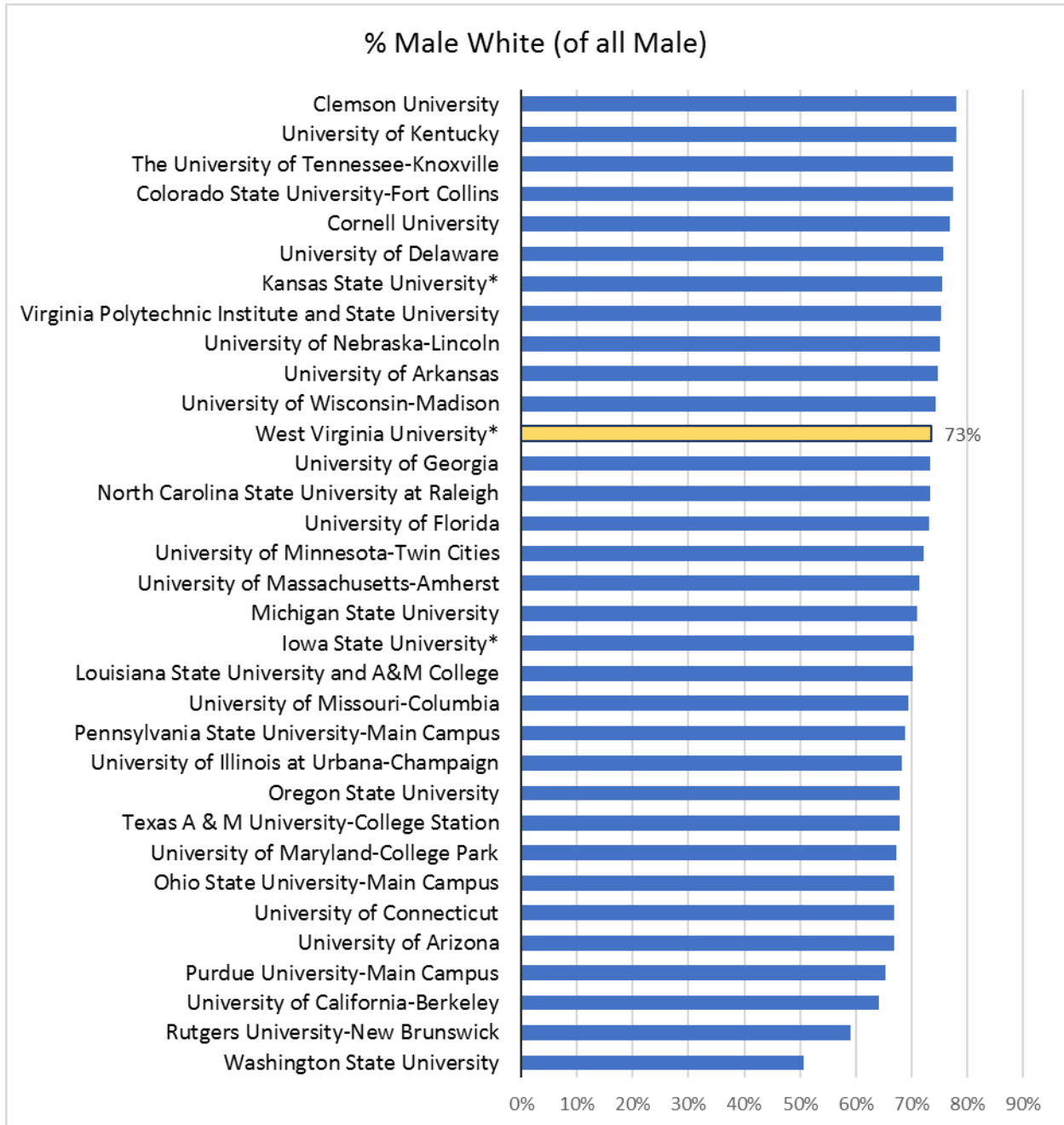
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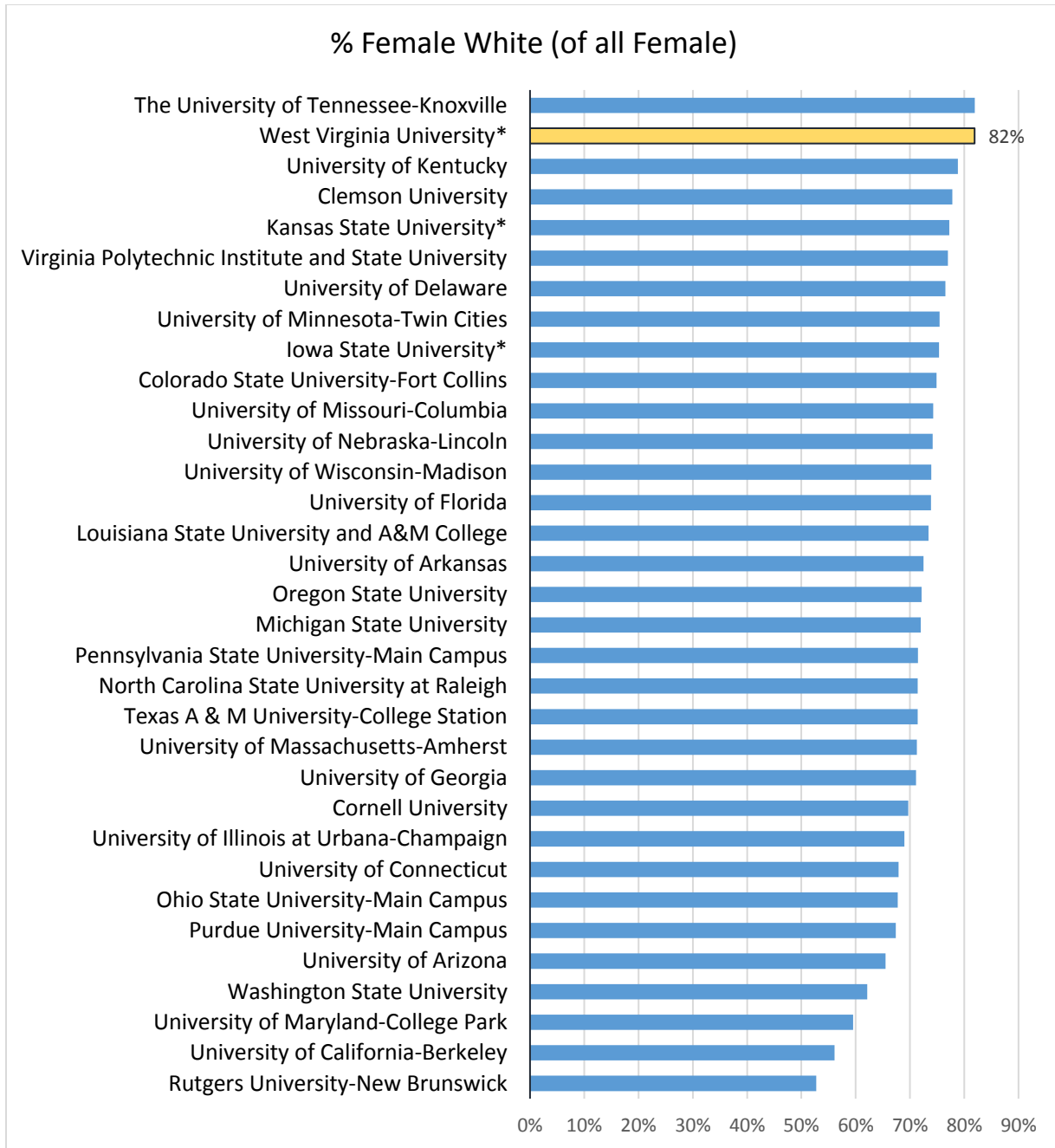
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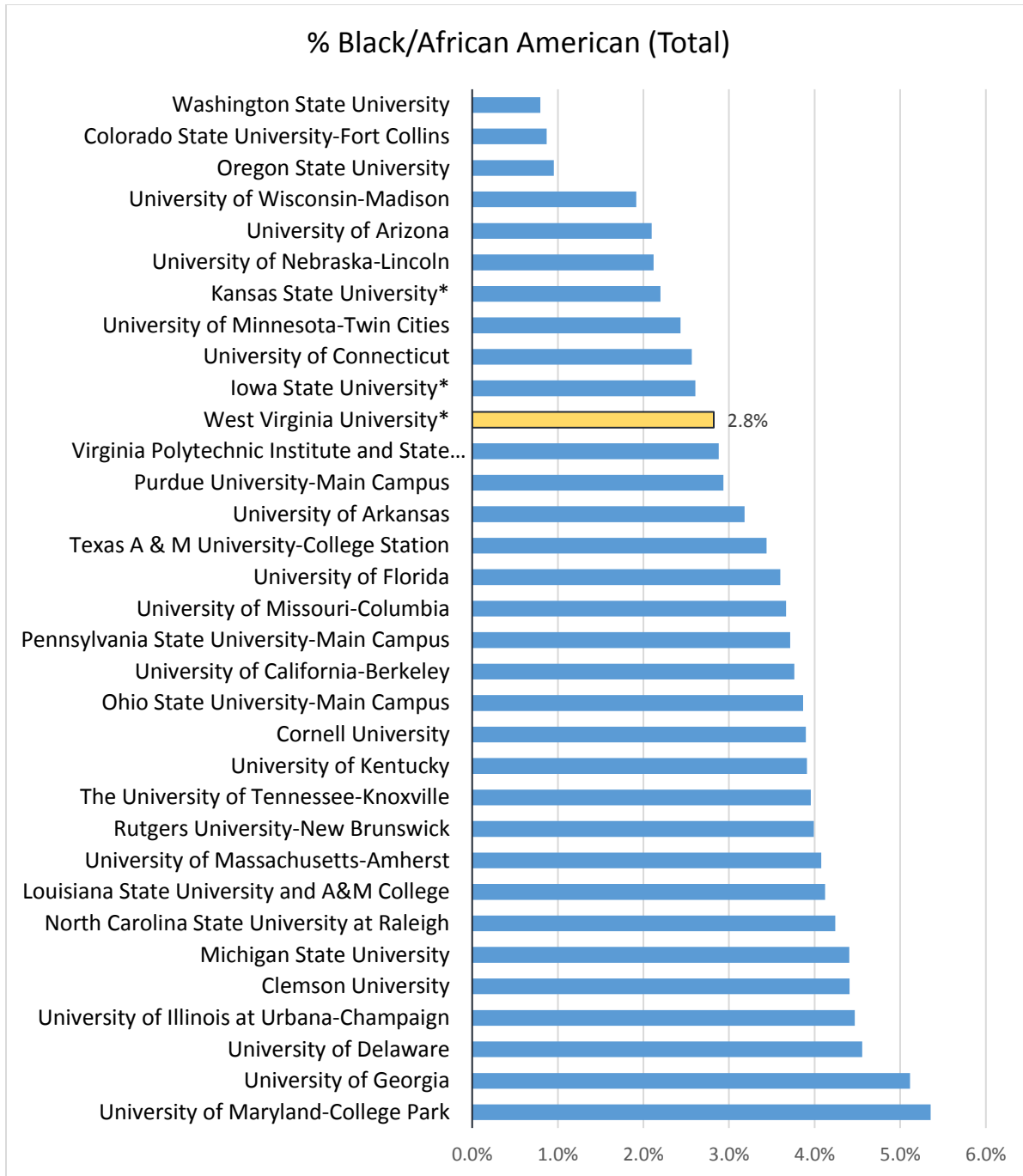




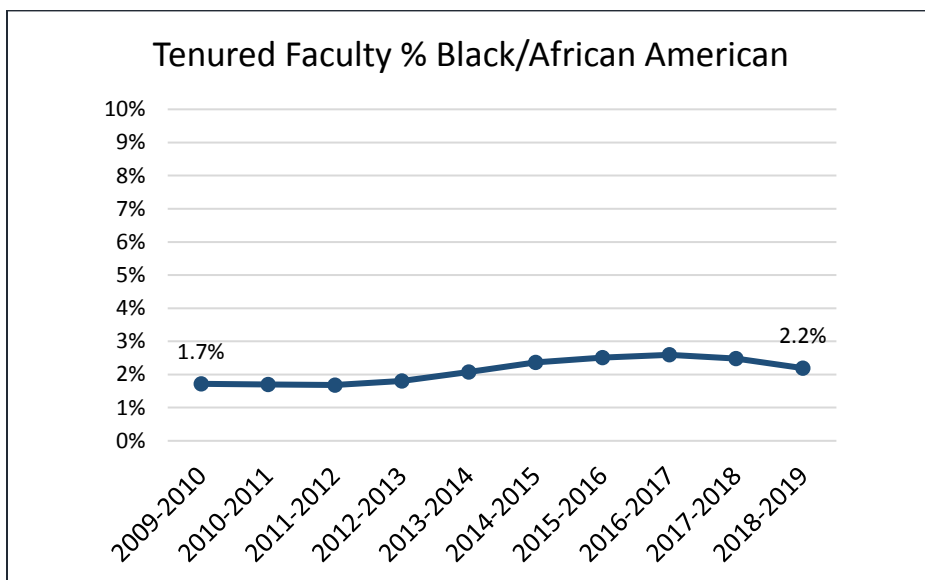
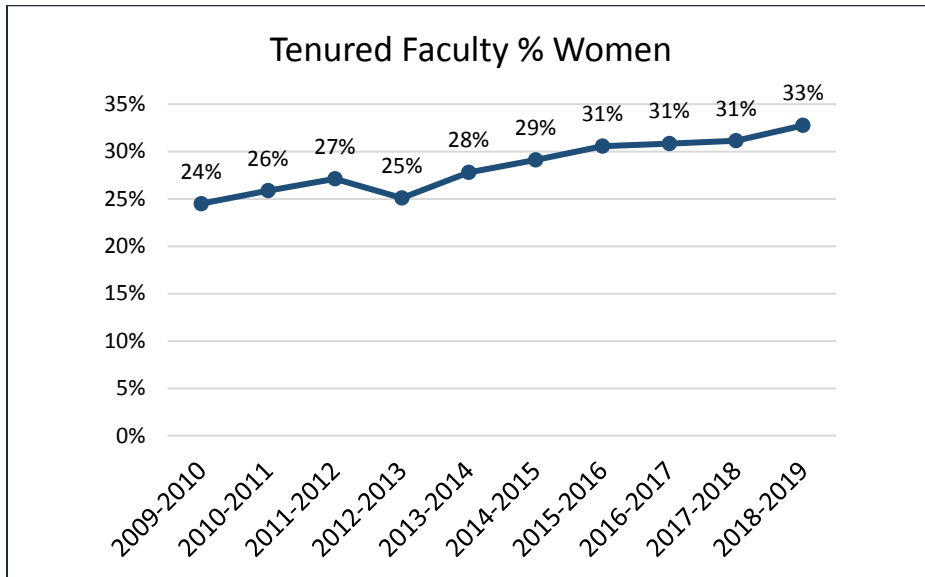


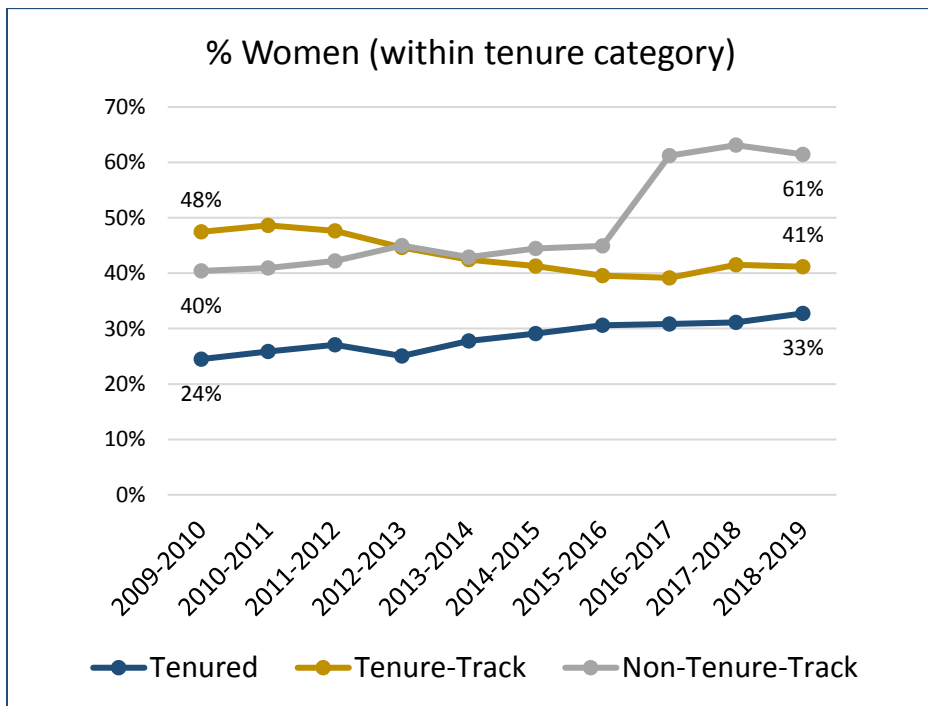
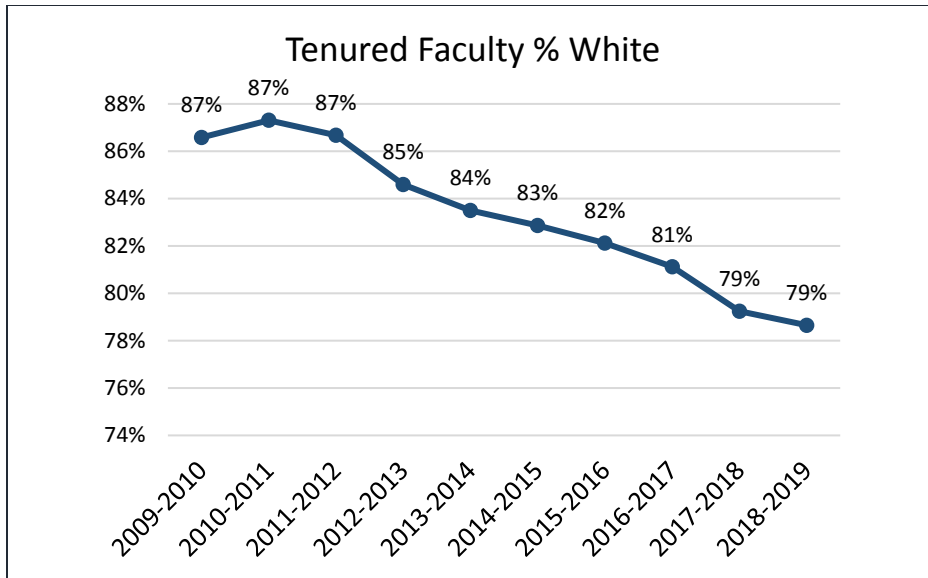


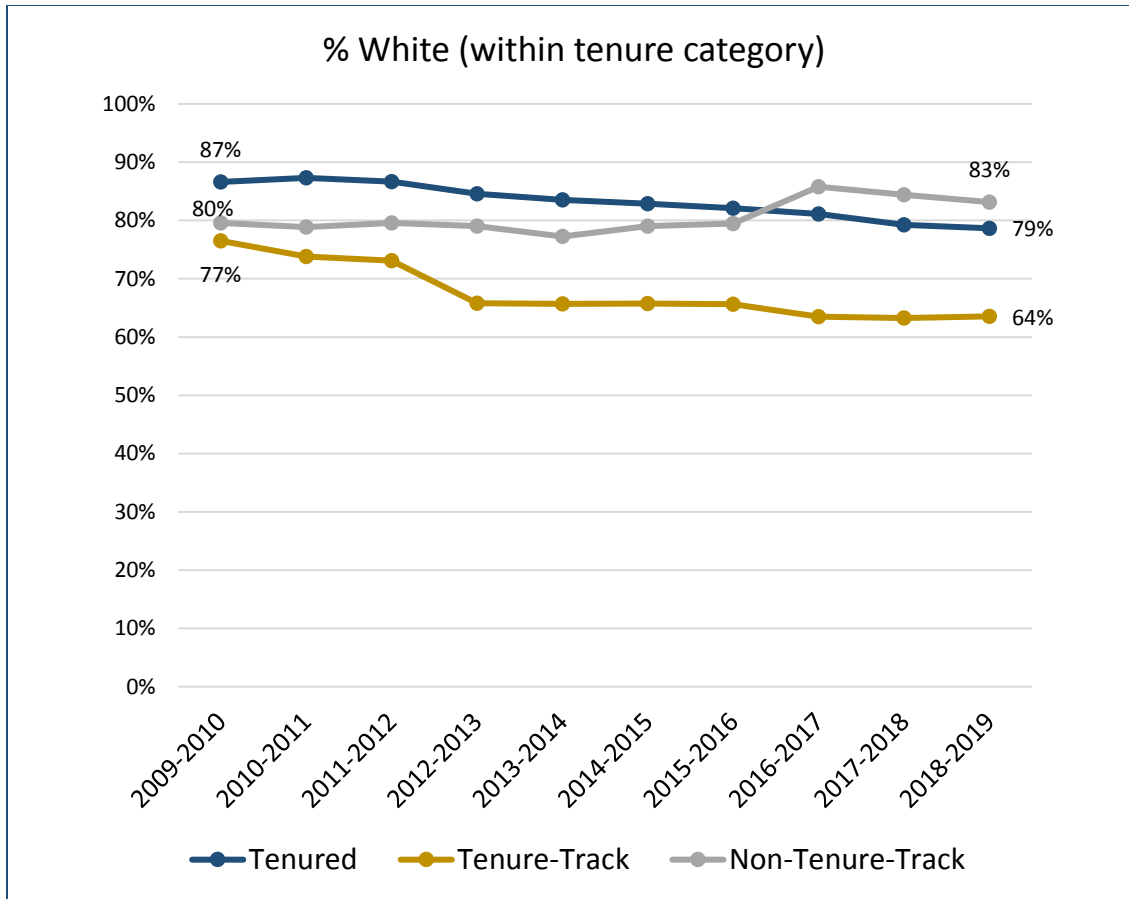


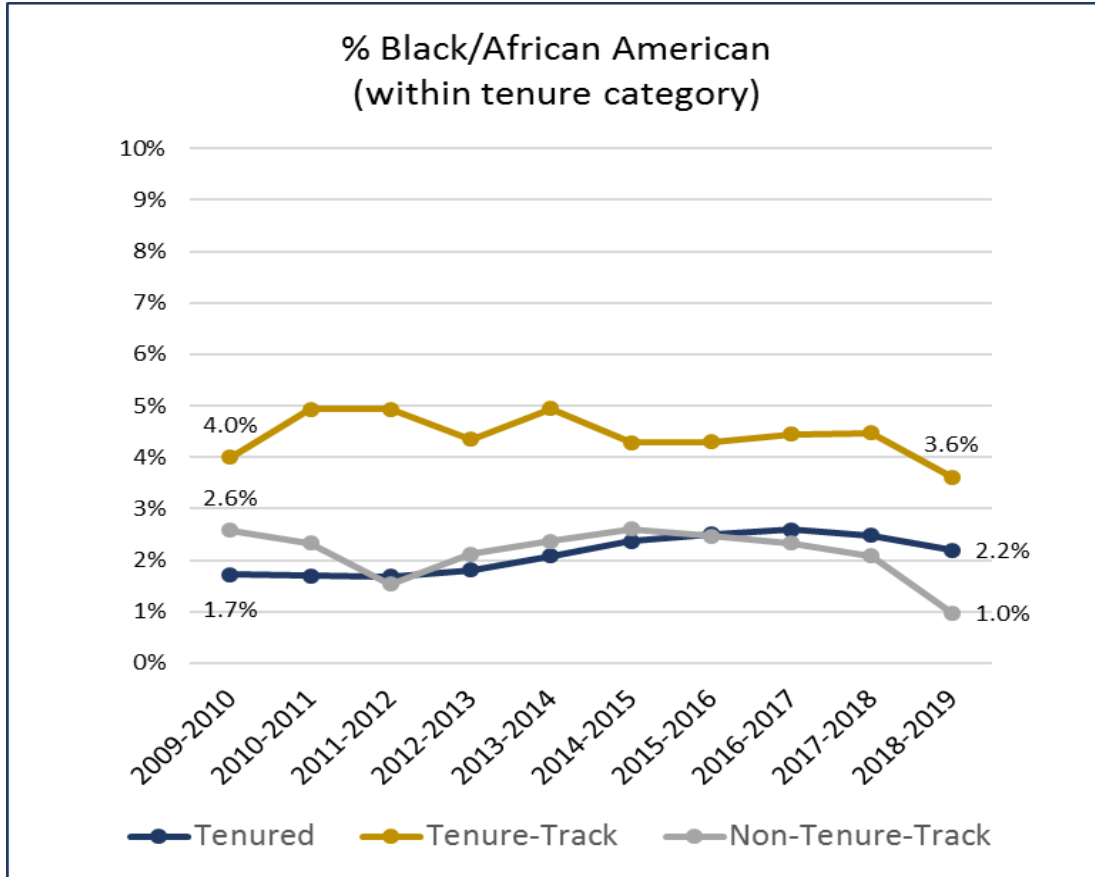


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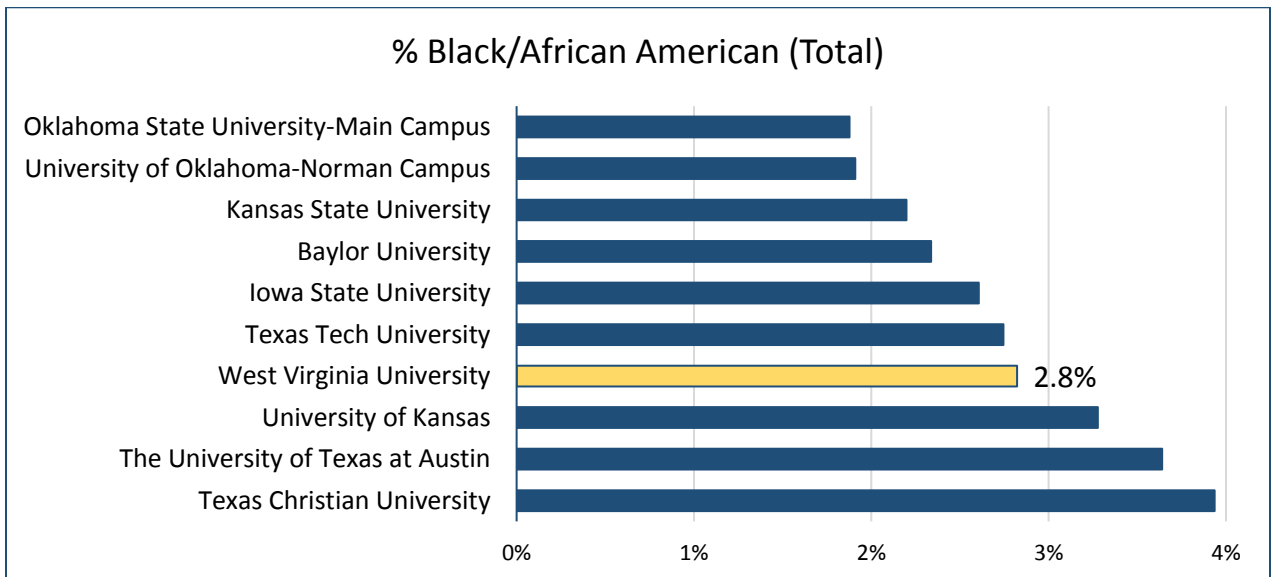
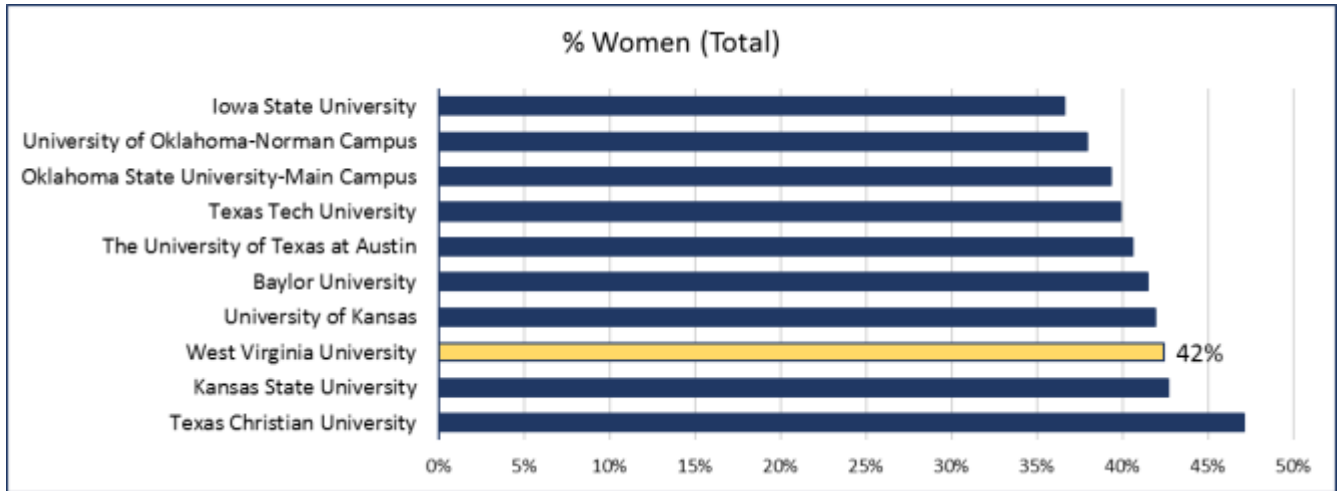


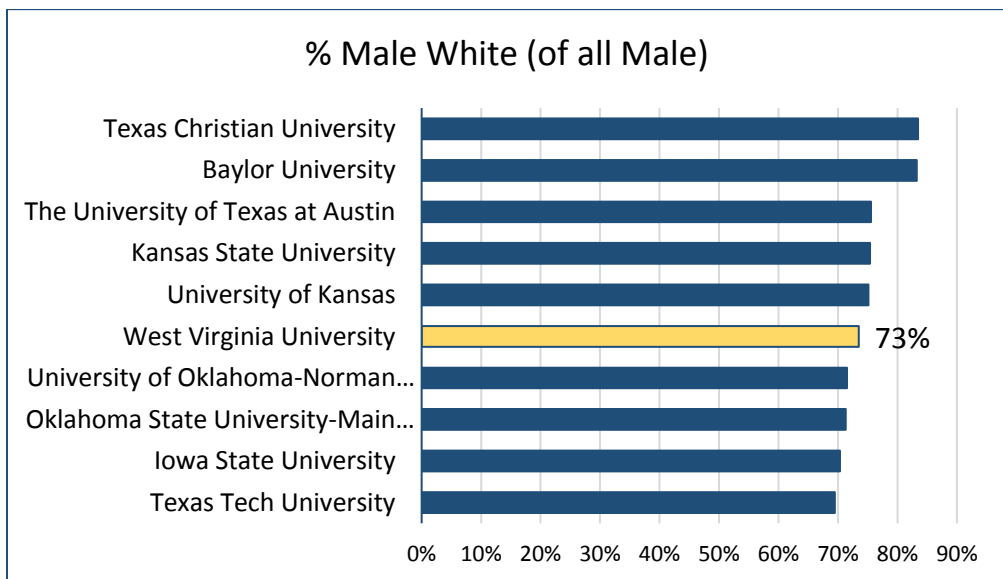
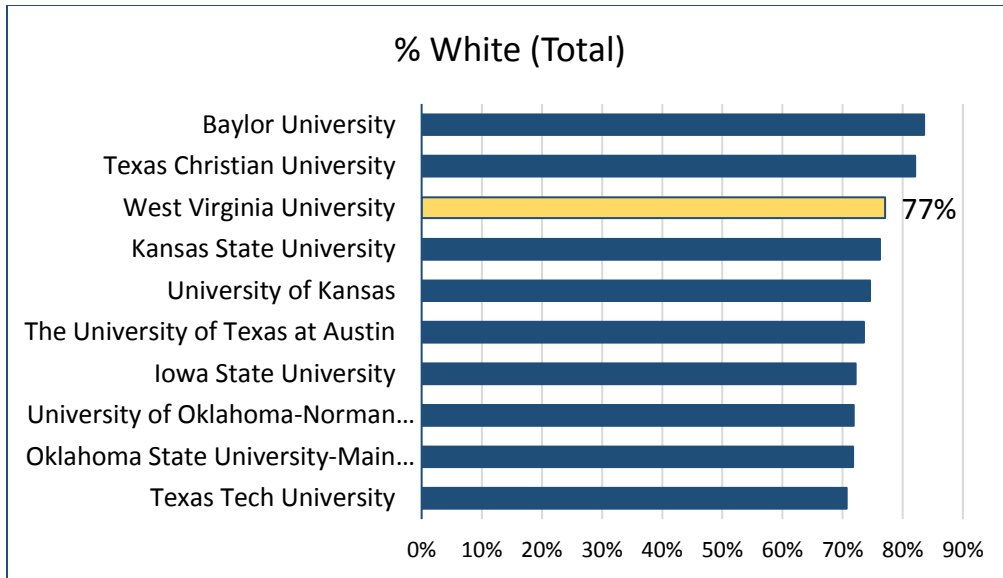




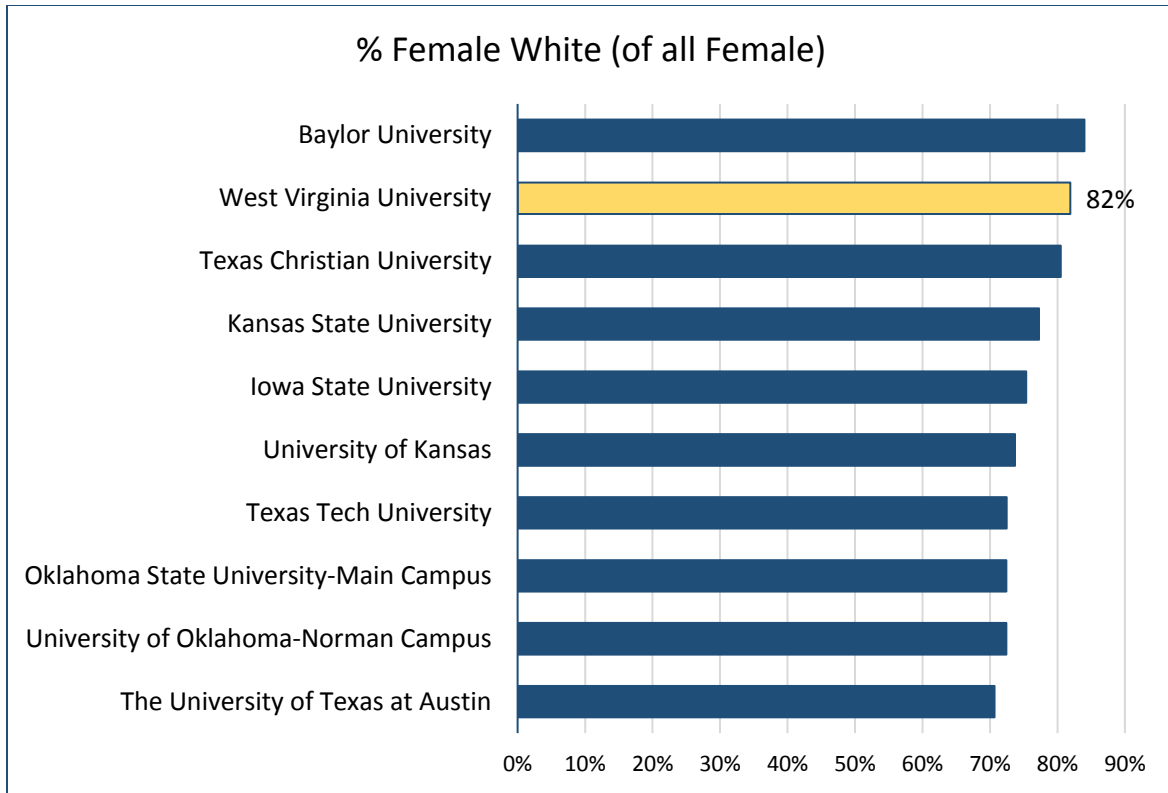


### Big 12

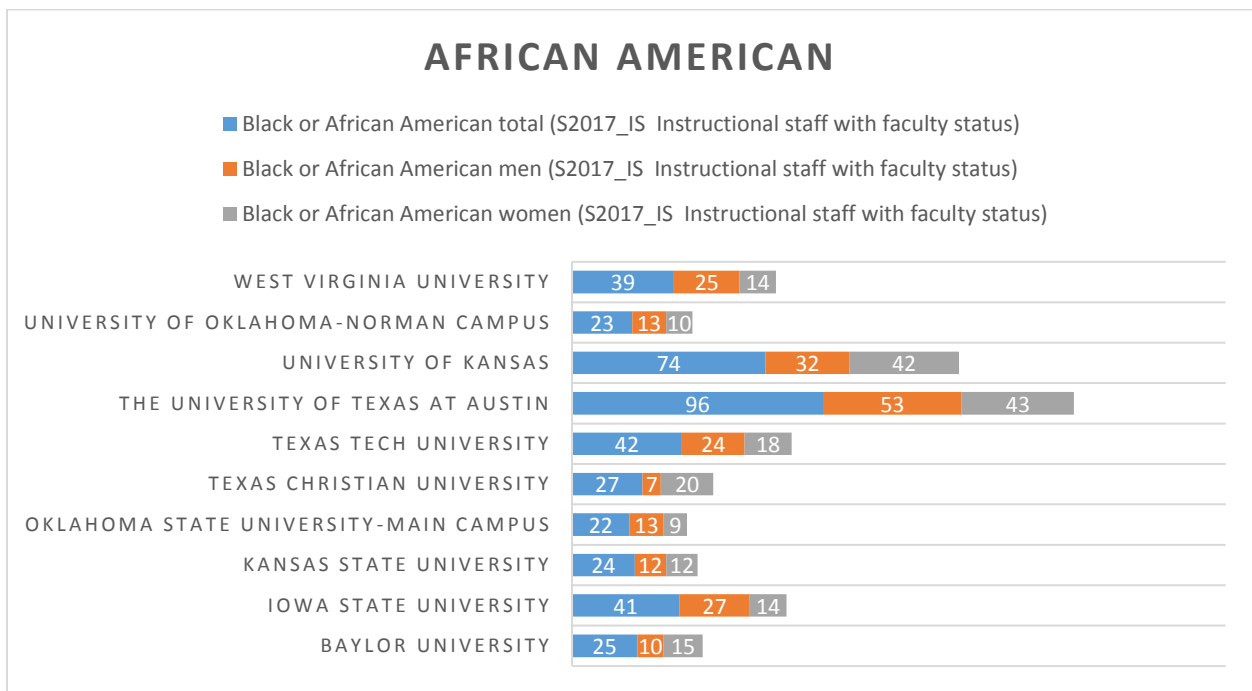
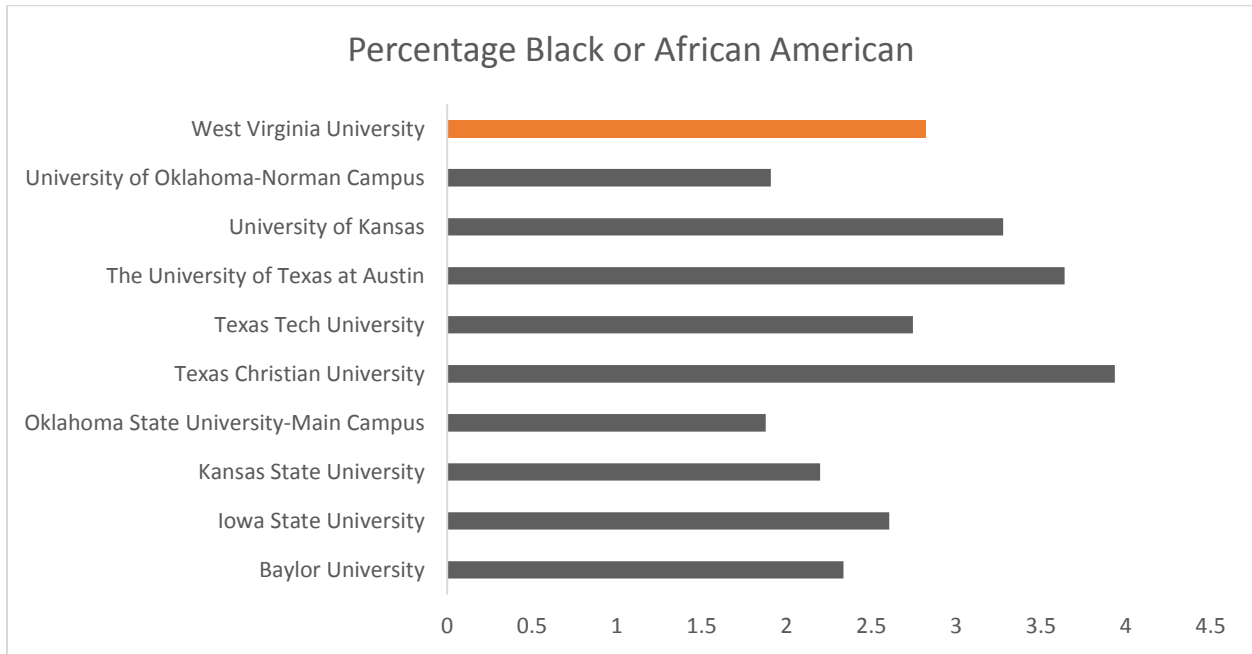


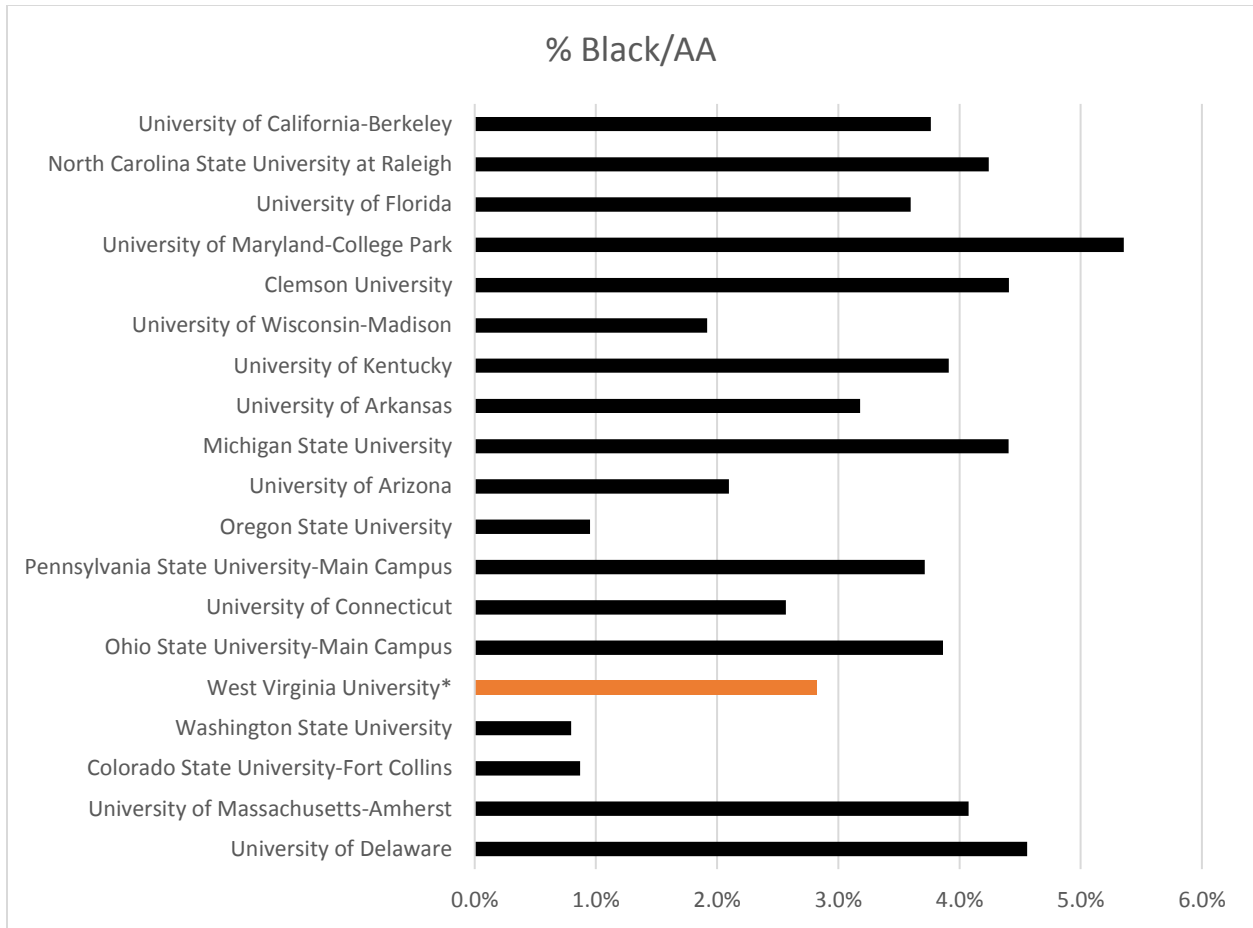






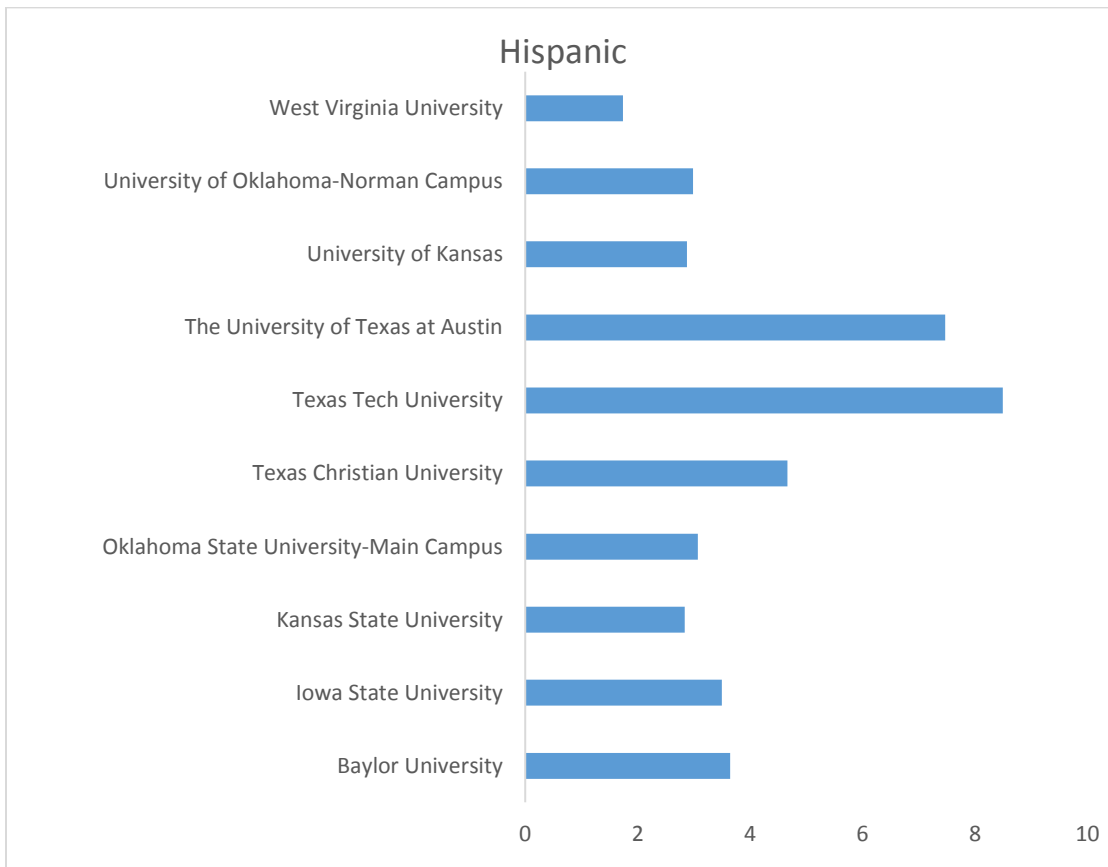
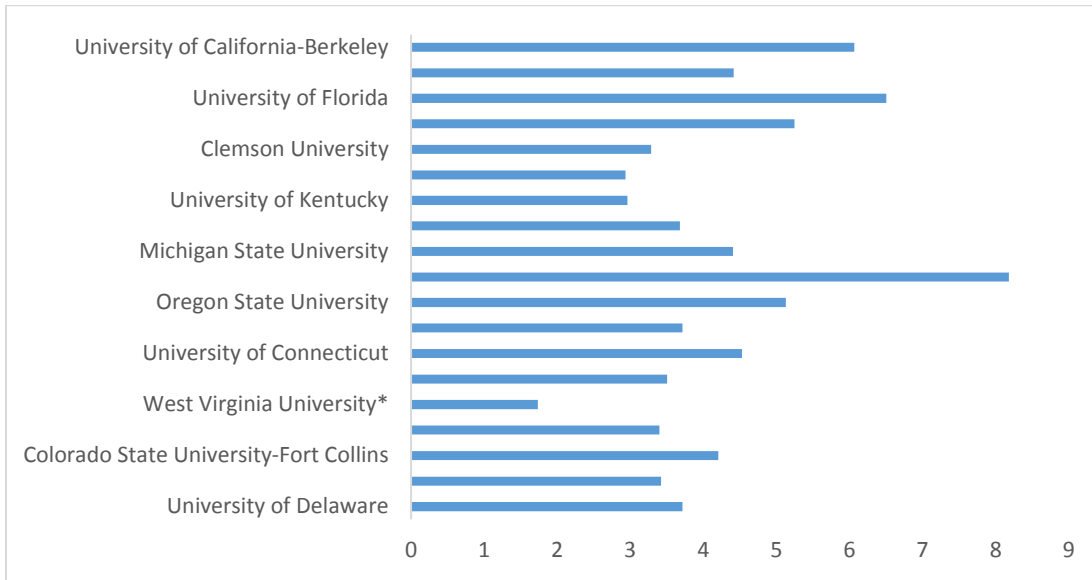
# Black or African American





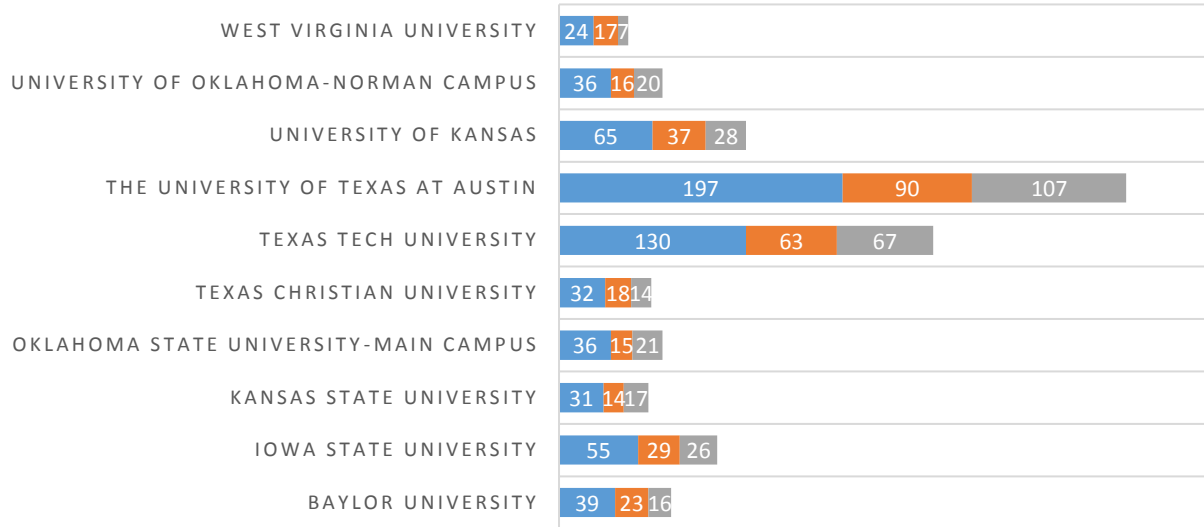
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# Hispanic

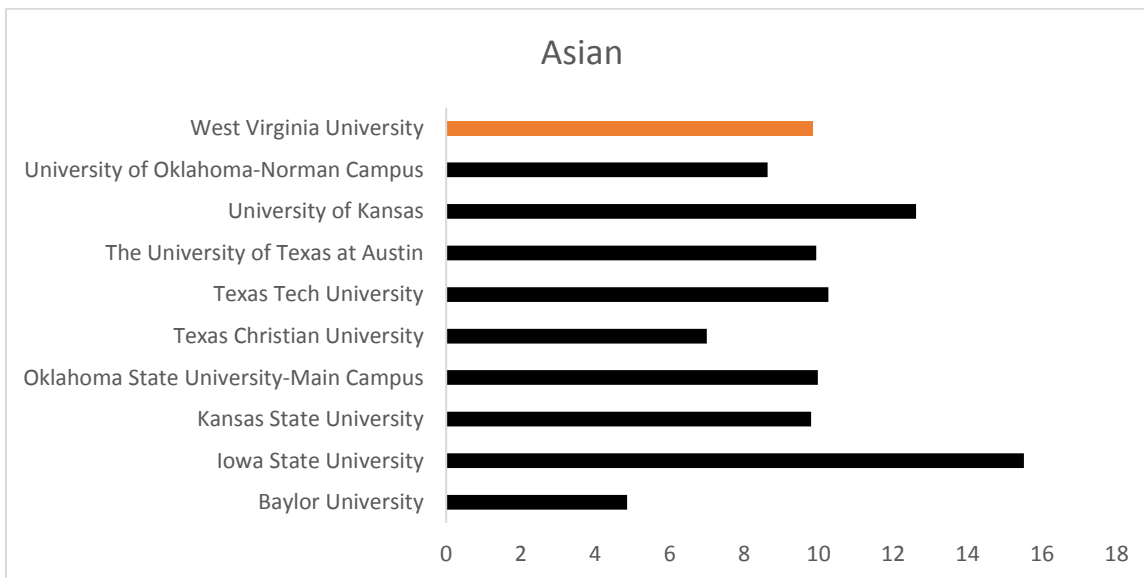
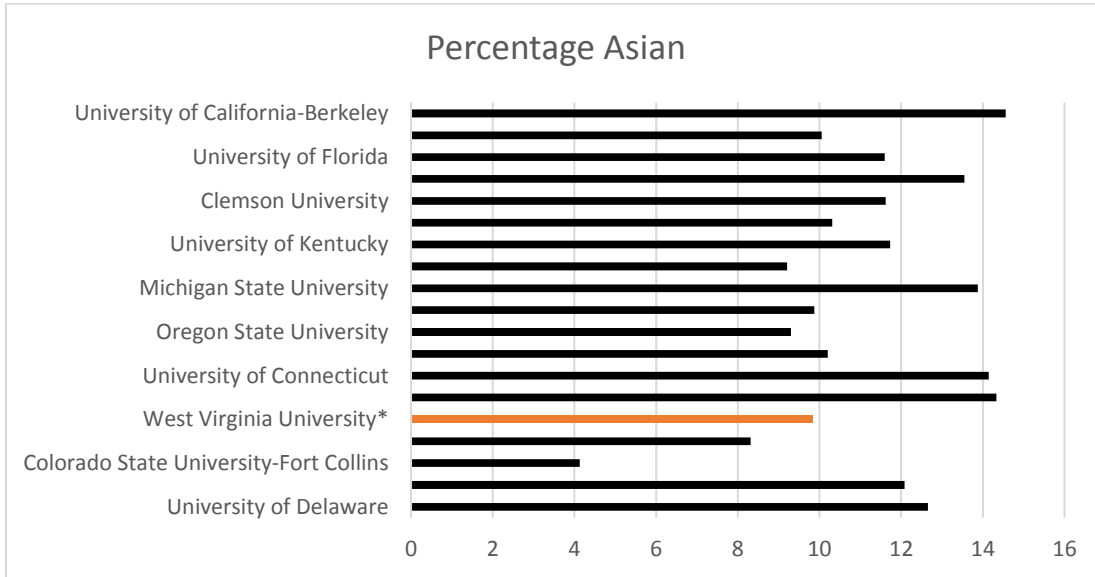


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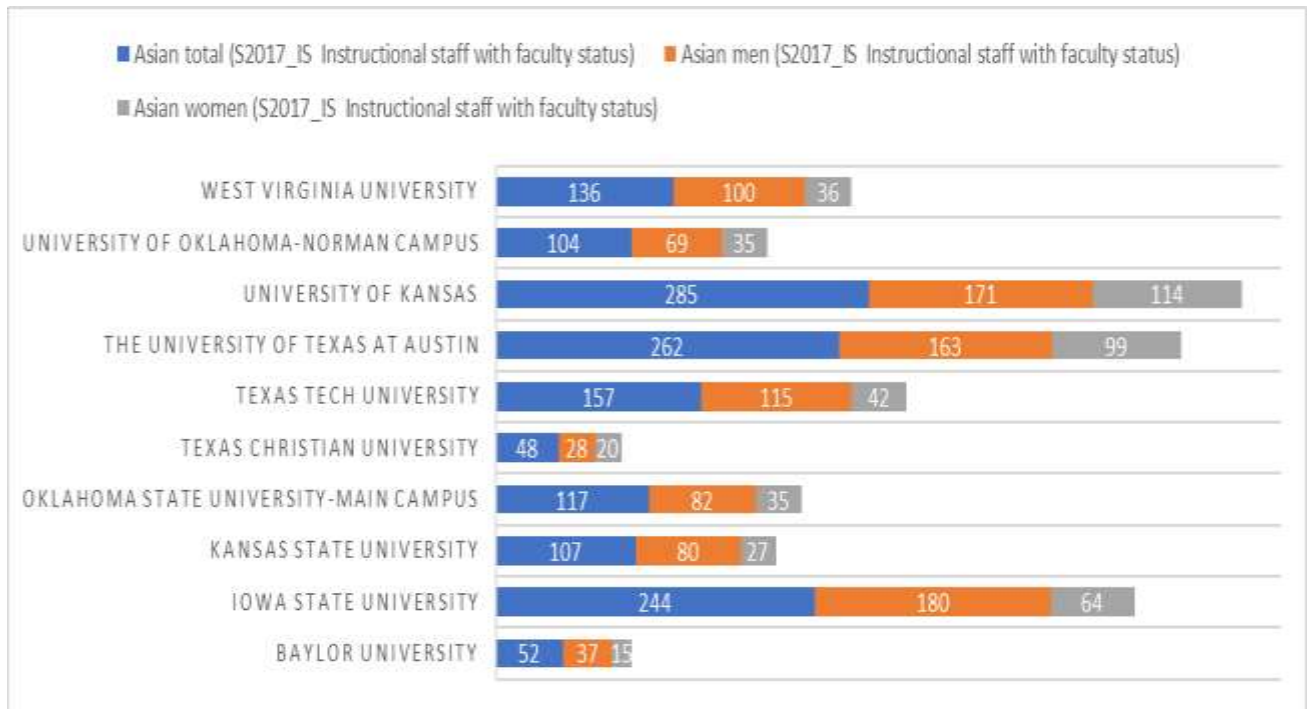
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# Asian

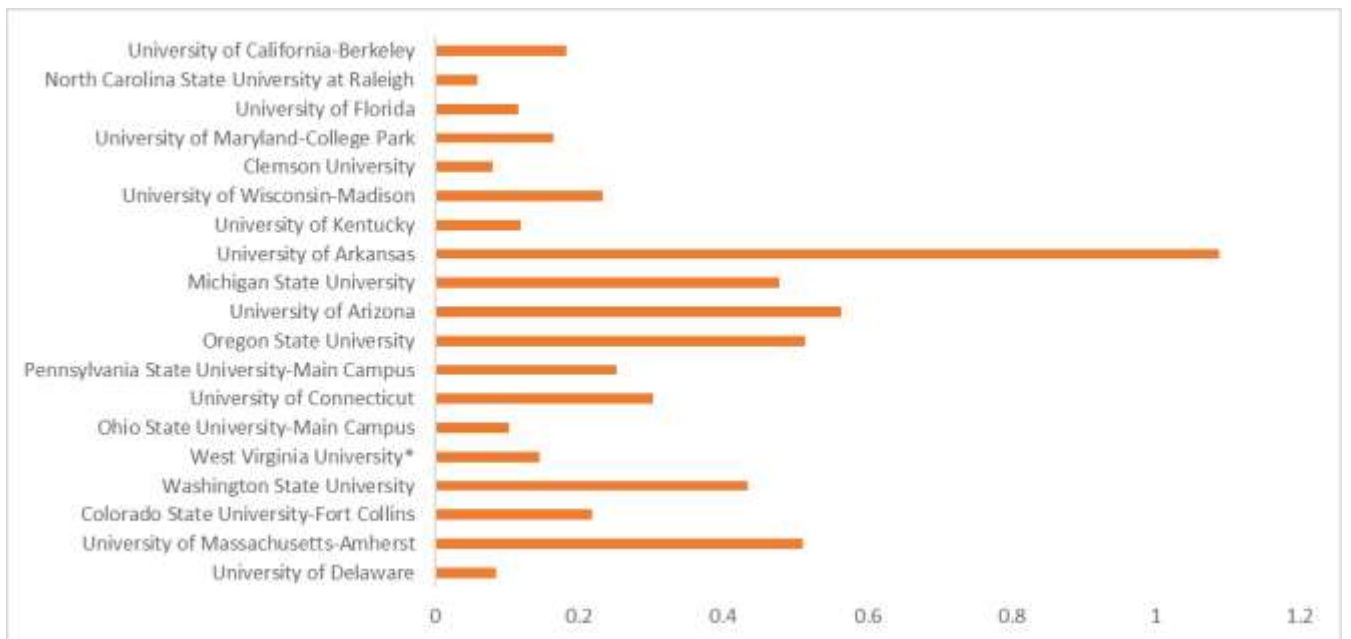
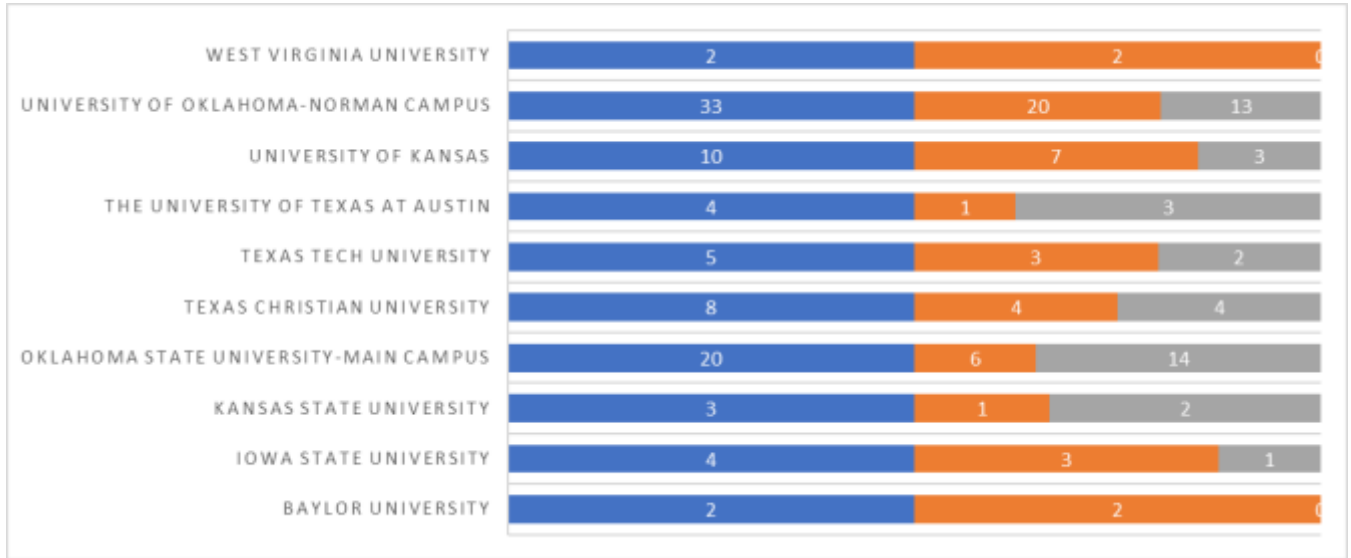


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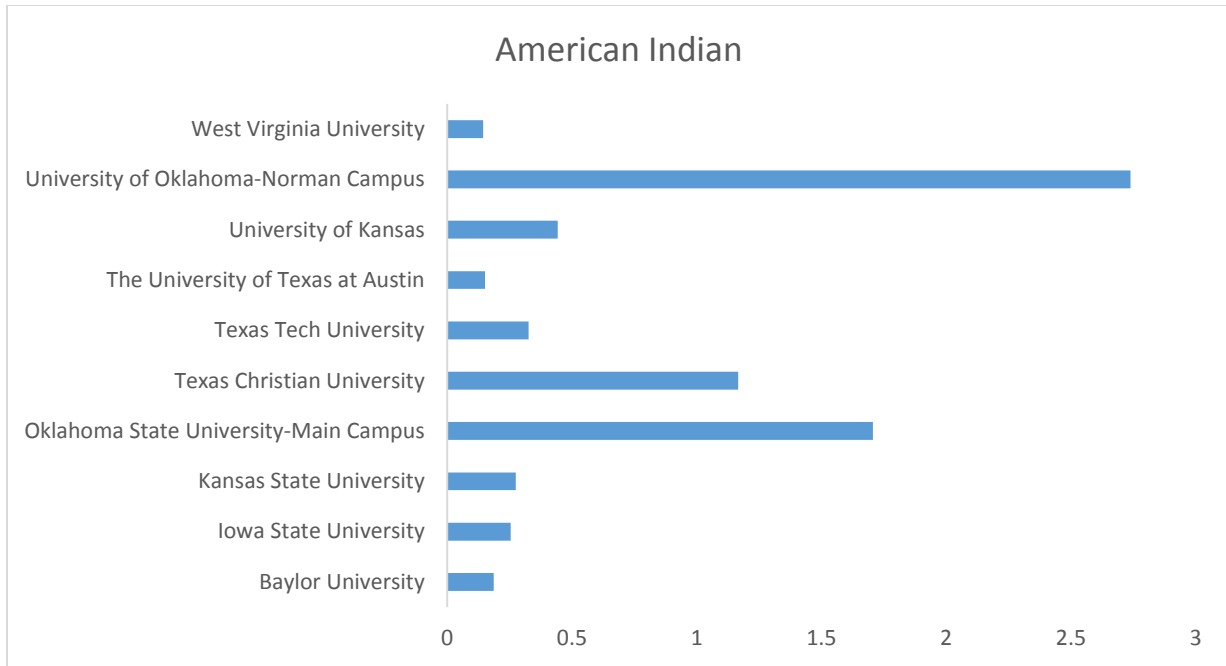


January 2020

# American Indian









## Board of Governors Rule

Faculty  
 Appointment, Promotion, Tenure, and  
 Dismissal for Cause  
 Responsible Unit: Office of the Provost  
 Adopted: ~~April 20, 2018~~TBD  
 Revision History: Prior BOG Policy 2  
 (Originally effective February 8, 2002),  
 Prior BOG Policy 22 (February 11, 2005),  
 and Prior BOG Policy 38 (June 2, 2006),  
[Amended BOG Rule 4.2 TBD \(originally  
 effective May 14, 2018\)](#)  
 Review Date: April 2021

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### BOG FACULTY RULE 4.2 APPOINTMENT, PROMOTION, TENURE, AND DISMISSAL FOR CAUSE

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#### SECTION 1: PURPOSE & SCOPE.

- 1.1. This Rule relates to the appointment, promotion, tenure, reappointment, or dismissal for cause of faculty.
- 1.2. This Rule applies to all Faculty Members at West Virginia University, including West Virginia University Institute of Technology and Potomac State College of West Virginia University.

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#### SECTION 2: FACULTY CLASSIFICATIONS.

- 2.1 Faculty Members holding Academic Rank may be assigned one of the following classifications:
  - 2.1.1 **Tenured:** Those Faculty Members who have attained tenure status as determined by the President. Tenured appointments are normally full-time for the academic year.
    - 2.1.1.1 Under special circumstances, if requested by a Faculty Member and approved by the President, a full-time tenured appointment may be converted to a part-time tenured appointment for a specified time period, normally not to exceed one calendar year per occurrence. At the conclusion of the approved time period or an approved extension thereof, the Faculty Member returns to a full-time tenured appointment unless the Faculty Member chooses not to return to a full-time tenured appointment. Upon such an election, the Faculty Member's employment ceases. This section does not apply to actions associated with phased retirement programs.

Effective Date: ~~May 14, 2018~~TBD

Page 1 of 14

BOG Faculty R. 4.2

- 2.1.2 **Tenure-Track:** Those Faculty Members who normally have been appointed on a full-time basis and have been designated by the President as being in a tenure-track position.
- 2.1.2.1 Time spent in a part-time tenure-track appointment at least one-half the contract period is normally not included in the calculation of years of service for the purposes of tenure nor will it result in any de facto award of tenure.
- 2.1.2.2 Under special circumstances, if requested by a Faculty Member and approved by the President, a full-time tenure-track appointment may be converted to a part-time tenure-track appointment for a specified time period, normally not to exceed one calendar year per occurrence. At the conclusion of the approved time period or extension thereof, the Faculty Member returns to a full-time tenure-track appointment unless the Faculty Member chooses not to return to a full-time tenure-track appointment. Upon such election, the Faculty Member's employment ceases.
- 2.1.3 **Clinical-Track:** Those Faculty Members who have been appointed by the President and have been designated as being in a clinical-track position in the Health Sciences Schools. Their appointment may be full-time or part-time. Faculty Members in the clinical-track shall be appointed with an applicable HSC Designation.
- 2.1.4 **Teaching-Track:** Those Faculty Members who have been appointed by the President as instructional faculty for a designated term as defined by the President. Such Faculty Members may hold an Academic Rank, with one or more of the Designated Prefixes. The appointment may be full-time or part-time.
- 2.1.4.1 Appointment Length:
- 2.1.4.1.1 Upon promotion to or appointment at the rank of Teaching Instructor or Teaching Assistant Professor, a Faculty Member may be eligible to receive reappointment to additional terms; no single term may exceed three (3) years.
- 2.1.4.1.2 Upon promotion to or appointment at the rank of Teaching Associate Professor, a Faculty Member may be appointed to terms of up to six (6) years each.
- 2.1.4.1.3 Upon promotion to or appointment at the rank of Teaching Professor, a Faculty Member may be appointed

to terms of up to nine (9) years each.

2.1.4.1.4 Renewal of Teaching-Track appointment(s) shall not create any presumption of a right to appointment as Tenure-Track or Tenured Faculty.

2.1.4.2 Full-time appointments to the teaching-track shall not exceed fifteen percent (15%) of the total number of full-time faculty at any one of the University's campuses. The Provost has the authority to grant exceptions to the fifteen percent threshold. A separate calculation shall be prepared for Potomac State College, WVU Institute of Technology, and the Morgantown campus (including the Health Sciences Schools).

2.1.4.2.1 For purposes of the fifteen percent (15%) calculation, the Provost shall calculate "full-time faculty" by including only the tenured faculty, the tenure-track faculty, and the clinical-track faculty. No other Faculty Members shall be included in the calculation.

2.1.5 *Service-Track*: Those Faculty Members who have been appointed by the President as service faculty for a designated term as defined by the President. Such Faculty Members may hold an Academic Rank, with one or more of the Designated Prefixes. The appointment may be full-time or part-time.

2.1.5.1 Appointment Length:

2.1.5.1.1 Upon promotion to or appointment at the rank of Service Instructor or Service Assistant Professor, a Faculty Member may be eligible to receive reappointment to additional terms; no single term may exceed three (3) years.

2.1.5.1.2 Upon promotion to or appointment at the rank of Service Associate Professor, a Faculty Member may be appointed to terms of up to six (6) years each.

2.1.5.1.3 Upon promotion to or appointment at the rank of Service Professor, a Faculty Member may be appointed to terms of up to nine (9) years each.

2.1.5.1.4 Renewal of Service-Track appointment(s) shall not create any presumption of a right to appointment as Tenure-Track or Tenured Faculty.

2.1.6 *Other Non-Tenure-Track*: Those Faculty Members who have been appointed by the President but have not been appointed in a tenure-track,

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clinical-track, librarian-track, teaching-track, [service-track](#) or as having tenured status. Appointment of such faculty may be full-time equivalent or part-time.

2.1.[56](#).1 These include, but are not limited to:

2.1.[56](#).1.1 Faculty with the prefix “Research-” or ~~“Service-”~~ who hold an Academic Rank.

2.1.[56](#).1.2 Faculty in some part-time instructional positions may be appointed as Lecturers or Senior Lecturers.

2.1.[56](#).1.3 Faculty equivalents or academic professionals, whose primary duties are non-instructional, but may hold a secondary appointment that is instructional in character.

2.1.[56](#).2 The renewal of other non-tenure-track appointments shall not create any presumption of a right to appointment as tenure-track or tenured faculty.

2.1.[56](#).2.1 Other non-tenure-track full-time faculty appointments may be used only if one or more of the following conditions prevail:

2.1.[56](#).2.2 The position is funded by a grant, contract, or other source that is not a part of the regular and on-going source of operational funding.

2.1.[56](#).2.3 The position is created for the temporary replacement of an individual on sabbatical or other leave of absence. Appointments to such positions are outside tenure-track status, are subject to annual renewal, and normally may not exceed three years.

2.1.[56](#).2.4 The position is created to fill an essential teaching post immediately, pending a permanent appointment through a regular search and screening process. Appointment to such positions are outside tenure-track status, are subject to annual renewal, and normally may not exceed three years.

2.1.[56](#).2.5 The position is temporary to meet transient instructional needs, to maintain sufficient instructional flexibility in order to respond to changing demand for courses taught, or to meet other institutional needs. The appointee is to be so notified at the time of the appointment. Such appointments are outside tenure-track status, are subject to annual renewal, and normally may not exceed six years.

2.1.56.2.6 The position is a secondary appointment for a person who has a primary appointment as an administrator or to perform other noninstructional duties. Any faculty rank or teaching associate with such a position is considered temporary and renewable on an annual basis. The appointee must be notified in writing of the status of any Academic Rank.

2.1.56.3 Appointment to a non-tenure-track full-time faculty position shall create no right or expectation of continued appointment beyond the one-year period of appointment.

- 2.2 **Librarian-Track:** Those Faculty Members appointed by the President to the rank of “University Librarian,” “Associate University Librarian,” “Assistant University Librarian,” or “Staff Librarian.” Their appointment may be full-time equivalent or part-time.
- 2.3 Clinical-track, librarian-track, ~~and teaching-track and service-track~~ faculty and other non-tenure track faculty hold appointments that are not subject to consideration for tenure, regardless of the number, nature, or time accumulated in such appointments. Clinical-track, librarian-track, ~~and teaching-track and service-track~~ faculty appointments are only for the periods and for the purposes specified, with no other interest or right obtained by the person appointed by virtue of such appointment. Since the Faculty Member thus appointed is not on the tenure-track, the notice provisions set out in Section 6 below do not apply.
- 2.4 **Faculty Appointments, Generally.**
- 2.4.1 Other appropriate titles which more accurately indicate the nature of a Faculty Member’s position may be used at the discretion of the President.
- 2.4.2 The President shall make all tenured, tenure-track, clinical-track, librarian-track, teaching-track, ~~and service-track~~ and other non-tenure-track appointments after consultation with appropriate faculty and other collegiate Units.
- 2.4.3 Every faculty contract at the University shall be for one fiscal year, or part thereof, in accordance with and in compliance with the annual budget of the institution, or supplementary actions thereto, as provided by law.
- 2.4.4 Every such contract shall be in writing, and a copy of the document shall be furnished to the person appointed. Such document shall contain the terms and conditions of the appointment.
- 2.4.5 In accordance with accreditor requirements and University policy established by the Provost, each Faculty Member shall have appropriate discipline-specific credentials to qualify as experts in course subjects.

## 2.5 *Faculty with Administrative Appointments, Generally.*

- 2.5.1 Persons assigned full-time or part-time to administrative or staff duties at the University may be appointed to, or may retain, Academic Ranks in addition to any administrative or staff title, following consultation with appropriate academic units. Such persons will be informed in writing at the time of the appointment whether the faculty rank is as a tenured, tenure-track, clinical-track, librarian-track, teaching-track, [service-track](#), or other non-tenure-track member of the faculty. Administrative or staff personnel who are not appointed to a faculty position are not faculty and therefore are not entitled to the protections provided by this policy.
- 2.5.2 In addition to their regular administrative duties, each campus administrator who also holds Academic Rank, pursuant to W. Va. Code § 18B-8-6(b), shall teach at least one (1) course during each eighteen-month employment period or perform ongoing research. Such teaching and research shall be evaluated in accordance with this Rule.

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### **SECTION 3. FACULTY: TYPES AND CONDITIONS OF APPOINTMENT.**

- 3.1 Full-time appointments to the faculty of an institution, other than those designated as clinical-track, librarian-track, teaching-track, [service-track](#), or other non-tenure-track, shall be either tenured or tenure-track.
- 3.2 All clinical-track, librarian-track, teaching-track, [service-track](#), and other non-tenure-track appointments, as defined in Section 2 of this Rule, shall be neither tenured or tenure-track, but shall be appointments only for the periods and for the purposes specified, with no other interest or right obtained by the person appointed by virtue of such appointment.
- 3.3 The appointment of a person to a full-time position on any campus is made subject to the following conditions:
- 3.3.1 The appointee shall render full-time service to the campus to which appointed. Outside activities which are restricted below in subsection 3.3.3 shall not be restricted unless such activities or employment interfere with the adequate performance of institutional duties. The University expects its faculty to give full professional effort to assignments of teaching, research and service. It is, therefore, inappropriate to engage in gainful employment outside the institution that is not expressly approved by the Provost or is otherwise incompatible with the Faculty Member's contractual commitment to the University. Moreover, it is inappropriate to use University resources to transact private business.

3.3.2 Full-time faculty assigned to the Health Science Schools will render patient services only at facilities affiliated with the University, or at such other locations or facilities as may be authorized in their annual notice of appointment, or as otherwise approved in writing by the President.

3.3.2.1 Fees for professional patient related services rendered by full-time faculty appointees within the Health Sciences Schools shall be billed, collected and expended in accordance with the bylaws of the faculty practice plan at West Virginia University, or through such other billing and collection mechanism as may be provided for in the Faculty Member's annual notice of appointment, or as otherwise approved in writing by the President.

3.3.2.2 Fees for professional services not directly related to patient services including, but not limited to, royalties, honoraria, legal actions where no patient services have been rendered, or other such similar sources as approved in writing by the President are permitted as individual income to the individual Faculty Member. All applicable conflict of interest policies must be followed for any service to be performed that is affected by such policy.

3.3.3 If outside employment or service is undertaken without express prior approval or if it interferes with the performance of the regular institutional duties and responsibilities of the appointee, the President has a right to (a) require the appointee to cease such outside employment or service which interferes with institutional duties and responsibilities of the appointee, (b) make such adjustments in the compensation paid to such appointee as are warranted by the appointee's services lost to the University and by the appointee's use of institutional equipment and materials, or (c) dismiss for cause as set out in Section 8 below.

3.3.4 The University may permit and encourage a reasonable amount of personal professional activity, such as consulting, by a Faculty Member outside the Faculty Member's duties and responsibilities of employment by and for the University, provided such activity: (1) further develops the Faculty Member professionally, (2) does not interfere with duties and responsibilities to the University, and (3) is undertaken in a manner consistent with the requirements of other applicable Board rules.

3.4 If the status of a Faculty Member changes from clinical-track, librarian-track, or teaching-track, service-track or other non-tenure track to tenure-track, the time spent at the respective campus may, at the discretion of the President, be counted as part of the tenure-track period.

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#### **SECTION 4. PROMOTION IN ACADEMIC RANK.**



- 4.1 Within the following framework, the University shall establish, in cooperation with the Faculty or duly-elected representatives of the Faculty, guidelines and criteria for promotion in Academic Rank, such guidelines to be in conformity with guidelines established by the President:
- 4.1.1 There shall be demonstrated evidence that promotion is based upon a wide range of criteria, established by the applicable school or college and campuses in conformance with this document and appropriate to the mission of the unit.
  - 4.1.2 There shall be demonstrated evidence that, in the process of making evaluations for promotions, there is participation of persons from several different groups, including but not limited to: peers from within and without the particular unit of the institution, supervisory administrative personnel such as the department/division chairperson and the dean, and students.
  - 4.1.3 There shall be no practice of granting promotion routinely or solely because of length of service, or of denying promotion capriciously.
  - 4.1.4 The University shall provide copies of the Primary Guidelines and criteria for promotion to the Board and shall make available such guidelines and criteria to its Faculty.
- 4.2 Promotion shall not be granted automatically, but shall result from action by the President, following consultation with the appropriate academic units.

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**SECTION 5. TENURE.**

- 5.1 Tenure is designed to ensure academic freedom and to provide professional stability for the experienced Faculty Member. It is a means of protection against the capricious dismissal of an individual who has served faithfully and well in the academic community. Continuous self-evaluation, as well as regular evaluation by peer and administrative personnel, is essential to the viability of the tenure system.
- 5.1.1 Tenure should never be permitted to mask irresponsibility, mediocrity, or deliberate refusal to meet academic requirements or professional duties and responsibilities.
  - 5.1.2 Tenure is a means of making the profession attractive to persons of ability. There shall be demonstrated evidence that tenure is based upon a wide range of criteria, established by the applicable school or college, and campus in conformance with this Rule and appropriate to the mission of the University and its respective academic units.

- 5.1.3 Ultimate authority regarding the application of Primary Guidelines shall rest with the President. In making tenure decisions, careful consideration shall be given to the tenure profile of the University's campuses, projected enrollment patterns, staffing needs, current and projected mission of each department/division, specific academic competence of the Faculty Member, and preservation of opportunities for infusion of new talent.
- 5.2 Tenure shall not be granted automatically, or solely because of length of service, but shall result from action by the president, following consultation with appropriate academic units.
- 5.3 Tenure may be granted at the time of the appointment by the President, following consultation with appropriate academic units.
- 5.4 Tenure may be attained only by faculty who hold the rank of Assistant Professor or above.
- 5.5 A Faculty Member who has been granted tenure shall receive yearly renewals of appointment unless dismissed or terminated for reasons set out in Section 8.

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**SECTION 6: TENURE-TRACK PERIOD.**

- 6.1 When a full-time Faculty Member is appointed on other than a clinical-track, librarian-track, teaching-track, [service-track](#), other non-tenure-track or tenured basis, the appointment shall be tenure-track.
- 6.2 During the tenure-track period, the terms and conditions of every reappointment shall be stated in writing, with a copy of the agreement furnished to the individual concerned.
- 6.3 The maximum period of tenure-track status normally shall not exceed seven (7) years.
- 6.3.1 During the Critical Year of a tenure-track appointment, each tenure-track Faculty Member shall be given written notice of tenure, or offered a one-year written terminal contract of employment.
- 6.3.2 Faculty Members may be granted tenure before the sixth year of service if the Critical Year has been officially changed.
- 6.4 Faculty appointed at times other than the beginning of the academic year may choose to have those periods of appointment equal to or greater than half an academic year considered as a full year of the tenure-track period. Such decision should be made at the time of the appointment, and must be made by the end of the fiscal year in which the appointment began.

- 6.5 Tenure-track appointments for less than half an academic year may not be ~~asa~~ part of the tenure-track period.
- 6.6 During said tenure-track Period, notices of non-reappointment may be issued for any reason that is not arbitrary, capricious, or without factual basis. Any documented information relating to the decision for non-reappointment or dismissal shall be provided promptly to the Faculty Member upon request.
- 6.6.1 After the decision regarding reappointment or non-reappointment for the following academic year has been made by the President, the tenure-track Faculty Member shall be notified in writing of the decision by letter post-marked and mailed at least one year before the expiration of an appointment.
- 6.6.2 After the decision regarding reappointment or, pursuant to W. Va. Code § 18B-8-5, non-reappointment for the following academic year has been made by the President, the tenure-track Faculty Member may be notified in writing of the decision by letter post-marked and mailed no later than March 1, which shall be sent via “Certified Mail-Return Receipt Requested;” First Class mail; and electronic mail.
- 6.7 If a tenure-track Faculty Member who is not reappointed so requests, the President shall inform the Faculty Member by certified mail within ten (10) days of the reasons for the decision. Pursuant to W. Va. Code § 18B-8-5, a tenure-track Faculty Member who desires to appeal the decision may proceed to file Grievance.

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**SECTION 7. FACULTY EVALUATION.**

- 7.1 All Faculty shall receive yearly written performance evaluations directly related to duties and responsibilities as defined by the University, such evaluations to be made normally by the unit’s peer committee and by the department/division chairperson or the equivalent.
- 7.2 Evaluation procedures consistent with University’s primary guidelines shall be developed by the various colleges, schools, and campuses and, if appropriate, at the department/division level. Such procedures shall include but not be limited to peer evaluations, student evaluations, and evaluations by immediate supervisors. Evaluation criteria at the college/department/division level may be more stringent than the University’s guidelines.

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**SECTION 8. DISMISSAL FOR CAUSE.**

- 8.1 *Causes for Dismissal:* The dismissal of a Faculty Member for cause shall be effected for one or more of the following:

- 8.1.1 Demonstrated incompetence or dishonesty in the performance of professional duties, including but not limited to academic misconduct;
  - 8.1.2 Conduct which directly and substantially impairs the individual's fulfillment of institutional responsibilities, including but not limited to violations of BOG Governance Rule 1.6 - Rule Regarding Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Misconduct, Stalking, Retaliation, and Relationships;
  - 8.1.3 Insubordination by refusal to abide by legitimate reasonable directions of administrators;
  - 8.1.4 Disqualification per the Americans with Disabilities Act.;
  - 8.1.5 Substantial and manifest neglect of duty; and
  - 8.1.6 Failure to return at the end of a leave of absence.
- 8.2 Prior to giving the Faculty Member a written dismissal notice, the President shall notify the Faculty Member of the intent to give the written dismissal notice, the reasons for the dismissal, and the effective date of the dismissal. The Faculty Member shall have an opportunity to meet with the designee prior to the effective date to refute the charges.
- 8.3 *Notice of Dismissal for Cause:* The President shall initiate proceedings by giving the Faculty Member a written dismissal notice by certified mail, return receipt requested, First Class mail, and electronic mail, which dismissal notice shall contain:
- 8.3.1 Full and complete statements of the charge or charges relied upon; and
  - 8.3.2 A description of the appeal process available to the Faculty Member.
- 8.4 Faculty Members who refuse to sign or execute an offered annual contract or notice of appointment or reappointment by the date indicated by the University for its execution, or who fail to undertake the duties under such document at a reasonable time, shall be deemed to have abandoned their employment with the University and any rights to tenure or future appointment. Faculty Members objecting to terms of such document do not waive their objections to such terms by signing or executing the document.

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**SECTION 9. FACULTY RESIGNATION.**

- 9.1 A Faculty Member resigning from an existing appointment during or at the end of the academic year shall give notice in writing at the earliest opportunity. Professional

ethics dictate due consideration of the University's need to have a full complement of faculty throughout the academic year.

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**SECTION 10. EMERITUS STATUS.**

- 10.1 The University may recognize Faculty Members who have honorably served the University by awarding the individual the honorary designation of Emeritus.
- 10.2 Those Faculty Members whose retirement is announced and who have met the requirements of Meritorious Contributions to the University shall be considered for Emeritus status. Emeritus appointments are normally considered for Faculty Members on their retirement. The Faculty Member must normally have served the University for at least ten (10) years for such consideration.
- 10.3 The review of Faculty candidates begins in the departments or divisions and ends with the President. Faculty Members awarded Emeritus status retain their professional titles. In every case, the term "Emeritus" follows the rank and title.
- 10.4 Emeritus Faculty Members have library privileges; they have the same access as other Faculty Members to athletic events; and they enjoy privileges designated by their departments and the University. There is no salary or emolument attached to the status other than such privileges as the institution may wish to extend.

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**SECTION 11. PUBLIC EMPLOYEE GRIEVANCE PROCEDURE.**

- 11.1. A Faculty Member may utilize the grievance procedures set out in West Virginia Code §§ 6C-2-1 *et seq.*

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**SECTION 12: DEFINITIONS.**

- 12.1 "Academic Rank" means the position held by a Faculty Member, consistent with Rule, and includes the ranks of professor, associate professor, assistant professor and instructor.
- 12.2 "Critical Year" means the penultimate year of the tenure-track period, which typically is the sixth year.
- 12.3 "Designated Faculty Prefixes" refers to "Teaching-," "Research-," "Service-," "Extension-," "Visiting-," or "Adjunct-," as applicable to describe the Faculty Member's connection or function within the University.

- 12.4 “Faculty” refers generally to the class of individuals who are specifically appointed as such by the President including, but not limited to, faculty with academic rank as well as such professional personnel such as librarians, faculty equivalents, and academic professionals.
- 12.5 “Faculty Member” means an individual member of the Faculty.
- 12.6 “Full-time” means a 1.0 full-time equivalent position for the contract year.
- 12.8 “Health Sciences Schools” refers to the University’s School of Dentistry, School of Medicine, School of Nursing, School of Pharmacy, and School of Public Health.
- 12.9 “HSC Designation” refers to the abbreviation of the Health Sciences Schools to be used to designate Clinical-Track appointments: “SD” for the School of Dentistry, “SM” for the School of Medicine, “SN” for the School of Nursing, “SP” for the School of Pharmacy, and “SPH” for the School of Public Health.
- 12.10 “Meritorious Contributions” means contributions to the University and its mission that are highly exceptional and unusually outstanding and which are beyond or outside of the individual’s assigned duties and performance standards.
- 12.11 “President” means the President of the University or the President’s designee.
- 12.12 “Provost” means the Provost of the University or the Provost’s designee.

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**SECTION 13: DELEGATION.**

- 13.1 The Board of Governors delegates to the President the authority to adopt additional academic affairs internal policies and procedures to effectuate the implementation of this Board of Governors Rule or in furtherance of any other authority that the Board of Governors has specifically delegated to the President pursuant to this Rule. Any actions taken pursuant to this delegation must be consistent with the guidelines provided by this Rule.

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**SECTION 14: AUTHORITY.**

- 14.1 W. Va. Code §§ 18B-1-6, 18B-8-1 through -7.

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**SECTION 15: SUPERSEDING PROVISIONS.**

- 15.1 This Rule supersedes and replaces Higher Education Policy Commission Series 9 –

Academic Freedom, Professional Responsibility, Promotion, and Tenure; and any other Rule of the Higher Education Policy Commission which relates to the subject matter contained within this Rule. This Rule also repeals and supersedes WVU BOG Policy 2 – Promotion and Tenure, which was adopted February 8, 2002, and amended on June 6, 2003 and February 15, 2008; BOG Policy 22 – Faculty and Administrative Productivity, effective February 11, 2005; and Prior BOG Policy 38, which was adopted on June 2, 2006; and any other internal academic affairs policy or procedure which relates to the subject matter contained within this Rule.

DRAFT



## Board of Governors Rule

Faculty  
Reduction in Force  
Responsible Unit: Office of the Provost  
Adopted: ~~TBD~~ May 22, 2018  
Effective: ~~TBD~~ June 11, 2018  
Revision History: Prior BOG Policy 2  
(Originally effective February 8, 2002),  
Amended BOG Rule 4.7 TBD (originally  
effective June 11, 2018)  
Review Date: April 2021

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### BOG FACULTY RULE 4.7 REDUCTION IN FORCE

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#### SECTION 1: PURPOSE & SCOPE.

- 1.1. Recognizing the conditions may arise that necessitate the elimination of Faculty Positions, this Rule outlines the guiding principles for and is applicable to Faculty Reductions in Force.
- 1.2. This Rule applies to tenured, tenure-track, ~~or teaching-track,~~ or service-track Faculty at West Virginia University, including West Virginia University Institute of Technology and Potomac State College of West Virginia University.

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#### SECTION 2: REDUCTIONS IN FORCE PROCESS AND REVIEW COMMITTEE.

- 2.1 A Faculty RIF may occur in response to institutional reorganization as a result of a Program Reduction or Program Discontinuation, and/or a Financial Exigency.
- 2.2 Prior to undertaking a Faculty RIF, the Dean shall notify the Provost and, in consultation with appropriate Faculty Members, develop a proposed RIF Plan in the form and substance required by the Provost. At a minimum, the RIF Plan shall:
  - 2.2.1 Identify the reasons for implementing the RIF;
  - 2.2.2 Describe any re-organization of the Unit or other changes that will occur as a result of the RIF;
  - 2.2.3 List reasonable alternative solutions (e.g., where applicable, reductions of operating expenses other than payroll, moratorium on further hiring, or voluntary separation) to a RIF that were considered;





## Board of Governors Faculty Rule 4.7

- 2.2.4 Identify the positions recommended for elimination and the reasons for the elimination;
  - 2.2.5 Describe the impact of the RIF Plan to other employees, including whether other positions will also be eliminated;
  - 2.2.6 Describe academic impact on students who may be affected and plans for providing them with completion of their program;
  - 2.2.7 Describe the extent to which faculty were involved in developing the proposal; and
  - 2.2.8 Any other matters required by the Provost.
- 2.3 The President of the University shall establish and appoint a Review Committee to consider and approve any plan proposed by the Provost to implement a Faculty RIF. The members of the Review Committee should include, but are not limited to, representatives from the Provost's Office, Strategic Initiatives, and Talent and Culture, with advice from the Office of General Counsel.
- 2.4 A Faculty RIF is not intended to be a performance management tool.

**SECTION 3: TERMINATION BECAUSE OF REDUCTION IN FORCE.**

- 3.1 A RIF may result in a tenured, tenure-track, ~~or~~ teaching-track, or service-track Faculty Member's appointment being terminated.
  - 3.1.1 If another program or Faculty position requiring equivalent competency exists, the University shall make every reasonable effort to reassign the Faculty Member.
  - 3.1.2 Reasonable effort should be made by the Provost to reassign the Faculty Member to instructional or non-instructional duties commensurate with the Faculty Member's training and experience, and offers of release time or leaves of absence should be made to enable such persons to acquire capabilities. Faculty development programs and funds should be used to facilitate such reassignments.
  - 3.1.3 If, within one year following the Faculty RIF, a Faculty position on the same campus becomes vacant for which the Faculty Member is qualified,



## Board of Governors Faculty Rule 4.7

the University shall make every reasonable effort to extend an offer of first refusal to the Faculty Member so terminated.

- 3.2. In situations where a RIF results in the elimination of some, but not all of the Faculty positions within the Unit, the Provost shall evaluate the skills and qualifications of the individual Faculty Members potentially subject to the Faculty RIF. The Provost shall assist in the review process, evaluate performance criteria, and provide seniority validations. In these situations, the Provost shall give consideration to the following:
  - 3.2.1 *Performance*: each Faculty Member's documented performance as demonstrated in performance evaluations of record including, but not limited to, annual performance evaluations and disciplinary history;
  - 3.2.2 *Knowledge and qualifications*: specific duties and responsibilities of each position, and the Faculty Members' knowledge and skills; and
  - 3.2.3 *Seniority*: the length of service in a full-time (1.0 FTE) faculty position.
- 3.3 The Provost shall initiate Faculty RIF action by giving each Faculty Member whose position is terminated written notice of termination by certified mail with return receipt requested, first class mail, and electronic mail, which notice shall contain:
  - 3.3.1 A delineation of the rationale used for the determination of a RIF.
  - 3.3.2 A copy of the implementation procedures used by the University related to the RIF.
  - 3.3.3 A description of the grievance process available to the Faculty Member as noted in section 4.3 below.
- 3.4 ***Financial Exigency, Generally.***
  - 3.4.1 University plans for responding to a Financial Exigency shall be developed through a collaborative process initiated by the President, in consultation with the Provost and other appropriate members of the University community, including representatives of administration and faculty.
  - 3.4.2 Plans for responding to a Financial Exigency shall be approved by the Board prior to implementation.



## Board of Governors Faculty Rule 4.7

- 3.5 ***Commitment to Equal Opportunity and Affirmative Action.*** All decisions under this Rule shall be made without regard to race, color, national origin, religion, sex, age, sexual orientation, disability, or any other class protected under the University's non-discrimination policy (BOG Governance Rule 1.6 - Rule Regarding Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Misconduct, Stalking, Retaliation, and Relationships), unless otherwise prohibited by applicable law. The Provost, in consultation with the Vice President for Talent and Culture, shall undertake an adverse impact analysis to determine that all RIF Plans under this Rule comply with this Section.

### **SECTION 4: RIGHTS OF FACULTY.**

- 4.1 The University shall provide a Faculty Member at least 60 days written notice ("Notice Period") that his or her position is going to be eliminated, unless the financial circumstances of the University are so severe that they dictate a shorter notice period, as determined by the Provost and the Review Committee.
- 4.2 During the Notice Period, the Unit shall provide any Faculty Member subject to a job elimination reasonable time away from assigned duties to secure employment at another institution, subject to the operational needs of the Unit.
- 4.3 In accordance with W. Va. Code §6C-2-1, et seq., eligible employees must utilize the West Virginia Public Employees Grievance Procedure to seek resolution for their grievable issues involving a RIF.

### **SECTION 5: SEVERANCE AGREEMENT.**

- 5.1 The University may offer a severance package to a Faculty Member who is impacted by a RIF, if financially feasible. If the University offers a severance package, the University shall provide the employee forty-five days from the date of receipt to consider the terms and conditions of the agreement and to accept the severance package. Additionally, after an employee executes a severance agreement, that employee maintains the right to revoke that execution and void the severance agreement for seven days after execution. No severance benefits shall be paid to any employee that revokes execution of the severance agreement.
- 5.2 Generally, the value of the severance package should be equivalent to one year of the Faculty Member's annual base pay. Any severance shall be paid in installments. The University may also subsidize health insurance for a predetermined period of time as determined the Review Committee. Any



## Board of Governors Faculty Rule 4.7

- severance payments shall be discontinued if the individual is rehired by the University or an Affiliate prior to the end of the severance payments.
- 5.3 Any severance agreement shall contain a statement indicating that the Faculty Member releases all claims against the University, including any claims that the employee could grieve pursuant to W. Va. Code § 6C-2-1, et seq. and a statement of the employee's rights to benefits post-employment. Any severance agreement will not be effective, and severance pay shall not be paid, unless the employees agrees to the terms of and executes the severance agreement during the 45-day period.
- 5.4 Nothing in this section shall prohibit a Unit from moving forward with a RIF if a Faculty Member chooses not to execute a severance agreement.

### **SECTION 6: DEFINITIONS.**

- 6.1 "Academic Program" is defined in BOG Academics Rule 2.2 – Program Creation and Review.
- 6.2 "Faculty" and "Faculty Member" are defined in BOG Faculty Rule 2.2 – Appointment, Promotion, Tenure, and Dismissal for Cause.
- 6.3 "Faculty Reduction in Force" or "Faculty RIF" or "RIF," for purposes of this Rule, means a separation from employment due to Financial Exigency, Program Reduction, or Program Discontinuation, with no likelihood or expectation that the Faculty Member will be recalled because the position itself is eliminated.
- 6.4 "Financial Exigency" means a situation that curtails operations requiring immediate steps by the University to remedy, which may include, but is not limited to, budget reductions, loss of funding, or an emergency.
- 6.5 "President" means the President of West Virginia University or the President's designee.
- 6.6 "Provost" means the Provost of West Virginia University or the Provost's designee.
- 6.7 "Program Discontinuation" means the discontinuation of an Academic Program in accordance with a program review performed pursuant to BOG Academic Rule 2.2 – Program Creation and Review.



## Board of Governors Faculty Rule 4.7

- 6.8 “Program Reduction” means the Academic Program continues to exist, but at a reduced level of activity (e.g., reducing the range of optional tracks or majors) in accordance with the outcome of a program review performed pursuant to BOG Academic Rule 2.2 – Program Creation and Review.
- 6.9 “RIF Plan” means the plan developed by the Dean pursuant to Section 2.2 of this Rule, in the form and substance required by the Provost.
- 6.10 “Vice President for Talent and Culture” means the Vice President for Talent and Culture of West Virginia University or the Vice President’s designee.
- 6.11 “Unit” means any college, school, or other academic department, or combination thereof.

### **SECTION 7: DELEGATION.**

- 7.1 The Board of Governors delegates to the President the authority to adopt additional academic affairs internal policies and procedures to effectuate the implementation of this Board of Governors Rule or in furtherance of any other authority that the Board of Governors has specifically delegated to the President pursuant to this Rule. Any actions taken pursuant to this delegation must be consistent with the guidelines provided by this Rule.

### **SECTION 8: AUTHORITY.**

- 8.1 W. Va. Code § 18B-1-6, § 18B-2A-4, and § 18B-8-7.

### **SECTION 9: SUPERSEDING PROVISIONS.**

- 9.1 This Rule supersedes and replaces Higher Education Policy Commission Series 9 – Academic Freedom, Professional Responsibility, Promotion and Tenure, and any other Rule of the Higher Education Policy Commission which relates to the subject matter contained within this Rule. This Rule also repeals and supersedes WVU BOG Policy 2 – Academic Freedom, Professional Responsibility, Promotion, and Tenure, which was adopted February 8, 2002, and amended on June 6, 2003 and February 15, 2008, and any other internal academic affairs policy or procedure which relates to the subject matter contained within this Rule.

# Plus/Minus Grading

# Background

- 2017 Faculty Senate recommended incorporation of +/- grades into GPA calculation
  - Recommended implementation date 2021 to allow for technology changes, education for faculty and students, and to allow current students to finish under existing GPA calculation rules

# Estimated Aggregate Impact

Student Rank	Count	Semester GPA 'F18 (Current Scale)	Semester GPA 'F18 (Proposed Scale)
Freshman	4,879	2.82	2.80
Sophomore	3,591	2.68	2.66
Junior	4,349	2.95	2.94
Senior	7,039	3.14	3.12
Unclassified UG	806	3.16	3.15
<b>Total (n)<sup>1</sup></b>	<b>20,664</b>	<b>2.95</b>	<b>2.93</b>
<b>Total (n)<sup>2</sup></b>	<b>20,664</b>	<b>3.14</b>	<b>3.13</b>

<sup>1</sup>Average; <sup>2</sup>Median



# Potential Individualized Impact

- 55% GPA not changed
- 13% GPA increase
- 32% GPA decrease

Range below Threshold Point	Count	%	Specific Threshold
4.0 to below 4.0 (floor 3.70)	714	11%	
3.99 - 3.0 to below 3.0	439	7%	PROMISE Scholarship (other WV 4-year public schools do not use +/- grades in GPA calculation)
2.99 - 2.75 to below 2.75	298	5%	2.75 necessary for admittance to WVU graduate school
2.74 - 2.0 to below 2.0	180	3%	Title IV Financial Aid; University Suspension
Total	1,631	25%	25% of students who decline in GPA

# Additional Considerations

- University/Foundation scholarships
- SGA request to maintain current grading scale
- Substantial OUR, ITS, and academic unit support required for implementation
  - Would require prioritizing over other ongoing initiatives related to Title IV financial aid, course scheduling