

Minutes  
West Virginia University Faculty Senate  
Monday, October 7, 2013

1. Lisa DiBartolomeo, Faculty Senate Chair, called the meeting to order at 4:32 p.m. in Ruby Grand Hall, Erickson Center.

Members Present:

Abate, M.	Connors, J.	Hartnett, H.	Montgomery-Downs, H.	Scott, H.
Anderson, J.	Cottrell, L.	Holmes, M.	Mucino, V.	Sperow, M.
Anderson, K.	Cronin, A.	Hostuttler, L.	Munasinghe, R.	Srivastava, A.
Atkins, C.	Curtis, R.	Hutson, Z.	Nutter, R.	Stolzenberg, A.
Baldwin, C.	Elmore, S.	Jaczynski, J.	Orlikoff, J.	Tower, L.
Barretto, G.	Eschen, E.	Kershner, R.	Paternostro, M.	Tveter, K.
Bastress, R.	Famouri, P.	Kite, S.	Peace, G.	Utzman, R.
Bergner, G.	Ferrara, L.	Kleist, V.	Perna, N.	Valenti, M.
Bilgesu, I.	Finkel, M.	Kopriva, N.	Petty, T.	Vester, M.
Billings, H.	Garrett, V.	Kromar, R.	Prudhomme, J.	Vona-Davis, L.
Bonner, D.	Giacobbi, P.	Kuhlman, J.	Reddy, R.	Walter, S.
Boone, D.	Gilleland, D.	Lofaso, A.	Regier, M.	Waterson, R.
Brazaitis, M.	Graves, C.	Mandich, M.	Reymond, R.	Watson, D.
Britten, R.	Griffith, R.	Matak, K.	Riedel, B.	Watson, J.
Brooks, R.	Haines, K.	Maynor, L.	Ruscello, D.	Weihman, L.
Bryner, R.	Harner, J.	Mays, M.	Ryan, K.	Wenger, S.
Burnside, J.	Harris, T.	McTeer, M.	Sand-Jecklin, K.	Woloshuk, J.
Cassels, A.	Hartley, D.	Meckstroth, R.	Schreurs, B.	Yang, H.

Members Excused:

Ameri, S.	Hileman, S.	Johnstone, R.	Miltenberger, M.	Proudfoot, C.
Bowen, E.	Hitt, L.	Kale, U.	Polak, J.	Salm, A.
Dick, G.	Johnston, A.			

Members Absent:

Campbell, L.	Funk, A.	Jacknowitz, A.	Lorimer, D.	Petronis, J.
Cohen, S.	Graber, S.	Knight, J.	Merrifield, J.	Sherlock, L.
Fisher, M.	Hornsby, G.	Lastinger, V.	Miller, M.	Whiteman C.
Fuller, E.	Insch, G.	Lively, M.	Oberhauser, A.	Wilcox, G.

Faculty Senate Officers Present:

DiBartolomeo, L.	Lee, P.	Mays, M.	Orlikoff, J.
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2. Chair DiBartolomeo moved for approval of the minutes from the Monday, September 9, 2013 meeting. Motion carried.
3. Provost Michele Wheatly provided a slide presentation on her visit to Irvine, California for the U.S. Department of Energy Solar Decathlon. A multi-disciplinary group of students designed, built, and secured sponsorship for the PEAK (Preserving Energy with Appalachian Knowledge) Solar Home. She described how the project aligns with each of the five 2020 Strategic Plan goals.

4. Chair DiBartolomeo reported the following:

- On September 19, faculty leadership, Staff Council, and senior administration met with PEIA Executive Director Ted Cheatam, Finance Board member Josh Sword, and Delegate Barbara Evans Fleischauer. They discussed PEIA's response to our FOIA request, our concerns about the sliding scale for out-of-pocket costs, and the possibility of higher education representation on the PEIA board. A follow-up meeting is scheduled for November 5.
- She attended the groundbreaking for the new Davis College building.
- She and Alan Stolzenberg met with John Campbell and other OIT representatives concerning electronic balloting. Executive Committee members are serving as the test group for the proposed constitutional amendment balloting.
- Toni Christian asked her to invite Senators to register for the October 10 Money Smarts forum.
- She, Roy Nutter, and Bob Griffith will travel to Sutton, WV on October 18 to meet with their counterparts from Marshall University to begin a new era of communication and cooperation.
- A meeting at Potomac State College is scheduled for November 1.
- The SB-330 forum is scheduled for October 21 at the Museum Education Center.
- The Board of Board of Governors faculty constituency meeting will be held from 4:00-5:00 p.m. on November 7 in the Fukushima Auditorium.

5. Alan Stolzenberg, Faculty Secretary, explained the procedure for voting on the proposed amendment to the faculty constitution. By next Monday, all members of the University Assembly will receive an email message containing a link to a ballot. The ballot will require a yes or no vote, and will include a link to the marked-up text of the proposed amendment. Voting will remain open for two weeks.

If the amendment is not ratified, the nomination process will proceed. We currently have two declared candidates, Bob Griffith and Joe Prudhomme. The two declared candidates, as well as any additional nominees, will have an opportunity to address the Senate at its November meeting. Nominations may be presented via email to the Faculty Secretary or the Faculty Senate Office until one week before the November meeting.

If the amendment is approved, it will go into effect immediately upon the end of the balloting period. Names of declared candidates and nominees will be held until spring, at which time additional nominations may also be offered.

In response to a call for nominations from the floor, Lisa Weihman nominated Heather Billings.

6. Nick Perna, Chair, Senate Curriculum Committee, moved for approval of the following reports:

Annex I, New Courses and Course Changes. Motion carried.

Annex II, Monthly Alterations Report. Accepted. Dr. Perna announced that CIP codes will no longer appear on future Alterations Reports.

7. Lisa Weihman, Chair, General Education Committee, presented the following:

Annex III, GEC Actions. Dr. Weihman moved for approval of the report as corrected to include approval of ENGR 140 as meeting objectives 3 and 4 of the GEC. Motion carried following discussion. Matt Vester presented a resolution passed unanimously by the history

department recommending against adopting this course for GEC 3 credit. Matthew Valenti responded to the concerns raised by the history department.  
Annex IV, GEC Audits. Accepted.

8. Roy Nutter, ACF Representative, presented the following:

Annex V, SB-330 Summary and Comments.

9. Robert Griffith, BOG Representative, reported the following:

- The Board heard the classified staff constituency report on September 26. They provided information to indicate that the cost of living in Morgantown is much higher than our Big 12 peers, although our salaries are much lower.
- A strategic planning retreat was held at Blaney House.
- HEPC recommended the termination of five programs due to low enrollment. The Board agreed to terminate the MA program in Liberal Studies, but to retain the MS in Dental Hygiene, the MS in Genetics and Development Biology, the BS in Industrial Technology and the BS in Mathematics at WVU-Tech.
- The Board approved the appointment of a number of county extension agents.
- The next Board meeting will be November 7-8, 2013. He and Lisa DiBartolomeo will present the faculty constituency report on November 7. The Board will visit the School of Dentistry on the afternoon of November 7.

10. New Business

Ruth Kershner indicated that the myfoodplate.gov web site has been down since the start of the government shutdown. She asked her colleagues to let her know if they are having similar issues with government web sites. She also indicated that reflective paint is needed at the crosswalk in front of Stansbury Hall and in front of the Mountainlair.

11. The meeting adjourned at 5:32 p.m. to reconvene on Monday, November 11, 2013

Judy Hamilton  
Office Administrator

To: Faculty Senate Executive Committee  
From: Nick Perna, Chair, Faculty Senate Curriculum Committee  
Date: September 16, 2013  
Re: New Courses and Course Changes

**Eberly College of Arts & Sciences**

**World Languages, Literature and Linguistics**

**New Courses:**

CHIN 271. Intensive Mandarin Chinese 1. 3-Hr. PR: CHIN 102 or equiv. Faculty-led study abroad course. Development of oral and written communication skills in Chinese through classroom activities and outside of class assignments in an authentic cultural environment. (Effective Term: Spring, 2014 (CIP -160301))

Rationale: This course provides a fully immersive language learning experience for students who have finished two semesters of Chinese study. Students will complete the equivalent of one semester of Chinese coursework in this four-week program. This unique and effective course will not only help to elevate the students' proficiency in Chinese, but also provide a fully authentic cultural context where they can apply learned knowledge and skills in an education-focused environment. By the end of the program, students will reach at least the 'Novice High' level of proficiency based on the ACTFL IPA scale. The feedback from students who took this course (under CHIN 293 - special topic) was very positive and the progress of their learning from this study abroad course was evident and remarkable.

CHIN 471. Intensive Mandarin Chinese 2. 3-Hr. PR: CHIN 204 or equiv. Faculty-led study abroad course. Development of advanced oral and written communication skills through classroom activities and outside of class assignments, including interaction with native speakers in an authentic cultural environment. (Effective Term: Spring, 2014 (CIP -160301))

Rationale: This course provides a fully immersive language learning experience for students who have finished four semesters of Chinese study. Students will complete the equivalent of one semester of Chinese coursework in this four-week program. This unique and effective course will not only help to elevate the students' proficiency in Chinese, but also provides a fully authentic cultural context where they can apply learned knowledge and skills in an education-focused environment. By the end of the program, students will reach at least the 'Intermediate High' level of proficiency based on the ACTFL IPA scale. This course can be used to fulfill the language requirement for the Chinese Studies major and minor. It can also serve as one of the three required electives for the major. Currently, there are only five courses available university-wide on the list of CHST electives.

FCLT 311. The Chinese Experience. 3-Hr. Faculty-led study abroad course covering Chinese culture, traditions, costumes, and the development of modern Chinese society through lectures, workshops, visits to historical landmarks, and interaction with the local Chinese people. (Effective Term: Spring, 2014 (CIP –160101 )

Rationale: This study abroad course is designed to allow the students to experience first-hand the important elements of Chinese cultural traditions, diversity, and modern development in contemporary China. Students will apply knowledge and principles to compare and contrast the differences in family traditions, moral values, education and social etiquette, etc. between Chinese and American Society. The course will serve as one of the three required electives to fulfill the Chinese Studies major and minor requirements. Currently, there are only five courses available university-wide on the list of CHST electives. Students are strongly encouraged to take advantage of this course to build upon and strengthen their knowledge in Chinese Studies in order to further analyze and understand Chinese people and their society in a cultural context. There is no comparable course currently offered at WVU.

### **School of Journalism**

#### **New Course:**

VISJ 322. Gaming Design and Digital Narrative. 3-Hr. This lec/lab course covers an introduction to the principles and practice of game design as a tool for interactivity, database storytelling, and audience building within journalism. The course will analyze case studies and provide hands-on development and application of game mechanics and game dynamics within journalism and strategic media across web, mobile, tablet and emergent augmented reality platforms. (Effective Term: Spring, 2014 (CIP –090401)

Rationale: This course is part of a proposed Interactive Media Design Minor, which is a blended minor shared by the School of Journalism and College of Creative Arts. The course, and the minor, is intended to close an existing gap between the Creative Arts and Journalism by providing a curriculum supplement for journalism students that delivers emergent digital and interactive design skills while expanding learning opportunities for Art and Design students in narrative methodologies, multimedia and visual storytelling. Through collaboration and shared support, both programs' students will acquire critical missing skills in interactive design and visual narrative and new technologies, making them highly competitive in an environment increasingly determined by digital and visual media.

### **School of Nursing**

#### **New Course:**

NSG 412. Leadership in Complex Systems. 7-Hr. PR: NSG 312 and NSG 360 and NSG 450. Development of leadership and management skills necessary for professional nursing practice and interventions supporting multiple patients in acute-care complex systems. Classroom

experiences paired with 225 hours of precepted leadership experience. (Effective Term: Spring, 2014 (CIP –511601)

Rationale: In the Bachelor of Science in Nursing (BSN) program, didactic and clinical courses are being combined into courses that have both didactic and clinical components. The combined didactic/clinical courses will provide a more integrated approach and will enhance the student's ability to think critically about patient care situations. Leadership in Complex Systems will replace NSG 423 and NSG 425 in the basic BSN track. It will build on all previous coursework in the BSN program and will prepare the student to fully assume the role of a baccalaureate prepared nurse by incorporating leadership and patient care management to care for multiple patients. This content is essential in order to be able to pass the national licensure examination.

## **WVU-Tech**

### **Forensic Investigation**

#### **New Courses:**

FRNX 101. Intro to Forensic Investigatn. 3-Hr. Covers the history, organization, and functions of Forensic Investigation organizations; how disciplines of science produce evidence, and sciences role in the courtroom. Introduces types of crime scenes and how they are processed. (Lec/Lab) (Effective Term : Spring, 2014 (CIP – 430106)

Rationale: This course is the introductory course for the major and provides the foundation for future material. It directly addresses and/or supports the following learning outcomes 1) Graduates will have an understanding of the language, history, and traditions of the forensic discipline and the investigative professions. 2) Graduates will have an appreciation of the ethical, legal and regulatory issues impacting the decision-making process. 3) Graduates will have the skills necessary to conduct investigative work.

FRNX 201. Fingerprint Evidence Analysis. 4-Hr. Explores the collection, classification, and comparison of friction-ridge skin prints; the application of probability in decision-making; and photographic and chemical-processing techniques applied to the recovery of latent friction ridge detail. (Effective Term : Spring, 2014 (CIP – 430106)

FRNX 202. Advanced Fingerprint Evidence. 3-Hr. The identification of unknown to known impressions ranging from easy to extremely difficult; ways latent prints can be distorted; “smart” searching protocols, and a deeper understanding of the formation of friction ridge skin. (Effective Term : Spring, 2014 (CIP – 430106)

FRNX 224. AFIS Systems. 3-Hr. Introduction to Automated Fingerprint Identification Systems (AFIS) is used in the criminal justice system nationwide. 10-print entry and latent fingerprint entry will be conducted on a daily basis. (Effective Term : Spring, 2014 (CIP – 430106)

FRNX 301. Investigative Photography. 3-Hr. Covers nomenclature and operation of photographic equipment, with emphasis on lighting, exposure, depth of field, motion-blur and

image composition. The use of alternate light sources, crime scene, macro and surveillance photography are highlighted. (Effective Term : Spring, 2014 (CIP – 430106)

FRNX 311. Trace and Blood Spatter. 3-Hr. Covers various types of trace evidence and its collection, preservation and evaluation; and covers Bloodstain pattern analysis for incident reconstruction. (Effective Term : Spring, 2014 (CIP – 430106)

FRNX 312. Firearms and Tool Marks. 3-Hr. Explores analysis of impression evidence including odontological, tool marks, foot and tread wear, tire tracks, and firearm-related impression evidence. Includes techniques for evaluating projectile trajectories as well as explosive evidence and post blast scenarios. (Effective Term : Spring, 2014 (CIP – 430106)

FRNX 314. Crime Scenes. 3-Hr. Examines concepts, field-tested techniques and procedures, and technical information concerning crime scene investigation. Focuses on the initial responding officer and duties of the investigator and on various types of crime scenes. (Effective Term : Spring, 2014 (CIP – 430106)

FRNX 315. Interviewing Theory. 3-Hr. Covers interviewing theories and techniques to determine emotional states from speech and body language, build rapport, prevent contamination, increase recall, and reduce the risk of false confessions. (Effective Term : Spring, 2014 (CIP – 430106)

FRNX 316. Death Investigation. 3-Hr. Topics include the homicide crime scene, preliminary investigations, scene documentation, estimating time of death, identity of remains, death notification modes of death, suicides, sex and narcotics related homicides, evidence collection, autopsy, and news media. (Effective Term: Spring, 2014 (CIP – 430106)

FRNX 323. Digital Evidence Protocols. 3-Hr. Introduces digital investigations and the acquisition and analysis of digital evidence. Topics include: computer investigations practices, processes, working with common computer software and disk structures, current computer tools and digital evidence controls. (Effective Term : Spring, 2014 (CIP – 430106)

FRNX 324. For Anthropology and Osteology. 3-Hr. Includes background in forensic anthropology, most often associated with the analysis of skeletonized human remains and guidelines for determining when to include and how to choose a forensic anthropologist in death investigations. (Effective Term: Spring, 2014 (CIP – 430106)

FRNX 325. Questioned Documents. 3-Hr. Covers theories and principles of the creation, duplication, and alteration of written and printed materials; includes an overview of the methods used to identify the varying elements of papers, links, and creation processes. (Effective Term: Spring, 2014 (CIP – 430106)

FRNX 326. Investigative Intelligence. 3-Hr. This information provides a survey of intelligence techniques for protecting information (counter-intelligence), obtaining information, and analyzing raw information. The impact on public policy and the ethics of intelligence gathering are also covered. (Effective Term : Spring, 2014 (CIP – 430106)

FRNX 327. Sexual Assault Investigations. 3-Hr. Explores the role of sexual assault investigation. Includes the history of society's response to sex crimes, investigation techniques, forensic applications, offender typologies and victim studies, legal procedures and judicial decisions, and expert testimony. (Effective Term : Spring, 2014 (CIP – 430106)

FRNX 422. Cold Case Investigations. 3-Hr. Provides an opportunity to work with a local law enforcement agency in re-examining an old case using modern technology. Students should be prepared to travel to crime scene locations and the offices of regional law-enforcement. (Effective Term : Spring, 2014 (CIP – 430106)

FRNX 484. Sr. Seminar in Forensic Inv. 3-Hr. An in-depth analysis of problems and issues in forensics. Identifies areas for development within a student's forensic education. Includes career and graduate school planning and portfolio, resume, and interview skills. (Effective Term : Spring, 2014 (CIP – 430106)

FRNX 487. Senior Thesis. 3-Hr. A senior thesis project, such as a traditional research paper, a series of comprehensive research papers, or an active field project, that represents mastery of the discipline and shows analysis, synthesis, and evaluation. (Effective Term: Spring, 2014 (CIP – 430106)

Rationale: These courses directly address and/or support the following five learning outcomes: 1) Graduates will have an understanding of the language, history, and traditions of the forensic discipline and the investigative professions. 2) They will be able to think critically and solve problems in an investigative situation. 3) They will be able to communicate in an interviewing, investigative and legal setting orally and in writing. 4) They will have an appreciation of the ethical, legal and regulatory issues impacting the decision-making process. 5) They will have the skills necessary to conduct investigative work.

## **College of Physical Activity and Sport Sciences**

### **Physical Education Training**

#### **New Course:**

PET 741. Research in Kinesiology. 3-Hr. PR: PET 735. The purpose of this seminar is to provide doctoral students with the knowledge and skills needed to initiate a well-focused line of scholarly investigation leading to dissertation completion and continued research productivity following program completion. (Effective Term: Spring, 2014 (CIP – 310501)

Rationale: This is a new course being added to the Ph.D. curriculum for doctoral students studying Physical Education Teacher Education (PETE). Given the considerable number of entering students who have not previously completed a thesis at the graduate level, the PETE faculty has identified the need for stronger foundational preparation in the area of discipline-specific research methods within the prescribed course of study. Following completion of PET



735 readings in Kinesiology during their initial semester in the program, all doctoral students will now complete the proposed seminar in the following semester.

**Memorandum****To:** Faculty Senate Executive Committee**From:** Jim Harner, Chair-Elect, Faculty Senate Curriculum Committee**Date:** 09/16/13**RE:** Monthly Alterations Report**Action: New Subject Code.** The following subject code creation has received administrative approval:

Sub Code	Action	Rationale	Effect Date
BMEG	Create new subject code.	Create a subject code for the new B.S. major in Biomedical Engineering in the Statler College in order to designate courses offered in the new major.	201401

**Action: Alterations (Minor Changes)**

Sub Code	Course Number	CIP	Action	Old	New	Rationale	Effect Date
HN&F	473	010901	Change course title, credit hours, and PR's	HN&F 461. Nutrition Laboratory Experimentation. 2 Hr. CoReq: HN&F 460 or consent. Nutrient analysis and introduction to nutrition experiments; nutritional assessment.	HN&F 473. Medical Nutrition Therapy I. 3 Hr. Pr: HN&F 171 or consent. Nutrient analysis and introduction to nutrition experimentation; nutritional assessment.	Change course title, credit hours, and PR's to meet accreditation standards and to reflect revised learning outcomes.	201401
HN&F	474	010901	Change course title and PR's	HN&F 474. Nutrition in Disease. 4 Hr. Pr: HN&F 171; physiology or consent. Nutritional care aspects of patients. Modification of diet to meet human nutrition needs in various medical conditions.	HN&F 474. Medical Nutrition Therapy II. 4 Hr. Pr: HN&F 473 and (PSIO 241 or PSIO 441 or ANPH 301 or consent). Nutritional care aspects of patients. Modification of diet to meet human nutrition needs in various medical conditions.	Change course title and PR; change structure into two courses to meet accreditation standards and to reflect revised learning outcomes.	201401

IDT	630	130501	Remove PR.	IDT 630. Instructional Delivery Systems. 3 Hr. PR: IDT 620. Emphasis on the four elements of content development: presenting, engagement, integration, and assessment using open source systems.	IDT 630. Instructional Delivery Systems. 3 Hr. Emphasis on the four elements of content development: presenting, engagement, integration, and assessment using open source systems.	Remove PR to provide program consistency.	201401
IDT	720	130501	Remove PR.	IDT 720. Instructional Systems Design. 3 hr. Pr: EDP 640. The systems approach is used to design instruction, applying the principles of instructional design.	IDT 720. Instructional System Design. 3 Hr. The systems approach is used to design instruction, applying the principles of instructional design.	Remove PR to provide program consistency.	201401
IDT	740	130501	Remove PR.	IDT 740. IDT Design Studio. 3 Hr. Pr: EDP 640, IDT 735. Apply principles of instructional design, knowledge of learning theories, and experience with technological tools to the design of instructional products and curriculum for actual clients.	IDT 740. IDT Design Studio. 3 Hr. Apply principles of instructional design, knowledge of learning theories, and experience with technological tools to the design of instructional products and curriculum for actual clients.	Remove PR to provide program consistency.	201401
IDT	750	130501	Remove PR.	IDT 750. Prototype Studio. 3 Hr. Pr: IDT 735, 740. Implement and revise design of online educational materials developed in IDT 740 Design Studio. Can be taken more than once.	IDT 750. IDT Prototype Studio. 3 Hr. (May be repeated for a maximum of 6 hours.) Implement and revise design of online educational materials developed in IDT 740 Design Studio.	Remove PR to provide program consistency.	201401
MUSC	720	500901	Addition of PR.	MUSC 720. Applied Voice Tchng Technique. 1 Hr. (May be repeated for a maximum of 6 credit hours.) This is a doctor seminar intended to refine and further the skills acquired in MUSC	MUSC 720. Applied Voice Tchng Technique. 1 Hr. PR: Consent. (May be repeated for a maximum of 6 credit hours.) Doctoral seminar intended to refine and further the skills acquired in MUSC 432 &	Addition of PR to Catalog Description to correct error from the original submission.	201401

				432 & MUSC 433.	MUSC 433.		
SPED	783	131001	Change catalog description	SPED 783. Professional Practice in College Instruction. 1 Hr. Supervised experiences in design, delivery, and evaluation of a college or university course in special education or disability services.	SPED 783. Professional Practice in College Instruction. 1 Hr. (May be repeated for a maximum of 3 hours.) Supervised experiences in design, delivery, and evaluation of a college or university course in special education or disability services.	Change catalog description to allow students to have more than a single opportunity to co-teach a course and to develop skills for college teaching.	201401
SPED	785	131001	Change catalog description	SPED 785. Professional Practice in Empirical Research. 1 Hr. Supervised experiences in designing, conducting, and reporting empirical research using quantitative and/or qualitative methods in special education or disability services.	SPED 785. Professional Practice in Empirical Research. 1 Hr. (May be repeated for a maximum of 3 hours.) Supervised experiences in designing, conducting, and reporting research using quantitative and/or qualitative methods in special education or disability services.	Change catalog description to allow students to have more than a single opportunity to collaborate with faculty in research prior to the dissertation.	201401

**Course Drops**

ARE 602. Production Economics  
 FIS 286. Forensic ID Internship  
 HN&F 461. Nutrition Laboratory Experimentation  
 PHYS 250. Computational Physics  
 RESM 330. Equine Facility Development and Management  
 SEP 433. Foundations of Peak Performance  
 SM 483. SM Internship Project  
 SM 484. Internship Project  
 SOCA 238. Ethnic Groups

**Memorandum**

Date: September 23, 2013

To: Faculty Senate Executive Committee

From: Lisa Weihman, Chair  
General Education Curriculum Oversight Committee

Re: GEC Actions

The General Education Curriculum Oversight Committee met on September 16, 2013 and recommends the following courses for Faculty Senate approval:

**Approved New GEC Course:**

ENGR 140, Engineering in History (Obj. 3 & 4)

**GEC Objectives** (for information only)

1. Communication (ENGL 101 & 102, or ENGL 103 only; W courses evaluated separately)
2. Basic Math & Scientific Inquiry (Total: 13+ hr, including 1 Lab) [Note 2A = Math & Stats (3+ hr required); 2B = Natural & Physical Sciences (7+ hr required); 2C = Natural Resources & Environment (may be used toward Total)]
3. The Past and Its Traditions (3+ hr)
4. Contemporary Society (UNIV 101 & 3+ hr)
5. Artistic Expression (3+ hr)
6. The Individual in Society (3+ hr)
7. American Culture (3+ hr)
8. Western Culture (3+ hr)
9. Non-Western Culture (3+ hr)

W. Writing (1 course, audit/application requires separate “W” form)

## **Memorandum**

Date: September 23, 2013

To: Faculty Senate Executive Committee

From: Lisa Weihman, Chair  
General Education Curriculum Oversight Committee

Re: GEC Audits – For Information Only

The GEC Oversight Committee met on September 16, 2013 and passed the following courses for GEC Audit:

### **GEC Successful Audits:**

ENGL 235, Novel (Obj. 5)  
FCLT 281, Vampire: Blood and Revolution (Obj. 5 & 6)  
FCLT 381, Contemporary Polish Cinema (Obj. 5 & 8)  
FCLT 382, Polish Cinema: Kieslowski (Obj. 5 & 8)  
FLIT 256, Russian Literature Translation 1 (Obj. 5 & 8)  
FLIT 257, Russian Literature Translation 2 (Obj. 5 & 8)

### **GEC Objectives:**

1. Communication (ENGL 101 & 102, or ENGL 103 only; W courses evaluated separately)
2. Basic Math & Scientific Inquiry (Total: 13+ hr, including 1 Lab) [Note 2A = Math & Stats (3+ hr required); 2B = Natural & Physical Sciences (7+ hr required); 2C = Natural Resources & Environment (may be used toward Total)]
3. The Past and Its Traditions (3+ hr)
4. Contemporary Society (UNIV 101 & 3+ hr)
5. Artistic Expression (3+ hr)
6. The Individual in Society (3+ hr)
7. American Culture (3+ hr)
8. Western Culture (3+ hr)
9. Non-Western Culture (3+ hr)
- W. Writing (1 course, audit/application requires separate “W” form)

SB-330 is now law <sup>(v1.1)</sup>

WV Code Chapter 18B Article 7

<http://www.legis.state.wv.us/WVCODE/Code.cfm?chap=18b&art=7#07>

September 21, 2013

By Roy Nutter, Professor WVU  
Vice Chair of the WV Advisory Council of Faculty

SB-330 was passed by the WV legislature late in the Spring Session of 2011. It seems like "***and faculty***" was added at the last minute and did not get much attention until now.

**Key Provisions** among many many other things

1. HEPC must hire a new position of Vice Chancellor for Human Resources to "manage" *all human resources across all state two year and four year* public institutions in WV.
  - a. This position has had four different individuals filling the HR role since the law passed in 2011. The most recent HR person and second individual to have the title of Vice Chancellor for Human Resources is Mark Toor. Mr. Toor was hired in January of 2013.
2. Compensation Planning and Review Committee (CPRC)
  - a. Duties include but are not limited to overseeing external and internal market studies and making annual recommendations for revisions to the systems compensation plan based upon the existing economic budgetary and fiscal conditions or on market study data. (***Do NOT assume*** this is limited to compensation plans for classified and non-classified employees! )
  - b. Not clear that the Committee has met more than once since January 2013.
    - i. Met by conference call in April 2013
  - c. The committee is defined by HEPC. According to the now approved HEPC Series 53, the committee consists of:
    - i. Chairman. the Vice Chancellor for Human Resources.
      1. This is currently Mr. Mark Toor.
    - ii. Four members representing ACCE
    - iii. ***Two members representing the faculty*** (ACF at this point)
      1. Sylvia Shurbett, Shepard University
      2. One more unnamed person. 2<sup>nd</sup> faculty was from WVU Parkersburg but he left the school at end of Spring 2013 session and to our knowledge has not been replaced on the committee.

- iv. Four members who are campus HR administrators
  - v. Two Presidents
  - vi. The Vice Chancellor of Finance
3. Definition of Non-Classified (NC) employees has been completely changed.
- a. Who is NC?
    - i. NC are those employees who are not classified employees and those who are not faculty.
  - b. Prior to SB330, the definition of NC allowed the president to designate a position as NC if the position was considered “critical to the institution.”
    - i. Examples would include computer technology workers such as professional technologists, the non-faculty Director of a research center, the non-faculty registrar, a non-faculty vice president etc, etc.
    - ii. In addition, institutions were permitted to have up to 25% of the total benefits eligible employees designated as NC if the president considered the position “critical to the institution.”
  - c. With SB330, this changed.
    - i. The method of calculation of NC% changed.
    - ii. Now NC% excludes counting faculty from the percentage.
      - 1. Prior to the last legislative change to SB330 which occurred in 2012, administrators who come from the faculty ranks and hold faculty positions as well (read VPs, Directors, Deans, and Chairs), were permitted to be counted as faculty and not NC. Now, these individuals must be counted as Non-Classified employees. This adds to the NC% problem since they are no longer “faculty” (yes they still must teach since they are indeed faculty).
      - 2. This further restricts institutional flexibility in designating critical jobs.
    - iii. The president is no longer permitted to consider or designate a job as NC that is considered critical to the institution.
    - iv. The 25% NC limit (now calculated differently) sticks until July 1, 2013 and drops to 20% on July 1, 2015. Institutions are allowed to request to continue the 25% ratio but must have institutional BoG approval and then HEPC approval as well.
  - d. Summary:
 

**SB-330 prohibits Presidents from addressing critical recruitment issues that they were able to solve using NC positions.**
4. Relative Market Equity and Relative Market Status



- a. Definition: “ ‘Relative market status,’ RMS, means the calculated relationship between the average salary of each employee classification [classified, non-classified, and **FACULTY**] and its peer group.”
- b. Definition: “ ‘Relative market equity,’ RME, means the relative market status of each employee classification [classified, non-classified, and **FACULTY**] at an organization falls within five percent of all other employee classifications within the organization for the preceding three-year period.”
- c. These terms are generated by the legislation and are not used in any other state or situation and are not typically found in compensation literature.
- d. It is clear that there is considerable confusion regarding the application of “Relative Market Equity.”
- e. SB330 mandates that HEPC conduct a salary study and use that to measure “relative market equity” at all institutions.
- f. HEPC hired Fox-Lawson and Associates to conduct the study.
- g. HEPC has now hired Mercer Associates as a consultant to “provide additional guidance.”
  - i. Mercer is to generate any fixes they see pertinent to the WV code for “consideration” by LOCEA and Senator Plymale.
- h. **Summary:**  
**There are many issues with the study itself, how it is conducted, who is surveyed, and how the data will be used to determine “relative market equity” and “relative market status.”**

### **My Comments:**

1. *The Study* needs to be
  - a. Individually, institution by institution
    - i. Institutions are different.
      1. i.e. a national research institution differs from a four year teaching institution. Each has different criteria for faculty as well as

- different recruiting regions and requirements.
- ii. Study needs to use national data for some schools, i.e. WVU and Marshall at a minimum.
  - iii. Study needs to use different Regional and local data for classified positions by institution.
  - iv. Study needs to use national data for “some” non-classified positions and regional data for some other non-classified positions.
- b. for each employee group
- i. classified staff recruiting is different from technical non-classified recruiting is different from faculty recruiting is different from administrator recruiting.
- c. for each discipline or area in each and every employee group at each and every institution.
- i. Law faculty recruiting, differs from business faculty, differs from medical faculty, differs from nursing, differs from computer engineers, differs from civil engineers, differs from English faculty, differs from math faculty, differs from foreign language faculty, differs from history faculty, etc,etc.
  - ii. Study needs to include the differences in ***FACULTY*** Disciplines or areas.
  - iii. Apparently the consultant is only using 29 faculty areas STATE WIDE !
- d. **Summary:**  
**The salary data used for each employee group should be aligned with the recruitment market for that group and for that discipline. i.e. faculty (national and international by individual discipline), non-classified (national and regional depending upon the job or discipline), and classified (local and perhaps regional depending upon the job.)**

## 2. Further Comments:

I hope you can discern from the above that some large issues exist in this WV code implementation of SB-330. It is my opinion that the studies can be extremely useful if done at the minutiae level of one institution and one faculty discipline area for example. (We in the departments and colleges must do this anyway when we hire in order to actually attract quality candidates.) The problem with HEPC doing this is that it is an enormous undertaking to do this state wide for all institutions and have clarity and usefulness in the trenches. That would most likely make it extremely expensive for HEPC to do for faculty alone for 23 schools state wide, each with different missions and goals, and at least 155 different faculty disciplines within each school (such as WVU would have.) That is a LOT of work responsibility for HEPC. If they choose to contract it out as they have done, it will be an extremely expensive proposition to do a high quality, useful job of it. Additionally, it will have to be redone at least annually for a lot of faculty disciplines even though the code says to be done every five years. Five years will not keep up with in demand disciplines such as medicine, engineering, law, and business as examples.

It is my opinion that given what we know about the implementation direction that this seems to be heading in HEPC as directed by the legislature, the research institutions, the medical institutions, and the other specialized areas of education, research, extension, medicine, outreach, and economic development as represented by WVU and Marshall alone will be severely harmed by poor data and a poorly implemented system such as outlined in SB-330.

My hope is that there is a fix to this that allows WVU and Marshall to continue to grow. I would be remiss to note that the other 4 year and 2 year schools will also have problems with implementation that could deteriorate their ability to function within their current missions which are very different from the two large universities.