

Minutes
West Virginia University Faculty Senate
Monday, June 13, 2016

1. Richard Turton, Faculty Senate Chair, called the meeting to order at 3:18 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Abate, M.	Davari, A.	Kirby, B.	Orlikoff, J.	Stolzenberg, A.
Attaallah, A.	DiBartolomeo, L.	Kleist, V.	Prudhomme, J.	Tou, J.
Benedito, V.	Dietz, M.	Kuhlman, J.	Reymond, R.	Tu, S.
Billings, H.	Donley, D.	LaBarbara, J.	Riedel, B.	Turton, R.
Bowen, E.	Downes, M.	Lieving, G.	Rowlands, A.	Utzman, R.
Brazaitis, M.	Elmore, S.	Mandich, M.	Ruscello, D.	Valenti, M.
Brock, R.	Fisher, S.	Martucci, A.	Ryan, E.	Vona-Davis, L.
Burt, A.	Fuller, E.	Maynor, L.	Ryan, K.	Walter, S.
Campbell, L.	Giacobbi, P.	Mays, M.	Scott, H.	Waterson, R.
Claycomb, R.	Haines, K.	Mitchell, M.	Shockey, A.	Weed, S.
Clement, D.	Hauser, D.	Murphy, E.	Shrader, C.	Weihman, L.
Cohen, S.	Hengemihle, B.	Murray, P.	Sowards, A.	Widders, E.
Connors, J.	Hileman, S.	Myers, S.	Sperow, M.	Wietholter, J.
Crawford, A.	Hodge, J.	Nicholson, R.	Srivastava, A.	Wilcox, G.
Culcasi, K.				

Members Excused:

Bass, A.	Crosno, J.	Ibrahim, M.	Li, B.	Regier, M.
Bonner, D.	Eschen, E.	Jacknowitz, A.	Merrifield, J.	Salm, A.
Boone, D.	Famouri, P.	Jaczynski, J.	Montgomery-Downs, H.	Schaefer, G.
Bowman, N.	Fint-Clark, R.	Kiefer, A.	Post, E.	Scott, D.
Bryner, R.	Gilleland, D.	Lee, S.	Proudfoot, C.	Wilson, M.
Cronin, A.	Harris, T.			

Members Absent:

Bergner, G.	Cottrell, L.	Hutson, Z.	McTeer, M.	Rockett, I.
Bernardes, E.	Davis, D.	Knight, J.	Mucino, V.	Rose, T.
Boyd, J.	Davis, D.	Lively, M.	Nutter, R.	Stimeling, T.
Burnside, J.	Floyd, K.	Lofaso, A.	Rakes, P.	Theeke, L.
Carpenter, R.	Gannon, K.	McCusker, B.	Reddy, R.	Tippets, W.

Faculty Senate Officers Present:

Griffith, R.	Orlikoff, J.	Stolzenberg, A.	Titolo, M.	Turton, R.
Maynor, L.				

2. Chair Turton moved for approval of the minutes from the Monday, May 9, 2016 meeting.
Motion carried.
3. President E. Gordon Gee reported the following:
 - The tragic events that occurred in Orlando are profoundly distressing. Rather than being insulated from these events, our role in promoting and preserving freedom of expression and freedom of will often place universities at the center of them. He believes it is important for

us to reflect on the loss of life and on what we can do to prevent this from happening elsewhere.

- The House of Delegates is expected to pass the budget bill. We are profoundly grateful to legislators and others who made the commitment to invest in this university and this state. WVU has powerful friends who believe we represent the state's future. He is also grateful to faculty and staff for remaining calm throughout the legislative impasse. He recognized Rob Alsop and his team for their "magician-like" work on behalf of the university.
- He congratulated Richard Turton on the remarkable job he has done as Faculty Senate Chair during this tumultuous time.

4. Vice Provost Russ Dean reported the following:

- Various resources are available on campus for those who are suffering from trauma as a result of the Orlando tragedy. T. Anne Hawkins, clinical director of the Carruth Center and interim director of the LGBTQ+ Center, is working to put together a campus inclusive event. Details of the event will be distributed via ENEWS.
- The "common read" for 2016-17 will be *Just Mercy: A Story of Justice and Redemption* by Bryan Stevenson. Mr. Stevenson will be our Festival of Ideas speaker on Monday, November 7.
- WVU has been engaged in the effort to rebuild Harpers Ferry following the July 2015 fire. We recently won a regional "Excellence in Teamwork" award from the National Association for Community Development, and were named runner-up for the national award.

5. Clay Marsh, Vice President and Executive Dean for Health Sciences, provided an update on the Health Sciences Center.

6. Chair Turton reported the following:

- He attended about six graduation ceremonies in May.
- Stan Hileman was elected to serve as the BOG representative from the Health Sciences or Extension.
- The following Senators were elected to serve on the 2016-17 Faculty Senate Executive Committee: Lesley Cottrell, Sandra Elmore, Becca Fint-Clark, Dave Hauser, Michael Ibrahim, Virginia Kleist, and Jennifer Merrifield.
- We continue to assess the new SEI system and consider ways in which to improve the response rate. Results show the response rate was 56-57%, which was a little lower than we had hoped.
- He thanked the Faculty Senate Office staff, Faculty Secretary Alan Stolzenberg, Parliamentarians Matt Titolo and Chad Proudfoot, and the Academic Innovation staff for their assistance and support during this Faculty Senate year.

7. Matthew Valenti, Chair, Curriculum Committee, moved for approval of the following reports:

Annex I, New Courses Report. Motion carried.

Annex II, Course Changes Report. Motion carried.

Annex III, Capstone Courses Report. Motion carried.

Annex IV, Alterations Report, was presented for information. Report filed.

Consent Agenda items: Annex V, Major in Aerospace Engineering (Potomac State College); Annex VI, Major in Biometric Systems Engineering (Potomac State College); Annex VII, Major in Computer Engineering (Potomac State College); Annex VIII, Major in Industrial Engineering (Potomac State College); Annex VIIIA, Curriculum Change to Major in Sustainable Agriculture Entrepreneurship (Potomac State College); Annex IX, Termination of General Studies (Science) Major (Potomac State College); Annex X, Termination of General Studies (Non-Science) Major (Potomac State College); Annex XI, Termination of Physical Education (Sport Behavior) Major (Potomac State College); and Annex XII, Termination of Physical Education (Athletic Training) Major (Potomac State College). Motion carried.

Information item: Minor in Engineering in Society. Report filed.

Annex XIII, Subject Code Policy. Motion carried.

Dr. Valenti reported that a resolution was reached for DANC 201, which was removed from the April 2016 New Courses Report. CPASS will submit a proposal for a PE course to be taught by the College of Creative Arts faculty.

8. David Hauser, Chair, General Education Foundations Committee, moved for acceptance of the following report:

Annex XIV, 2015-16 Committee Report and 2016-17 Goals. Accepted.

9. Stan Cohen, Committee of Retired Faculty, moved for acceptance of the following report:

Annex XV, 2015-16 Committee Report and 2016-17 Goals. Accepted.

Annex XVI, Invitation to Faculty Retirees, was submitted for information. Report filed.

10. Emily Murphy, Chair-Elect, Faculty Welfare Committee, moved for acceptance of the following report:

Annex XVII, 2015-16 Committee Report and 2016-17 Goals. Accepted.

11. Stan Hileman, Research and Scholarship Committee, moved for acceptance of the following report:

Annex XVIII, 2015-16 Committee Report and 2016-17 Goals. Accepted.

12. Ashley Martucci, Service Committee, moved for acceptance of the following report:

Annex XIX, 2015-16 Committee Report and 2016-17 Goals. Accepted.

13. Heather Billings, Chair, Teaching and Assessment Committee, moved for acceptance of the following report:

Annex XX, 2015-16 Committee Report and 2016-17 Goals. Accepted.

Dr. Billings noted that two issues surfaced after the committee report was prepared. When SEI reports were released, some people saw results that were not their own. In addition, the comments field included only course-level comments rather than instructor-level comments. Both problems were quickly resolved.

14. Lisa DiBartolomeo, Chair, Committee on Committees, Membership and Constituencies, moved for acceptance of the following report:
Annex XXA, 2015-16 Committee Report and 2016-17 Goals. Accepted.
15. Jennifer Orlikoff presented Annex XXI, Attendance Policy and Guidelines. Following a lengthy discussion and several recommended changes, the document will be returned to committee for revisions and reintroduction in the fall.
16. Jennifer Orlikoff reported that the main topic of discussion among ACF members has been the state budget. The ACF retreat will be held the second weekend in July. The ACF agenda for the 2016-2017 academic year will be developed at that retreat.
17. Robert Griffith, BOG Representative, reported the following:
 - The Board of Governors voted unanimously to offer President Gee a 5-year contract extension. The details of the contract cannot be made public until they are approved by HEPC.
 - The BOG will meet on June 16-17. Assuming a state budget is in place, the BOG will be able to approve a budget for WVU.
18. Annex XXII, Academic Dishonesty Process, will be reintroduced in the fall.
19. Faculty Secretary Alan Stolzenberg moved for approval of Annex XXIII, Proposed Changes to the Faculty Constitution. Motion carried.
20. Joe Prud'homme, Chair, Research Integrity Committee, moved for approval of Annex XXIV, Proposed Changes to the WVU Research Integrity Procedure. Motion carried.
21. Sue Day-Perroots, Associate Provost for Undergraduate Academic Affairs, presented Annex XXV, calendar guidelines, for information. She also presented two academic calendar options for 2017-18, Annex XXVI and Annex XXVII. Annex XXVII, the version with a weeklong Thanksgiving break, was approved.
22. New Business
Lisa DiBartolomeo moved for approval of the following resolution: "In the terrible aftermath of the worst mass shooting in U.S. history, and the most deadly act of terror on U.S. soil since 9/11/2001, the WVU Faculty Senate affirms its solidarity for the people of Orlando, Florida, but especially those members of the LGBTQ, Latinx, and Muslim communities, who were and are victimized." Motion carried.
23. The meeting adjourned at 5:01 p.m. to reconvene on Monday, September 12, 2016.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
 From: Matthew Valenti, Chair, Faculty Senate Curriculum Committee
 Date: May 23, 2016
 Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
ENVP 255: Elements of Environmental Management	AGFOR	3	ENVP 155	An introduction to the various regulations promulgated by the United States Environmental Protection Agency. The main goal of this course is to provide the student with a foundation of knowledge that will allow them to read and interpret environmental regulations as well as all types of regulations and codes.	Elements of environmental protection is sophomore level course designed to prepare students for upper level environmental management courses. Specifically the course will equip students with the skills to locate, research, and interpret environmental codes and regulation. A skill prerequisite to application of environmental management tools and approaches.
MKTG 321: Professional Selling 2	BE	3	MKTG 320 with a minimum grade of C-	Advanced instruction and skills development in interpersonal communication, prospecting, negotiation, and team selling. Preparation for excellence in the areas of career management and personal productivity.	Professional Selling 2 (MKTG 321) builds on the principles/foundation established in MKTG 320, Professional Selling 1 and is part of a four course sequence in the Professional Selling Area of Emphasis. (MKTG 320 is a prerequisite for MKTG 321). Professional Selling 2 seeks to more fully prepare students for excellence in an entry-level professional selling position. Specifically, students will gain advanced instruction and skill development in interpersonal communication skills (especially in team selling situations), career management, personal productivity, negotiation, and coordination with other functional areas.
MKTG 389: Online Analytics	BE	3	MKTG 380 with a minimum grade of C-	Basic marketing and statistical concepts relating to online marketing tools/platforms such as websites, email marketing, search engine marketing and social media. Students will be able to evaluate and use a diverse range of online platforms.	Today's marketer must understand marketing and statistics and can connect the two to develop and execute data driven online marketing programs. This course covers the basic marketing and statistical concepts relating to online marketing tools/platforms such as websites, email marketing, search engine marketing and social media. This course fills a gap in the Marketing curriculum by providing best-practice information and real-world practical application for developing robust online marketing strategies and plans that enhance current marketing efforts for companies of all sizes.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
MKTG 426: Sustainability Strategy	BE	3	BCOR 350 with a minimum grade of C-	Using simulations and current theory, students will gain hands-on experience that will allow them to better understand the complexity of sustainable strategies and meeting stakeholder needs.	Sustainable marketing is a growing field. Over 66% of Fortune 500 firms provide sustainability reports and 76% of executives surveyed are concerned that resource availability will negatively affect their firm within the next 3-5 years. Currently we offer a Sustainable Marketing course which overviews the environmental issues and provides students with many views of how to include sustainability in marketing. Additionally, we offer students (as part of the sustainability track), a services marketing course which devotes much time to "servicizing," another sustainability tactic. The Sustainable Strategy course will nicely complement our current offerings by using unique simulations which emphasize the complexity of sustainable marketing. The text selected for the course, Marketing 3.0, is written by one of the most distinguished authors in marketing. That book, along with the UN Global Compact provide solid structure for the course.
ART 610: Introduction to Ethics of Visual Arts Therapy	CCA	3		Introduces students to basic approaches of visual arts therapy and the professional ethics involved with its applicability in school settings. Provides overview of how art educators face numerous ethical dilemmas beginning with ownership and exposure of treatment records and artwork.	Art making and creative self-expression are useful in visual arts therapy. To ensure ethical practices within the field of art therapy, art educators and art professionals must be knowledgeable of the rules and regulations guiding the profession and clearly informed about the purpose of their artwork. Provides a necessary overview of the different approaches used in Art Therapy; Environment, Knowledge of Materials, Clinical Records, Informed Consent, Scope of Practice; When to Consult with or Refer to an Art Therapists and the Methods needed for successful treatment strategies.
ART 612: Art Methods/Materials for Special Populations	CCA	3		Provides students with in-depth understanding of art methods and materials used in artistic development of children, adolescents and adults, while using creative process of art making to enhance the physical, mental and emotional well being of individuals of all ages. Research, assigned readings, online discussions, and hands-on projects and critiques. On-campus art-making seminar is required.	Art-making and works of art have the capacity to offer hope, usher in calm, dignify sorrow, expand one's imagination, and stretch one's powers of empathy leading to greater self awareness. By using a variety of art media, course aids classroom art teachers to be better equipped to help adults, adolescents and children use Visual arts therapy to help art students with special needs in the PreK-12 classroom. The course offers new opportunities to art educators and professionals to become more knowledgeable and versed in the systems, methods, and practices of Visual Arts Therapy with students with special needs in the PreK-12 classroom.
HIED 763: International Higher Education	CEHS	3		The purpose of the course is to expand understanding of higher education systems worldwide. Students will compare regional and nation-state systems in Europe, Asia, Africa, and the Americas. Countries / regions to be studied may include the Arab World, Brazil, Canada, China, France, Germany, Israel, Japan, Mexico, Nigeria, Russia, South Africa, Spain, and the United Kingdom.	In the Higher Education Administration programs at WVU, there are currently no courses on international higher education topics. This class will help students broaden their understanding of higher education beyond the American context.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
IDT 655: Technology for Teachers	CEHS	3		The course provides students with experiences to consider and make informed decisions regarding various emerging technologies for instructional purposes. As an in-service teacher, a preservice teacher, or a current or future technology integration specialist, students will have the opportunity to explore and discuss various emerging educational technologies, and design and reflect on learning activities incorporating such technologies.	This course was offered as special topic three times under IDT693J Technology for Teachers. Given the fact that we have many students who are public school teachers, this course fills a gap by offering an option to students who can consider various emerging web technologies in their planning and implementation of lessons part of their teaching practices. IDT735 Technology Integration is a broader course targeting a wide range of context including higher ed and corporate world whereas the proposed course is specific to teachers and emerging web technologies.
BMEG 456: Biomedical Senior Design 2	CEMR	3	BMEG 455	Continuation of BMEG 455	This second semester of senior design builds upon the knowledge and skills acquired in prior courses in the biomedical engineering program and aims to equip students with a better understanding of the conceptual, analytical, and decision aspects necessary to solve an open-ended design problem in biomedical engineering. After instruction through lecture in the fall semester course (BMEG 455), students will continue their design project through the spring semester, culminating in a formal presentation of the project. This course will provide biomedical engineering design training tools that creates an intellectual environment in which interdisciplinary interactions are being promoted as well as prepares students to work in industry.
CS 674: Computational Photography	CEMR	3		Computational techniques used for the acquisition and processing of digital photographic data. Introduction to camera technology, image formation, filtering, warping, morphing, compositing, rendering, enhancement, and novel camera design.	The Lane department of Computer Science and Electrical Engineering offers five areas of concentration in its graduate program. Students are expected to select a primary area of concentration for depth and one or more secondary areas for breadth. This course adds depth to the concentration of Software and Knowledge Engineering, and in particular to the subareas of computer vision and biometrics, while providing students with a working knowledge of a timely topic.
CS 676: Machine Learning	CEMR	3		Principles and techniques used in learning theory, regression, classification, instance-based methods, kernel methods, risk minimization, ensemble-based methods, graphical models, and deep models.	The Lane department of Computer Science and Electrical Engineering offers five areas of concentration in its graduate program. Students are expected to select a primary area of concentration for depth and one or more secondary areas for breadth. This course adds depth to the concentration of Software and Knowledge Engineering, and in particular to the subarea of data analytics, while providing students with a working knowledge of a timely topic.
CS 678: Computer Vision	CEMR	3		An introduction to low-level image analysis methods, image transformations, methods for reconstructing three-dimensional scene information, algorithms for motion and video analysis, and approaches to object recognition.	The Lane department of Computer Science and Electrical Engineering offers five areas of concentration in its graduate program. Students are expected to select a primary area of concentration for depth and one or more secondary areas for breadth. This course adds depth to the concentration of Software and Knowledge Engineering, while providing students with a working knowledge of a timely topic.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
MAE 486: Spacecraft Design 1	CEMR	3	MAE 215 and MAE 316 and MAE 476	Engages students into the process of designing spacecraft and space missions as it is executed in both government and industry. Addresses each of the major subsystems found in most modern spacecraft. Includes computer and hands-on laboratory assignments.	The course is designed as a senior capstone design experience, the first in a sequence of 2 courses as part of the new Astronautical Engineering Emphasis Area within the BS in Aerospace Engineering Program.
MAE 487: Spacecraft Design 2	CEMR	3	MAE 486	The course is focused on a team-based design exercise to develop an end-to-end spacecraft mission concept. Typical process issues are addressed such as science investigation, trajectory analysis, detailed design of each spacecraft subsystem, discussion of engineering trade studies, risk analysis, budget, and schedule.	The course is designed as a senior capstone design experience, the second in a sequence of 2 courses as part of the new Astronautical Engineering Emphasis Area within the BS in Aerospace Engineering Program.
JRL 331: Infographics and Data Visualization	RCM	3	JRL 215	Today's world surrounds us with data. Making sense of it, for oneself and for one's audience, takes training. This course teaches students how to practice data-driven journalism, a field that includes finding, compiling, cleaning, extrapolating from, and visualizing data, as well as using graphics software and basic coding languages.	This course provides students with an interest in print reporting additional background in finding data to tell and support news stories and in creating visuals that support the stories and make data easily understandable to others.
ADRC 101: Essential Skills in Adventure Recreation	Tech	3		This course focuses on foundational outdoor skills needed to safely participate in and lead trips in outdoor settings. Students learn and practice equipment selection and use, outdoor cooking, map compass navigation and wilderness first aid in classroom and outdoor settings.	This is a foundational course for other outdoor/adventure skill courses to be proposed at the Beckley campus. Course provides key safety skills for outdoor activity participation. This is a core course that would be part of an adventure recreation management discipline within the Interdisciplinary Studies program in the College of Business, Humanities and Social Sciences.

To: Faculty Senate Curriculum Committee From: Matthew Valenti, Chair, Curriculum Committee Date: May 23, 2016 Re: Course Changes Report			
Field	Old Value	New Value	
JRL 431: Multimedia Storytelling			
Title Change:	Multimedia Reporting	Multimedia Storytelling	
Prerequisite Change:	JRL 200	JRL 225 with a minimum grade of C-	
Description Change:	Reporting/production for online media. Ethics and role of visual journalist. Software basics and use of audio, video and still photography in online reporting.	Online media storytelling/production techniques for journalists and advertising and public relations practitioners. Includes software basics and use of audio, video and still photography to engage and inform audiences. Ethical and legal issues related to visual communications also are discussed.	
Justification for Change:		The course has relevance to students outside of our previous Visual Communication AOE, in which this course previously "resided." As such, the prior prerequisite, Intro to Photojournalism (JRL 220), is no longer needed. Instead, we are changing the prerequisite to one that all of our majors must take, Media Tools and Applications (JRL 225). The proposed new title, Multimedia Storytelling (instead of Multimedia Reporting) reflects this broader course focus.	
PET 487: Student Teaching: K-5 Physical Education			
Title Change:	Student Teaching: Elementary	Student Teaching: K-5 Physical Education	
Prerequisite Change:	CoReq: PET 488	Co-Req: PET 488 and PET 489	
Justification for Change:		Modifying title to accurately represent the denomination of exact nature of school-based teaching experience required in this course. Amendment of co-requisites and pre-requisites so they accurately reflect current Praxis test numbers (0091). There is also an additional assignment for those admitted as Masters students (via ABM) and thus enrolled in the 500-level course.	
PET 488: Student Teaching: 6-12 Physical Education			
Title Change:	Student Teaching in Physical Education	Student Teaching: 6-12 Physical Education	
Credit Hour Change	4	3	
Adding a Prerequisite:		Co-Req: PET 487 and PET 489	

Description Change:	Student teaching represents the final requirement for majors enrolled in physical education teacher education. It involves a school based teaching experience at the elementary, middle, or secondary level.	A final, school-based practice teaching experience in secondary schools.	
Justification for Change:		Modifying title to accurately represent the denomination of exact nature of school-based teaching experience required in this course. Amendment of co-requisites and pre-requisites so they accurately reflect current Praxis test numbers (0091). Amendment to course credits from 4 to 3. There is also an additional assignment for those admitted as Masters students (via ABM) and thus enrolled in the 500-level course.	

To: Faculty Senate Curriculum Committee
 From: Matthew Valenti, Chair, Senate Curriculum Committee
 Date: May 23, 2016
 Re: Capstone Report

		How will students demonstrate each of the following abilities:				
Title	College	Gather material independently, as needed	Think critically about and to integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:	Reflect on the ethical (or societal) issues that are implicit in their project and/or project's design:	How is the written component of the Capstone Experience completed?	How is the oral component of the Capstone Experience completed?
MAE 486 - Spacecraft Design 1	STAT	The course will propose open-ended problems and require students to participate actively in establishing technical objectives and solutions.	The course will provide students with the opportunity to apply design and sizing techniques for estimating the performance of common spacecraft subsystems, experience the use of basic systems engineering principles and concepts, and investigate laboratory techniques for assessing the performance of spacecraft subsystems.	The course will emphasize the need for awareness regarding broader impacts of engineering and consideration of these impacts in the design process.	Periodic project status reports are required.	Students are required to prepare and deliver an oral technical presentation of the project.
MAE 487 - Spacecraft Design 2	STAT	The course will propose open-ended problems and require students to participate actively in establishing technical objectives and solutions.	The course will provide students with the opportunity to apply design and sizing techniques for estimating the performance of common spacecraft subsystems, experience the use of basic systems engineering principles and concepts, and investigate laboratory techniques for assessing the performance of spacecraft subsystems.	The course will emphasize the need for awareness regarding broader impacts of engineering and consideration of these impacts in the design process.	Periodic project status reports are required	Students are required to prepare and deliver an oral technical presentation of the project.

To: Faculty Senate Executive Committee

From: Karen Haines, SCC Chair Elect

Date: May, 23, 2016

Re: Alterations Report - Revised

Action: Course Alterations (Minor Changes)

Title	Action	Old Course Description	New Course Description	Curriculum Based Rationale	
ARHS 225	Change course title	ARHS 225. Introduction to Italian Culture. 3 Hours. Exploration of Italian history, culture, art, design, and language through lecture and experiential learning. Possible field trips: Florence, Rome, Pisa, Sienna, Lucca, Milan. Students conduct an individual design research project.	ARHS 225. GPS-Introduction to Italian Culture. 3 Hours. Exploration of Italian history, culture, art, design, and language through lecture and experiential learning. Possible field trips: Florence, Rome, Pisa, Sienna, Lucca, Milan. Students conduct an individual design research project.	The title change is the only alteration to the course. This change is needed because the course is part of the School of Art and Design's Global Positioning Studies (GPS) initiative and all approved courses within this program are to add the GPS title designation to clarify its inclusion in the initiative for students.	
ARHS 382	Change course title	ARHS 382. Architect Frank Lloyd Wright. 3 Hours. Overview of the life and work of America's most noted and controversial architect. Close examination of his work in the context of the development of modern architecture.	ARHS 382. GPS-Architect Frank Lloyd Wright. 3 Hours. Overview of the life and work of America's most noted and controversial architect. Close examination of his work in the context of the development of modern architecture.	The title change is the only alteration to the course. This change is needed because the course is part of the School of Art and Design's Global Positioning Studies (GPS) initiative. All approved courses within this program are to add the GPS title designation to clarify inclusion in the initiative for students. The School of Art & Design's Global Positioning Studies (GPS) is an interdisciplinary visual art and design initiative that positions students at the crossroads between a local sense of place and a global understanding of that place in the world. Through direct experience, Global Positioning Studies courses encourage students to engage the world as a fertile ground for art making and critical research. In addition to GPS related courses, the School of Art and Design weaves community and environmentally driven components into much of their programming – including core-curriculum courses, School-wide projects, initiatives and visiting lectures.	

Title	Action	Old Course Description	New Course Description	Curriculum Based Rationale	
ART 331	Change course title	ART 331. Jackson Hole Photo Workshop. 3 Hours. Ten-day intensive photography field course that explores the diverse and remote region of northwestern Wyoming. Course includes daily excursions, darkroom and digital work sessions, gallery visits, and evening presentations.	ART 331. GPS-Jackson Hole Photography Workshop. 3 Hours. Ten-day intensive photography field course that explores the diverse and remote region of northwestern Wyoming. Course includes daily excursions, darkroom and digital work sessions, gallery visits, and evening presentations.	The title change is the only alteration to the course. This change is needed because the course is part of the School of Art and Design's Global Positioning Studies (GPS) initiative. All approved courses within this program are to add the GPS title designation to clarify inclusion in the initiative for students .The School of Art & Design's Global Positioning Studies (GPS) is an interdisciplinary visual art and design initiative that positions students at the crossroads between a local sense of place and a global understanding of that place in the world. Through direct experience, Global Positioning Studies courses encourage students to engage the world as a fertile ground for art making and critical research. In addition to GPS related courses, the School of Art and Design weaves community and environmentally driven components into much of their programming – including core-curriculum courses, School-wide projects, initiatives and visiting lectures.	
ENGR 488	Change grade mode	ENGR 488. Cooperative (Co-Op) Education Experience. 1-18 Hours. PR: Consent. Prearranged co-op experience in student's major. Involves placement in public or private enterprise, supervision, and evaluation for credit by faculty and employer.	ENGR 488. Cooperative (Co-Op) Education Experience. 1-18 Hours. PR: Consent. Prearranged co-op experience in student's major. Involves placement in public or private enterprise, supervision, and evaluation for credit by faculty and employer.	Course was originally designed to be pass/fail, and has always been graded as pass/fail. Switching to normal grade mode will require an additional level of oversight not originally called for in the original class design.	

Title	Action	Old Course Description	New Course Description	Curriculum Based Rationale	
MINE 625	Change course prerequisite	MINE 625. Advanced Mineral Processing. 3 Hours. PR: MINE 327 or consent. Theory and technology of separation. Triboelectrostatic and magnetic dry ore and coal separation. Engineering and scientific aspects of column flotation of fines in coal and mineral industries.	MINE 625. Advanced Mineral Processing. 3 Hours. PR: Consent. Theory and technology of separation. Triboelectrostatic and magnetic dry ore and coal separation. Engineering and scientific aspects of column flotation of fines in coal and mineral industries.	MINE 327 is an old course number of MINE 427. MINE 327 has been converted to MINE 427 years ago. MINE 327 also has been deactivated from catalog recently. To take MINE 625, the student is required to have fundamentals and basic knowledge of applications and operations of Mineral Processes. They are provided in MINE 425 Mineral Processing, and MINE 426 Mineral Processing Laboratory courses.	
PE 220	Adding course to WVUIT	PE 220. Striking and Field Games. 1 Hour. This teaching games for understanding (TGfU) course is designed to introduce the students to the rules, skills, and strategies involved in playing striking and fielding games	PE 220. Striking and Field Games. 1 Hour. This teaching games for understanding (TGfU) course is designed to introduce the students to the rules, skills, and strategies involved in playing striking and fielding games	Adding course from CPASS to WVU Tech campus	
MKTG 325	Change course title	MKTG 325. Marketing Analytics. 3 Hours. PR: MKTG 315 with a minimum grade of C-. Scientific approach to the solution of marketing problems with emphasis on research methods and techniques.	MKTG 325. Marketing Research. 3 Hours. PR: MKTG 315 with a minimum grade of C-. Scientific approach to the solution of marketing problems with emphasis on research methods and techniques.	No change is being made to the course content. All that is being changed is the course title. For many years, MKTG 325 was titled "Marketing Research." For reasons that are not well understood, this course title was changed to "Marketing Analytics". This is misleading. More importantly, we plan to introduce a new course "Online Analytics" and we fear this could create confusion between the two. The former course title is a far better description of MKTG 325.	
MKTG 425	Change course prerequisite	MKTG 425. Sustainable Marketing. 3 Hours. PR: MKTG 325 with a minimum grade of C-. Explores current environmental strategies focusing on reaching organizational goals and sustainable performance through marketing theory and practice.	MKTG 425. Sustainable Marketing. 3 Hours. PR: BCOR 350 with a minimum grade of C-. Explores current environmental strategies focusing on reaching organizational goals and sustainable performance through marketing theory and practice.	Students do not need Marketing Analytics to be successful. Thus, the only prerequisite should be the Principles of Marketing course.	

Title	Action	Old Course Description	New Course Description	Curriculum Based Rationale	
	Course Deactivation - Spring 2017				
SENG 562	Faculty member resigned from WVU. Course is no longer offered.				
SENG 565	Course is no longer offered.				
SENG 566	Discontinued course offering.				
SENG 641	Discontinued this course and resubmitted new proposal as SENG 581.				
SM 385	Sport management program went through a program review in fall 2015. As a result, this course will be combined with SM 370(Sport Finance)which will cover economic principles applied to the sport context in addition to the 'Financing' portion. Therefore, Sport Management students will be able to obtain the necessary content knowledge from taking SM 370. This change is also in line with the university's movement to reduce the number of credits, so students can graduate in four years.				

Potomac State College of West Virginia University
Request for Change in Program Requirements

Degree A.A. Engineering

Major or Emphasis Aerospace

Describe Change in Graduation Requirements (attach revised Advising Sheet):

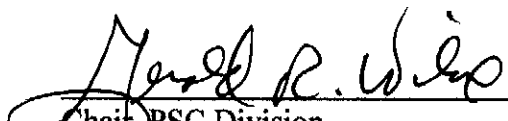
See attached advising sheet.

Rationale for Change

The proposed program will increase opportunities for PSC students. The major will prepare students for admission to the B.S. in Aerospace Engineering program offered by the College of Engineering and Mineral Resources at Morgantown. This addition is designed to add no new courses to the existing courses in Engineering at PSC.

The attached advisement sheet was developed in consultation with the Undergraduate Coordinator in the College of Engineering and Mineral Resources in Morgantown. All required coursework is currently being offered at Potomac State College.

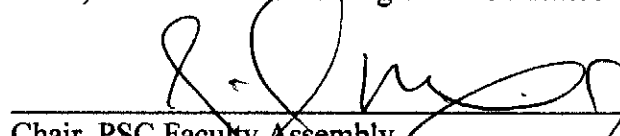
Signatures of Approval:


 Chair, PSC Division


10-16-15
 Date


 Chair, PSC Instructional Programs Committee

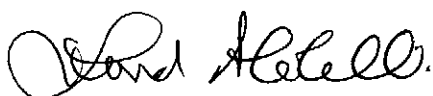
11-12-15
 Date


 Chair, PSC Faculty Assembly

12/7/15
 Date


 PSC Dean for Curriculum and Instruction
 of Academic Affairs

12/7/15
 Date



12-7-15

Advisement Sheet

Student _____

Aerospace Engineering Major (AA)

Course Number/Name	Course	GEF	Cr.	Semester	Grade
First Year					
First Semester			14		
ENGL 101 Introduction to Composition and Rhetoric		1	3		
ENGR 101 Engineering Problem Solving 1*			2		
MATH 155 Calculus 1		3	4		
CHEM 115 Fundamentals of Chemistry		2B	4		
ENGR 199 Orientation to Engineering (eq. WVUe 191)			1		
Second Semester			15		
ENGL 102 Composition, Rhetoric, and Research		1	3		
ENGR 102 Engineering Problem Solving 2			3		
MATH 156 Calculus 2		8	4		
PHYS 111 General Physics		8	4		
Elective**			1		
Second Year					
First Semester			15		
MATH 251 Multivariable Calculus			4		
PHYS 112 General Physics		8	4		
MAE 241 Statics			3		
EE 221 Introduction to Electrical Engineering			3		
EE 222 Introduction to Electrical Engineering Laboratory			1		
Second Semester			16		
MATH 261 Elementary Differential Equations			4		
MAE 242 Dynamics			3		
MAE 243 Mechanics of Materials			3		
MAE 320 Thermodynamics			3		
ECON 201 Principles of Microeconomics		4	3		

Total Credits Required

60**

* Concurrent enrollment in MATH 155 is required.

** Students who transfer to the Aerospace Engineering program at West Virginia University-Morgantown should also take GEF Elective 5, 6 or 7 in order to make progress towards that baccalaureate degree.

Potomac State College of West Virginia University
Request for Change in Program Requirements

Degree A.A. Engineering

Major or Emphasis Biometric Systems

Describe Change in Graduation Requirements (attach revised Advising Sheet):


See attached advising sheet.

Rationale for Change

The proposed program will increase opportunities for PSC students. The major will prepare students for admission to the B.S. in Biometric Systems Engineering program offered by the College of Engineering and Mineral Resources at Morgantown. This addition is designed to add no new courses to the existing courses in Engineering at PSC.

The attached advisement sheet was developed in consultation with the Undergraduate Coordinator in the College of Engineering and Mineral Resources in Morgantown. All required coursework is currently being offered at Potomac State College.

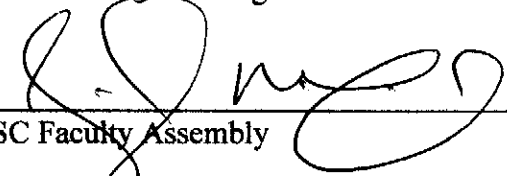
Signatures of Approval:


 Chair, PSC Division

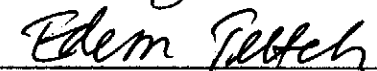
10-16-15
 Date


 Chair, PSC Instructional Programs Committee

11-12-15
 Date


 Chair, PSC Faculty Assembly

12/7/15
 Date


~~PSC Dean for Curriculum and Instruction~~
 of Academic Affairs

12/7/15
 Date



12-7-15

Advisement Sheet

Student _____

Biometric Systems Engineering Major (AA)

Course Number/Name	Course	GEF	Cr.	Semester	Grade
First Year					
First Semester					
ENGR 101 Engineering Problem Solving 1*			2		
BIOL 115 Principles of Biology		8	4		
MATH 155 Calculus 1		3	4		
CHEM 115 Fundamentals of Chemistry		2B	4		
ENGR 199 Orientation to Engineering (eq. WVUe 191)			1		
Second Semester					
ENGR 102 Engineering Problem Solving 2			3		
MATH 156 Calculus 2		8	4		
PHYS 111 General Physics		8	4		
ENGL 101 Introduction to Composition and Rhetoric		1	3		
Elective**			2		
Second Year					
First Semester					
MATH 251 Multivariable Calculus			4		
PHYS 112 General Physics			4		
CPE 271 introduction to Digital Logic Design			3		
EE 221 Introduction to Electrical Engineering			3		
EE 222 Introduction to Electrical Engineering Laboratory			1		
Second Semester					
MATH 261 Elementary Differential Equations			4		
EE 223 Electrical Circuits			3		
EE 224 Electrical Circuits Laboratory			1		
GEF Elective**		5	3		
ENGL 102 Composition, Rhetoric, and Research		1	3		

Total Credits Required

60**

* Concurrent enrollment in MATH 155 is required.

** Students who transfer to the Biometric Systems Engineering program at West Virginia University-Morgantown should also take GEF Elective 6 and ECON 201 (GEF 4), and will need CS 110, CS 111, and STAT 215 in order to make progress towards that baccalaureate degree.

**Potomac State College of West Virginia University
Request for Change in Program Requirements**

Degree A.A. Engineering

Major or Emphasis Computer

Describe Change in Graduation Requirements (attach revised Advising Sheet):

See attached advising sheet.

Rationale for Change

The proposed program will increase opportunities for PSC students. The major will prepare students for admission to the B.S. in Computer Engineering program offered by the College of Engineering and Mineral Resources at Morgantown. This addition is designed to add no new courses to the existing courses in Engineering at PSC.

The attached advisement sheet was developed in consultation with the Undergraduate Coordinator in the College of Engineering and Mineral Resources in Morgantown. All required coursework is currently being offered at Potomac State College.

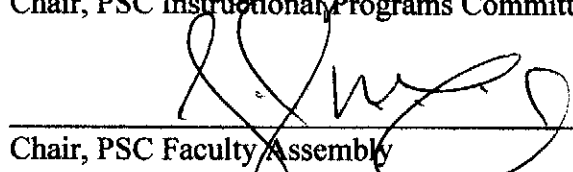
Signatures of Approval:


Chair, PSC Division

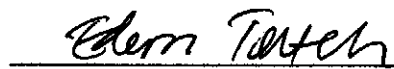
10-16-15
Date


Chair, PSC Instructional Programs Committee

11-12-15
Date


Chair, PSC Faculty Assembly

12/7/15
Date


PSC Dean for Curriculum and Instruction
of Academic Affairs

12/7/15
Date



12-7-15

Advisement Sheet

Student _____

Computer Engineering Major (AA)

Course Number/Name	Course	GEF	Cr.	Semester	Grade
First Year					
First Semester					
ENGR 101 Engineering Problem Solving 1*			2		
ENGL 101 Introduction to Composition and Rhetoric		1	3		
MATH 155 Calculus 1		3	4		
CHEM 115 Fundamentals of Chemistry		2B	4		
ENGR 199 Orientation to Engineering (eq. WVUe 191)			1		
Second Semester					
ENGL 102 Composition, Rhetoric, and Research		1	3		
ENGR 102 Engineering Problem Solving 2			3		
MATH 156 Calculus 2		8	4		
PHYS 111 General Physics		8	4		
GEF Elective**		5,6,7	3		
Second Year					
First Semester					
MATH 251 Multivariable Calculus			4		
PHYS 112 General Physics		8	4		
CPE 271 introduction to Digital Logic Design			3		
EE 221 Introduction to Electrical Engineering			3		
EE 222 Introduction to Electrical Engineering Laboratory			1		
Second Semester					
MATH 261 Elementary Differential Equations			4		
EE 223 Electrical Circuits			3		
EE 224 Electrical Circuits Laboratory			1		
ECON 201 Principles of Microeconomics		4	3		
GEF Elective**		5,6,7	3		

Total Credits Required

60**

* Concurrent enrollment in MATH 155 is required.

** Students who transfer to the Computer Engineering program at West Virginia University-Morgantown should take GEF Electives 5, 6, and 7, and take CS 110 in order to make progress towards that baccalaureate degree.

**Potomac State College of West Virginia University
Request for Change in Program Requirements**

Degree A.A. Engineering

Major or Emphasis Industrial

Describe Change in Graduation Requirements (attach revised Advising Sheet):

See attached advising sheet.

Rationale for Change


The proposed program will increase opportunities for PSC students. The major will prepare students for admission to the B.S. in Industrial Engineering program offered by the College of Engineering and Mineral Resources at Morgantown. This addition is designed to add no new courses to the existing courses in Engineering at PSC.

The attached advisement sheet was developed in consultation with the Undergraduate Coordinator in the College of Engineering and Mineral Resources in Morgantown. All required coursework is currently being offered at Potomac State College.

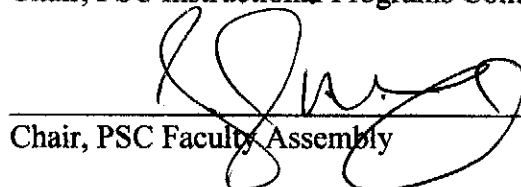
Signatures of Approval:


Chair, PSC Division

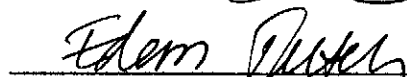
10-16-15
Date


Chair, PSC Instructional Programs Committee

11-12-15
Date


Chair, PSC Faculty Assembly

12/7/15
Date


PSC Dean for Curriculum and Instruction
of Academic Affairs

12/7/15
Date



12-7-15

Advisement Sheet

Student _____

Industrial Engineering Major (AA)

Course Number/Name	Course	GEF	Cr.	Semester	Grade
First Year					
First Semester			14		
ENGL 101 Introduction to Composition and Rhetoric		1	3		
ENGR 101 Engineering Problem Solving 1*			2		
MATH 155 Calculus 1		3	4		
CHEM 115 Fundamentals of Chemistry		2B	4		
ENGR 199 Orientation to Engineering (eq. WVUe 191)			1		
Second Semester			15		
ENGL 102 Composition, Rhetoric, and Research		1	3		
ENGR 102 Engineering Problem Solving 2			3		
MATH 156 Calculus 2		8	4		
PHYS 111 General Physics		8	4		
Elective**			1		
Second Year					
First Semester			15		
MATH 251 Multivariable Calculus			4		
PHYS 112 General Physics		8	4		
MAE 241 Statics			3		
EE 221 Introduction to Electrical Engineering			3		
EE 222 Introduction to Electrical Engineering Laboratory			1		
Second Semester			16		
MATH 261 Elementary Differential Equations			4		
MAE 242 Dynamics			3		
MAE 243 Mechanics of Materials			3		
MAE 320 Thermodynamics			3		
ECON 201 Principles of Economics		4	3		

Total Credits Required

60**

* Concurrent enrollment in MATH 155 is required.

** Students who transfer to the Industrial Engineering program at West Virginia University-Morgantown should also take GEF elective 5, IENG 213, and IENG 377 in order to make progress toward that baccalaureate degree.



New Major Title Sustainable Agriculture Entrepreneurship
Under Program AAS Agriculture – not a parallel to WVU Davis College program

Institutional Contact	Name	Donna Ballard
	Title	Chair, Division of Applied Sciences
	Mailing Address	101 Fort Avenue
		Keyser, WV 26726
	Phone	304-788-6993
	Fax	304-788-6847
	E-mail	Donna.Ballard@mail.wvu.edu

Date of Proposal Submission November 20, 2015

Projected Date of Implementation August 2016, Fall semester

Delivery The new AAS Agriculture - Sustainable Agriculture Entrepreneurship major will initially be delivered in a face to face manner.

Need for Establishing New Major

The Sustainable Agriculture Entrepreneurship major is designed to facilitate the academic alignment of the Associates of Applied Science Agriculture degree to the changing agriculture industry in West Virginia and surrounding region. Based upon approval of this major, the current AAS Agriculture – Agriculture Technology major will be recommended for termination. By combining existing courses in agriculture and business technology with new courses to address applied agriculture production issues and techniques the students will receive appropriate training to matriculate into an agriculture food production position.

With increased education at the post-secondary level the graduates of the AAS Agriculture SAGE major will be able to move beyond the worker level to operations manager or enterprise owner. Employment of agricultural and food science technicians is projected to grow 5 percent from 2014 to 2024. Advances in technology and scientific knowledge related to food production will require greater control of production and processing activities, increasing demand for these workers. The world's population is now above 7,000,000,000 and increasing. Combining this increase in world population with the instability of the world security issues, graduating well-trained agriculture food production individuals will be a constant need. (<http://www.bls.gov/ooh/home.htm#>)

Clientele Served

Potomac State College of WVU serves a significant number of students from mostly rural, economically disadvantaged communities. This new major will potentially attract students who would otherwise not consider a career in agriculture. Potomac State College is centrally located in a multi-state region that has traditionally been engaged in diverse agricultural production. The Eastern Panhandle area of West Virginia accounts for a significant amount of the state's current agricultural production. According to the West Virginia Office of the United States Department of Agriculture's National Agriculture Statistic Service the

top two, and four (Hardy, Pendleton, Grant, and Hampshire) of the top five West Virginia counties in terms of agriculture sales are in the Eastern Panhandle and are strong student bases for Potomac State College and the Agriculture Program. Additionally, the close proximity of Potomac State College to Eastern metropolitan areas provides a gateway for students interested in food production to gain valuable hands on agriculture experience and education. The students will matriculate as work force ready food production workers or production entrepreneurs. With the ever growing world population and need for quality, safe food supplies the graduates will be on the leading edge of farm to table food production. This program is unique to our region and will provide a currently unavailable skill set and education.

Enrollment Projection

Although the college has experienced declining enrollments for the past five years, the Agriculture Program has maintained stable enrollment. As shown in Table 1, enrollment for new students is strong in existing Agriculture Program majors. Given the strong position of agriculture in the region, the increasing demand for agriculture production workers, and the strength and stability of Potomac State College of WVU's Agriculture Program, the College anticipates strong enrollment in the new AAS Agriculture – Sustainable Agriculture Entrepreneurship major. Additionally, Potomac State College of WVU has approximately 800 acres of property to support the program and recently received a transformational gift that will support the Program, its faculty, and its students into the future. Projected enrollment for the proposed new major is 10 – 15 students the first year, increasing to 25-30 by the 4th year.

Table 1: New Student Enrollment in the Agriculture Program at Potomac State College of WVU

2009-10	2010-11	2011-12	2012-13	2013-14	Mean	Std. Dev.
44	40	54	42	47	45.4	5.46

Faculty

The existing faculty of the Agriculture and Forestry Programs at Potomac State College of WVU will implement the new major. Initially, there will be no additional costs required in terms of full-time faculty to implement the new major at Potomac State College of WVU. The proximity of PSC to diverse agriculture enterprises in the region will provide a significant pool of candidates should the need arise to supplement current faculty with Adjunct instructors.

Expected program Outcomes and Impacts

AAS Vision Statement

AAS graduates will be educated to own and/or manage a farming enterprise based on sound multi-faceted production systems. The systems the student will study include (but not limited to) large animal, poultry, agronomic crops, horticultural crops, forest timber and non-timber products. All students will be expected to complete business courses with agriculture and forestry emphasis. This is a technical degree and is unique to Potomac State College.

SAGE AAS Program Learning Outcomes and Goals

1. Upon completion of the AAS SAGE program, the graduate will be able to effectively use technical and learned knowledge to collaborate and develop team based problem solving proficiency to be a productive worker.
2. Upon completion of the AAS SAGE program, the graduate will demonstrate appropriate soil, water, and crop management plans that follow sustainable agricultural practices.
3. Graduates of the AAS SAGE degree program will demonstrate marketing skills for sustainable agricultural commodities.
4. Graduates of the AAS SAGE degree program will develop the foundational skills for developing a small-scale sustainable farm or agricultural business.
5. Graduates who complete the AAS SAGE degree will be able to use appropriate state of the art technology and software applications for record keeping and accounting to support a successful farming enterprise.
6. Graduates of the AAS SAGE degree will be able to communicate effectively to a variety of audiences. (general education outcomes)
7. Graduates of the AAS SAGE degree will be able to work effectively on teams and competently apply teamwork skills in management groups. (general education outcomes)

Signatures of Approval:

_____ Chair, PSC Division	_____ Date
_____ Chair, PSC Instructional Programs Committee	_____ Date
_____ Chair, PSC Faculty Assembly	_____ Date
_____ PSC Dean of Academic Affairs	_____ Date
_____ PSC President	_____ Date
_____ WVU Associate Provost of Academic Affairs/WVU Deans	_____ Date
_____ West Virginia Chancellor/Board of Trustees	_____ Date

Advisement Sheet

Student _____

Sustainable Agriculture Entrepreneurship (AAS)

Course Number/Name	GEFs	Cr.	Semester	Grade
First Year		13		
ENGL 101 Composition and Rhetoric	1	3		
BTEC 109 – Business Mathematics	LL major req	3		
AGEE 101 – Global Foods in Agriculture	7	3		
ARE 150 Introductory Agricultural and Agribusiness Economic	4	3		
AGRL 111 Professions in Agriculture (eq. WVUe 191)		1		
Second Semester		16		
BTEC 107 – Business Communications	LL major req	3		
MATH 121 or higher	GEF 3	3		
SAGE 141 - Intro to Horticulture and Agronomy	LL major req	3		
A&VS 251 – Principles of Animal Science	LL major req	4		
AGEE 110 Microcomputer Applications in Agricultural	LL major req	3		
Second Year		16		
SAGE 280 Principles of Entrepreneurship	LL major req	3		
AGEE 203 Ag Mechanics Practica	LL major req	3		
Major Elective	LL Major elec	3		
Major Elective	LL Major elec	3		
PLSC 206 Principles of Plant Science	GEF 2B	4		
Second Semester		15		
Open Elective	Open elec	3		
Major Elective	LL Major elec	3		
Major Elective	LL Major elec	3		
SAGE 215 Intro to Agriculture Marketing	LL major req	3		
SAGE 231 – Seminar/Innovation exploration	LL major req	1		
Open Elective	Open elec	2		

Total Hours
60

Student must choose 4 classes from the following list for Major elective classes and may choose from the remaining for the open electives:

SAGE 240 Applied Hort & Agrn

SAGE 260 Applied Animal Husbandry

SAGE 270 Woodlot Man. & Non-timber crops

BTEC 200 Customer relations

BTEC 211 Event Planning

HTOR 120 Sanitation

HTOR 110 Food Production 1

CIS 108 Intro to Networking & Security



Request for Change in Program Requirements

Degree: AA in Arts and Sciences

Major or Emphasis: General Studies (Science)

Describe Change in Graduation Requirements (attach Advising Sheet):

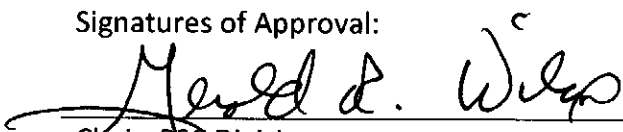
Terminate General Studies (Science), Major Code 114A, as a major within the Arts and Sciences degree.

Rationale for Change :

No students are currently enrolled, and there is no longer a need to keep the major open in case students return to the school after an extended absence.

All General Studies students will continue to declare and graduate from Major Code 115A.


Signatures of Approval:


Chair, PSC Division

10-29-15
Date


Chair, PSC Instructional Programs Committee

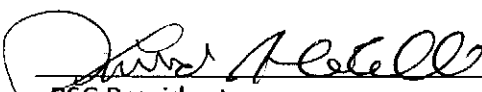
11-12-15
Date


Chair, PSC Faculty Assembly

12/7/15
Date


PSC Dean of Academic Affairs

12/07/15
Date


PSC President

12/7/15
Date



Request for Change in Program Requirements

Degree: AA in Arts and Sciences

Major or Emphasis: General Studies (Non-Science)

Describe Change in Graduation Requirements (attach Advising Sheet):

Terminate General Studies (Non-Science), Major Code 116A, as a major within the Arts and Sciences degree.

Rationale for Change :

No students are currently enrolled, and there is no longer a need to keep the major open in case students return to the school after an extended absence.

All General Studies students will continue to declare and graduate from Major Code 115A.

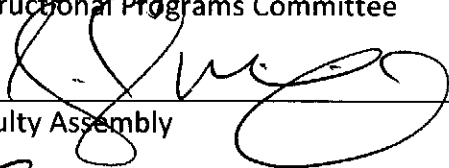
Signatures of Approval:


Chair, PSC Division

11/13/15
Date


Chair, PSC Instructional Programs Committee

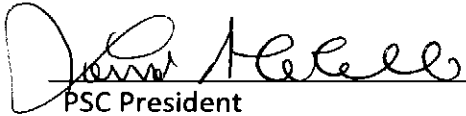
11/18/15
Date


Chair, PSC Faculty Assembly

12/7/15
Date


PSC Dean of Academic Affairs

12/07/15
Date


PSC President

12/7/15
Date



Request for Change in Program Requirements

Degree: AA in Arts and Sciences

Major or Emphasis: Physical Education (Sport Behavior)

Describe Change in Graduation Requirements (attach Advising Sheet):

Terminate Physical Education (Sport Behavior), Major Code 146A, as a major within the Arts and Sciences degree.

Rationale for Change :

This major is historically low-enrolled and produces no graduates. No students are currently enrolled, and there is no longer a need to keep the major open in case students return to the school after an extended absence. Removing the major would have no impact on faculty positions or workload.

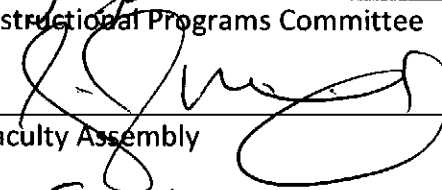
Signatures of Approval:


Chair, PSC Division

11/13/15
Date


Chair, PSC Instructional Programs Committee

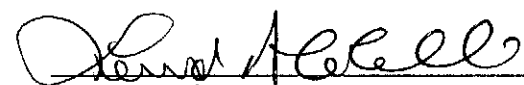
11/18/15
Date


Chair, PSC Faculty Assembly

12/7/15
Date


PSC Dean of Academic Affairs

12/07/15
Date


PSC President

12/7/15
Date



Request for Change in Program Requirements

Degree: AA in Arts and Sciences

Major or Emphasis: Physical Education (Athletic Training)


Describe Change in Graduation Requirements (attach Advising Sheet):

Terminate Physical Education (Athletic Training), Major Code 149A, as a major within the Arts and Sciences degree.


Rationale for Change :

This major is historically low-enrolled and produces no graduates. No students are currently enrolled, and there is no longer a need to keep the major open in case students return to the school after an extended absence. Removing the major would have no impact on faculty positions or workload.

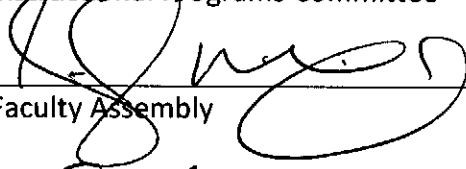
Signatures of Approval:


Chair, PSC Division

11/13/15
Date


Chair, PSC Instructional Programs Committee

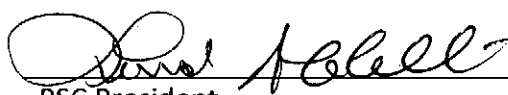
11/18/15
Date


Chair, PSC Faculty Assembly

12/7/15
Date


PSC Dean of Academic Affairs

12/07/15
Date


PSC President

12/7/15
Date

WVU Subject Code Policy

Approved by the Faculty Senate Curriculum Committee May 5, 2016

Background

A subject code is a letter-combination used to designate the area of study in a course. It precedes the course number. For example, in course number HIST 152 the subject code HIST stands for History.

While subject codes are not unique to West Virginia University, the exact combinations of subject codes and course numbers are unique to the institution. Subject codes are designed to be easily distinguishable to the public who may receive and need to interpret a transcript. Subject codes are useful for the general classification of course data, but are less useful for specific course content. Course titles are the best indicators of course content.

Guidelines concerning subject codes

It is not necessary for subject codes to mirror academic programs (i.e. majors, minors, areas of emphasis, certificates) or departments (e.g. English). Therefore, changing or establishing a subject code should have a substantial justification for necessity. The descriptor of a subject code (e.g. “History”) should be as concise and general as possible, and should represent widely accepted fields of study. Requests for new subject codes must provide a strong rationale for the request. A strong rationale might include evidence of widespread use of the proposed subject code by existing programs at other institutions. Creating a more specific demarcation in an existing subject code that already contains the general content of existing or new courses is not a sufficient rationale.

Subject code approvals and changes

Requests for new or changed subject codes must come from an Associate Dean and require approval from the Office of the University Registrar. This approval must be obtained before submitting a course proposal through the CIM system to obtain Faculty Senate approval.

General Education Foundations Committee (GEFCo)
(Formerly: General Education Curriculum Oversight Committee)
Annual Report
May 2016
David Hauser

Members

Lisa DiBartolomeo, Eberly, Chair-elect
Robert Brock, Medicine
Lesley Cottrell, Medicine
Kristen Matak, Davis
Jennfier Merrifield, Potomac State
Beth Nardella, Medicine
Gayle Neldon, Education and Human Services
Kaushlendra Singh, Davis
Nathalie Singh-Corcoran, Eberly
Li Wang, B&E
Lisa Weihman, Eberly
Sue Day-Perroots, Provost's Office, ex officio
Lena Maynor, Pharmacy, Faculty Senate Chair-elect, ex officio
Elizabeth Barnhart, SGA Student Representative
Oliver Street, WVU Registrar's office, ex officio
Richard Turton, Faculty Senate Chair, non-member, attending
Tracey Beckley, WVU Teaching & Learning Commons, non-member, attending

Committee Charge (Note: the charge changed over the course of the year)

The General Education Foundations Committee (GEFCo) will:

1. Review applications for new GEF courses and existing GEF courses.
2. Produce resources and educational opportunities to support the GEF and institutions to develop appropriate WVU Learning Goals.
3. Collaborate with other committees and any relevant administrative bodies on Outcomes Assessment of the GEF and other relevant assessment issues.
4. Address in a timely fashion any other issues pertinent to the success of the GEF.
5. Collect course-level assessment of the GEF as part of the application and review process.
6. Evaluate periodically national trends in general education and best practices, and implement changes as needed.

Each year at the April meeting of the Faculty Senate, the committee chair will provide a report on the current state of the General Education Curriculum.

The GEFCo met 12 times during the 2015-2016 academic year.

Summary

Our primary goal this year (2015 to 2016) was to facilitate the new General Education Foundations curriculum that will begin in the Fall of 2016 (for the incoming class). We reviewed very few courses, but worked instead on the following main areas:

1. Administrative Changes. There were minor changes that needed to be made to the committee charge and committee name to update the committee to the new GEF. We rewrote our charge (including, for the first time, giving the committee authority to examine national trends in general education and recommend changes to the GEF), and renamed the committee.
2. In preparation for the new GEF, the GEFCo worked with Oliver Street from WVU's Registrar's

office to update the process for instructors to apply to be part of the new General Education Foundations (GEF). The primary tool for instructors to apply to the GEF is the Curriculum Inventory Management (CIM) system, and GEFCo worked to write and implement an application process. This wouldn't have been possible without help from Oliver Street and others at the Registrar, and we thank those folks for their help. The first round of applications for the new system came in after the moratorium was lifted in January 2016, and the committee has processed those initial few. As a result of those applications, GEFCo revisited the CIM application process and tweaked what we asked of the applicants. A new set of questions/requests for GEF courses in CIM will be implemented over the summer (courses that have applied under the initial applications will be processed and accepted/rejected based on the initial request for information). Overall, GEFCo worked to create and revise the application process for instructors to bring their courses into the new GEF.

3. Related to the previous point, we wrote the text for the new GEFCo part of the new WVU Faculty Senate website. The GEF portion of the Senate website serves as a background for the GEF, a discussion of LEAP (which serves as the intellectual foundations of the GEF), and instructions/FAQ for instructors to apply (in CIM) to be part of the GEF. We crafted text and instructions to help faculty navigate the new process, and to point out the differences between the GEC and the GEF (both from a teaching perspective – what faculty need to do differently in the classroom – and a practical discussion of what is different in the application as it changes from GEC to GEF). The committee would like to thank Vicki Smith with WVU's OIT with her help in getting the new website up and running. The website is a work in progress, as we tweak the language and format to make the new GEF clear to faculty who are interested in participating. Overall, GEFCo wrote and maintains a portion of the WVU Faculty Senate website related to the new GEF and instructions for instructors to apply.

4. As part of the transition to the GEF, we have worked extensively with Tracey Beckley from WVU's Teaching and Learning Commons to create a set of workshops to give instructors the option of a "hands on" workshop to help with the GEC-to-GEF transition. Truthfully, Tracey Beckley did all the work and GEFCo just rode her coattails. She designed and implemented a set of workshops that helped faculty work through the new parts of the GEF and update their syllabi to the new GEF standard. These workshops were available both in person and online. GEFCo contacted some of the GEC faculty and invited them to come to the workshops, which will continue over the summer and into the fall. GEFCo's role in this was to work with the Registrar to get a list of relevant courses/instructors, and reach out to those departments to invite the instructors to participate. Overall, GEFCo worked to help create and run a set of workshops to help instructors transition from the GEC to the GEF.

5. At the tail end of the year, GEFCo worked on two other issues related to the GEC-to-GEF transition. First, given that GEFCo will soon be back in the business of reviewing new applications to be in the GEF, we thought that some sort of mission statement or guiding document would help establish give the committee (and instructors) some general ideas of what makes a GEF course (and what doesn't). So, we wrote a set of GEF definitions that will serve as a yardstick for measuring future applications to the GEF. Second, as part of our charge to evaluate the GEF, we also wrote a set of questions for use in the new eSEI system that will be asked of courses in the GEF. These have passed out of committee, but still need to be presented to Executive and the full Senate. But, they will be used for the first set of GEF courses in the fall.

6. In response to a request from administration (VP Day-Perroots), GEFCo has taken on the additional role of categorizing courses that are transferred to WVU. Administration has argued that transfer students need to know in a very short time frame (as few as minutes) how their transcript will transfer to WVU, including which courses are directly equivalent, which courses are GEF-equivalent, which courses just come as open credit, and which courses don't count at WVU. The GEFCo will take on the role of determining which courses are valid for the GEF, and which don't meet the standard. The process by which the GEFCo will do this is still under construction, but this is an additional role for the committee.

7. Finally, I'll note that changes related to "harmonization" have significantly impacted the committee's ability to work. ("Harmonization" refers to the ongoing efforts of WVU to make sure courses taught at all three campuses are roughly equivalent.) This is an issue for administration, but many of the courses taught differently at the different branches of WVU are GEC/GEF courses, and the process of "harmonization" would seem to take priority over the transition from the GEC to the GEF. So, GEFCo's ability to reach out and move faculty through the workshops and transition their courses to the GEF is on somewhat of a hold for the summer and early fall, as those courses are brought into alignment. Once that process finishes, there will be more opportunity to bring courses through the GEF process.

As usual, superlative administrative support came from Judy Hamilton. As in previous years, the committee would like to express its sincere gratitude to Judy for her efforts in maintaining accurate records of GEFCo/GECO actions, maintaining ongoing communication with the other Senate committees and the Office of the University Registrar (OUR), and generally being an institutional memory to help us understand what we've forgotten to do.

Goals for 2016-2017

Moving forward, in the next academic year GEFCo will need to further help faculty transition to the new GEF via additional workshops. As we are at the beginning of this process, there will need to be tweaking of all aspects of the GEF process/procedures, including the application process, the workshops, assessment of the GEF (including the eSEI questions), and generally helping get this new curriculum off the ground.

COMMITTEE OF RETIRED FACULTY 2015-2016 Annual Report

The Committee of Retired Faculty was established by the West Virginia University Faculty Senate to be representative of and advocate on behalf of retired faculty within the shared governance of the University. To this end the Committee is charged with:

- Providing expertise and representation of committees, councils, boards and panels where past experience of retiree status can best benefit the University. In this regard the Committee provides institutional memory relevant to university community.
- Studying and providing recommendations to the Faculty Welfare Committee and Faculty Senate on matters pertaining to retired faculty including alternative retirement patterns and benefits.
- Holding regular programs and sessions on topics of importance and interest to retired faculty, many of which entail retired faculty members' research expertise.
- Continuing connections with WVU retired faculty by communicating and eliciting their feedback on issues pertaining to their welfare and university standing.
- Providing two members from the Committee of Retired Faculty to be voting members of the Faculty Senate and its Faculty Welfare Committee.
- Developing and implementing other programs of interest to retired faculty.
- Providing advocacy on issues affecting retired faculty.

This year the Committee of Retired Faculty held monthly programs at the Heritage Point's Great Room. Programs ranged from Cuba: Historical Episodes, personal observations to "John Philip Sousa: His Life and Marches." A full listing of programs is available upon request. Dates of programs are published via e-mail to retired faculty and refreshments provided thanks to the generosity of the WVU Foundation.

An important initiative this year undertaken by Board of Directors Professor Emeritus Stan Cohen resulted in the following which will be added to section 3.1.4 of the WVU Faculty Handbook.

Emeritus Faculty – (Liability Coverage)

"Some Emeritus Faculty may continue to engage in teaching, research, and service activities at WVU outside of a paid employee status acting on a voluntary basis. When these activities fall within the 'scope of his duties as such' and designated and agreed to by a WVU unit, any professional liability issues that might arise are covered through insurance under the West Virginia Board of Risk Management Policies (BRIM). [Refer to Coverage C.3. Persons Insured (State Liability Policy 2016.PDF).]"

This year saw the turnover of several Board members notably Rudy Filek of Extension who was replaced by Jean Woloshuk (also of Extension). A second opening is currently being filled for the slot vacated by Paul Lewis of the Davis College and will be announced as soon as possible.

In addition, the Committee of Retired Faculty was represented on an informal steering committee to investigate the potential interest of faculty in a WVU retirement community. This initiative was coordinated by Julie Robison, senior advisor to Vice President Weese.

Finally this year, with the assistance of Robin Yorty, an ex-officio member of the Board representing the President's Office, a brochure inviting those faculty who have either retired or are currently in phased retirement to join the Committee of Retired Faculty. A copy of the brochure is attached to this report.

The Goals of the Committee of Retired Faculty for next year include:

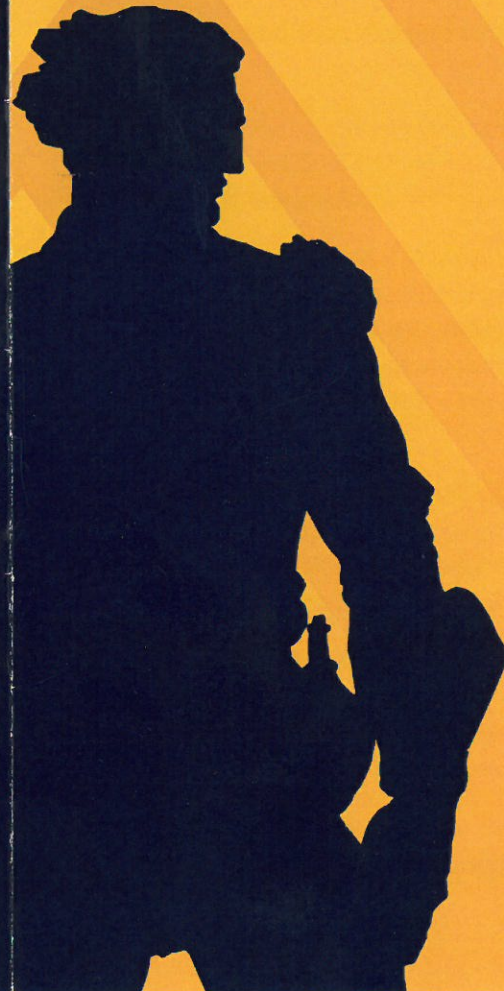
- To identify retired, or those contemplating retirement, faculty & spouses;
- To secure permanent e-mail addresses for retired faculty (available as of 2015);
- To access prospective and recent retirees in order to inform them of the Committee of Retired Faculty;
- To recognize faculty retirees with an event at the Erickson Alumni Center, and a Certificate of Service to WVU, to be held each year;
- To add a list of the retirees on WVU's web site for the academic community;
- To determine the feasibility of providing videotaping of programs offered by the committee of retired faculty for faculty who are not able to attend the presentations;
- To educate faculty on the awarding of the emeritus rank;
- To review policies and procedures;
- To update the Retired Faculty Handbook and provide a web accessible document;
- To prepare for the increasing number of faculty who will be retiring;
- To continue to investigate the establishment of a WVU Retirees Community.

Respectfully submitted on behalf of the Board of Directors by Art Jacknowitz, Professor Emeritus and Committee of Retired Faculty Board of Directors representative to the Faculty Senate.



An Invitation to join the Committee of Retired Faculty

Committee of Retired Faculty
West Virginia University
PO Box 6621
Morgantown, WV 26505-6621



INVITATION TO FACULTY RETIREES

Congratulations on a successful career at West Virginia University! You are invited to join with other retired faculty at events and activities organized by the Faculty Senate Standing Committee of Retired Faculty Governing Board.

The Committee of Retired Faculty was established by the West Virginia University Faculty Senate to be representative of and advocate on behalf of retired faculty within the shared governance of the University

Our mission is to promote camaraderie essential for the enhancement of the social, educational and intellectual environment for the retired faculty.

- To provide advocacy for issues affecting retired faculty;
- To hold sessions on issues of importance and interest to retired faculty and their families.

We come together for monthly educational and social events. Speakers are invited to share their expertise with the group and new speakers and fresh ideas are always welcome.

Activities are open to retired faculty and those currently in phased retirement. Spouses and partners are welcome to participate and are encouraged to continue with the group -even if the retired faculty member passes away.

Partnerships with the WVU Foundation, the WVU Athletic Department (with complimentary tickets to some sporting events) and the Student Recreation Center provide benefits to our members.

Our Committee coordinates its activities with the WVU Retirees Association and the Osher Lifelong Learning Institute. The Committee's activities are managed in accordance with the WVU Faculty Senate.

We hope that you will consider joining us, and we look forward to engaging you with our community.

West Virginia University Committee of Retired Faculty Membership Application

We invite you to complete this application to help us better serve you in your retirement.

Name: _____

Spouse/Domestic Partner _____

Address: _____

Email: _____

Phone Number (Primary): _____

Phone Number (Secondary): _____

Year Retired: _____

School/College and Department: _____

Please mail this application to:
Committee of Retired Faculty
West Virginia University
PO Box 6621
Morgantown, WV 26505-6621

There are no membership fees or dues to participate.

MEMORANDUM

TO: Richard Turton, WVU Faculty Senate Chair

FROM: Hawley Montgomery-Downs, Chair & Emily Murphy, Chair-Elect, WVU Faculty Senate Faculty Welfare Committee (with approval by the FWC on 5/11/16)

SUBJECT: Faculty Welfare Committee Annual Report 2015 – 2016

DATE: May 11, 2016

COMMITTEE MEMBERS:

Hawley Montgomery-Downs, Eberly, Chair	Shine Tu, Law
Emily Murphy, Extension, Chair-Elect	Scott Wayne, Statler
Marie Abate, Pharmacy	Stanley Cohen, Retired Faculty, ex officio
Sam Ameri, Statler	Michael Ibrahim, Academic Leadership Fellow, ex officio
Anne Cronin, Medicine	Arther Jacknowitz, Retired Faculty, ex officio
Bob Dailey, Davis	Lena Maynor, Faculty Senate Chair-elect, ex officio
Asadollah Davari, WVU IT	James Morris, Asst. Vice President, Human Resources, ex officio
Traci Mays, Libraries	Richard Turton, Faculty Senate Chair, ex officio
Litha Sivanadan, Extension	C.B. Wilson, Asst. Provost for Academic Personnel, ex officio

Charge: The Faculty Welfare Committee (FWC) is responsible for reviewing, studying, and making appropriate recommendations to the Faculty Senate for all problems and needs of current and retired faculty.

This year, through diligent work on the part of all members who met for twelve 90-minute in-person committee meetings, the FWC addressed several important issues. The FWC thanks our many ex officio members for providing significant insight and inspiration. In addition, the FWC thanks:

- Dr. Melissa Latimer and Rachel Stoiko, ADVANCE Office, for developing and presenting a comprehensive report of the COACHE Survey results;
- Provost McConnell for accepting our proposal and efficiently advertising for and hiring a faculty Ombudsperson.
- Clement Solomon, Director of Parking, for meeting with the FWC – again – and thanks in advance for everything he'll do toward improve parking across campus in 2016–2017;
- Nidia Henderson, Kim Zaph, Charity Kabaiku, Toni Christian for sharing information about Wellness opportunities across campus...not all of which are available to everyone.
- Staff Council for sending a representative to attend every FWC meeting this year. Most of these issues are common to faculty and staff.

<i>Goal for 2015 – 2016</i>	<i>Status Update</i>	<i>Goal for 2016–2017</i>
Communication		
Establish a website to facilitate information sharing between faculty and FWC	A feedback form on the WFC website was rolled out Jan 2016; One cryptic, anonymous message was received	Advertise the availability of the feedback form on eNews, etc.
Ensure the previously-passed communications resolution is fully implemented	No progress to date.]	Work with Faculty Senate Chair to ensure ongoing implementation of faculty inclusion resolution
Parking		
Form a three-person task force, chaired by a FWC member, to look into parking issues and identify specific actions that will be taken	Meetings with the Parking Director identified recurring issues but immediate resolutions were not available.	Continue to work to develop better and more creative solutions to deal with parking-related issues across campus.

Follow-up with Director Solomon about solutions for parking problems

Faculty Evaluation – Process and Structure

Form a three-person task force, chaired by a FWC member, to look into process and structure of faculty evaluations, with a goal of developing an action plan to simplify the process wherever possible and make it efficient, while ensuring that it is fair	FWC did not need to work on this issue because Asst. Provost Wilson's task force implemented a pilot program to increase efficiency and an opt-out clause for fully promoted Profs.	Encourage additional innovation in P&T processes. Endorse expanding opt-out option to tenured A/Profs currently under consideration by Asst. Provost Wilson's task force
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Tuition Benefits Program

Develop a tuition benefits program proposal that takes into account 2014–2015 survey results and financial constraints	Our proposal was delivered to Asst. Provost Wilson September 2015 and is currently at the Office of the President. Due to possible budgetary cuts, VP Weese has placed this project on hold.	Once the proposal is taken of hold, discuss a possible pilot program that would identify needed information for campus-wide implementation.
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Faculty Ombudsperson

Continue to work with the provost on finalizing guidelines	Our proposal was delivered to Provost McConnell in June 2015. Tom Patrick was appointed to this position in March 2016.	Thank/Congratulate Ombudsperson Patrick and extend an invitation to join FWC as an ex officio member; remain watchful about continuing position
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Other Issues – Staff Support, Classroom Shortages; Physical Facility and Classroom Renovation and Maintenance, Class Sizes, Morale

These were emergent issues during 2014–2015 that were not fully addressed but that should be part of ongoing discussion toward development of appropriate action plans	Melissa Latimer and Rachel Stoiko presented results of the COACHE survey on 11/11/15. While there are many issues they are heterogeneous across colleges. Drs. Latimer and Stoiko will share results with every Dean	Follow-up with Dr. Latimer to determine whether any changes to address faculty unhappiness have been implemented following her report to the Deans Remain vigilant about not losing critical resources due to financial cutbacks/restructuring
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PEIA issues

Continue to obtain updates about efforts to improve or enhance PEIA benefits. This remains an important issue. This committee has worked tirelessly for many years on this issue and remains committed to seek possible improvements to the program	VP Alsop updated FWC on PEIA on 4/13/16. FWC then passed a motion to allow Dr. Tu, now an Academic Leadership Fellow, who will be working with VP Alsop on PEIA policies to keep the FWC informed of any updates and to let the FWC committee know if there is a future need for the committee to help address. FWC will receive updates from Dr. Tu.	Receive regular updates from Dr. Tu and step in to advocate for changes that are within the purview of the FWC
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ISSUES EMERGENT IN 2015–2016

Develop a compendium of Wellness resource information for faculty. It turns out these are NOT equally distributed across campus. Dave and Colleen Harshbarger shared Wellness information with the FWC on 9/23/15

A list of resources and web links for upload to the FWC website was delivered to Chair-elect Maynor in April 2016; Add to this site as needed and ensure links stay accurate; Raise awareness of site

Nidia Henderson, Kim Zaph, Charity Kabaiku, and Toni Christian presented updates on PEIA and WVU wellness opportunities; Toni and Kim were subsequently invited and presented at Senate meeting

Maintain contact with WVU offices to improve and raise awareness about Wellness opportunities

Dr. Cohen discovered that West Virginia Board of Risk Management Policies (BRIM) liability coverage information for retired faculty and campus guests is not widely known and should be added to the Faculty Handbook; Language was developed and Assc. Provost Wilson informed the FWC on 5/11/16 that the language was approved by Legal and that it will

Follow-up with Legal regarding language; ensure that the process for adding FWC- and Legal-approved language to Faculty Handbook is initiated and completed

ISSUES EMERGENT FOR 2016–2017

Childcare resources for faculty/staff (prioritization at WVU Center)

Continue to monitor issues for faculty that will allow them to be efficient and effective in their jobs. There are ongoing concerns from faculty about increased workload and work expectations.

In the light of budget cuts, FWC committee will continue to monitor and seek ways to increase morale amongst faculty as well as staff.

MISC.

- There is no longer a Summer Deferred Payment Program for spreading 9-month salaries over 12 month

May 11, 2016

ANNUAL REPORT — Faculty Senate Research & Scholarship Committee

TO: Richard Turton, WVU Faculty Senate Chair
WVU Senate Executive Committee

FR: Michael Ibrahim, Chair, WVU Research & Scholarship Committee
(With approval by the R&S Committee on 5/11/16)

The Research & Scholarship Committee is charged with engaging in matters pertaining to the University's mission concerning research, scholarship, and creative activity. The primary task of the Committee is the evaluation of faculty applications for internal grant support. Additionally, as part of the Faculty Senate, the Committee serves as a faculty representation in the discussion and development of new procedures regarding internal funding.

The Committee membership for this cycle included chair-elect Trevor Harris (Eberly), Melanie Clemmer (Medicine), Elaine Eschen (Statler), Edgar Fuller (Eberly), Erik Herron (Eberly), Stan Hileman (Medicine), Bingyun Li (Medicine), Duncan Lorimer (Eberly), Mikylah McTeer (CCA), Michelle Moore (CEHS), Jennifer Orlikoff (Eberly), Lizzie Santiago (Statler), Jingxin Wang (Davis), Joshua Woods (Eberly), Melanie Page (Associate Vice President for Research, ex-officio), Provost's Office (ex-officio), the Director of Sponsored Programs (ex-officio), and me as chair, Michael Ibrahim (CCA).

In coordination with the Office of the Provost and WVU Research, a plan with several changes to the internal funding procedures was made in the 2014-15 year, and was successfully implemented this cycle. These changes included the consolidation of funds into a larger pool for improved allotment, a new program to promote the hosting of academic conferences, a restructuring of deadlines, and a streamlined online application procedure.

A numerical summary of the 2015-16 grant applications is as follows:

Research & Scholarship Advancement (RSA) Grants

	Total	Funded	Pool
Overall	67	21	\$311,843.68
SEED	40	9	\$154,332.68
Scholarship	27	12	\$157,561.00

Travel Grants

	Total	Funded	Pool
2015-16	474	437	\$348,885.58
Fall	271	259	\$210,761.70
Spring	203	178	\$138,123.88

Travel funding supported faculty activity at leading national and international conferences, symposiums, and events. A few example titles of successful RSA Grants proposals include:

A Radically Democratic Response to Global Governance: Dystopic Utopias
(Public Administration)

Electrolysis as an Adjunct Treatment in Postoperative Orthopaedic Implant Infections
(Orthopaedics)

The Impact of Competition and Cooperation Network Positions on Imitation and Innovation
(Management Information Systems)

Resilient Techniques for Intelligent Malware Detection
(Computer Science & Electrical Engineering)

Travel Grants were reviewed by the Research & Scholarship Committee (fall applications) and the Service Committee (spring applications). Associate VP for Research, Melanie Page, suggested that the review of Travel Grants in the next academic year take place solely through the Research Office to reduce the Committees' work. The view of the R&S Committee and the Service Committee (Rebecca Fint-Clark, Chair) was to maintain the current procedure, having faculty-based committees review the Travel Grants. The Committees were willing to be a part of the travel oversight process, and appreciated Dr. Page's insight and organization into the delivery of these internal funding programs.

In combining the Travel and Faculty Development funding pools this year, and in having two application deadlines, there was a higher number of total Travel Grant applications than last year which, in turn, exceeded our allotted pool of \$275K by \$73K. The Committee decision, by a slight majority, was to preserve the funding of all successful Travel Grant applications by funding a smaller number of RSA Grants. The dominant perspective was to support the broader faculty travel needs. In doing so, our RSA Grant pool was reduced by 28% from a \$400K allotment to \$312K. A discussion of soliciting the Office of the Provost for additional funding did take place. The topic was withdrawn after determining that the total funds requested by the successfully rated RSA Grants proposals fell within our remaining pool.

Each RSA Grant was reviewed by three committee members (a primary, secondary, and outside member). Each committee member reviewed 13-14 grants. The Committee used the existing scoring rubric that is posted on the WVU Internal Grants website. The Committee used both a Z-score and an average-score rating system in the analysis preliminary to discussion. Discussion was primarily focused on the applications with outlier ratings and those whose aggregate ratings were near the boundaries of the funding pool.

The Committee approved two notable changes for the following academic year:

1. Conference travel funding is to be capped within the RSA Grant program at the same amount allowed in the Travel Grant program (\$800 domestic and \$1000 international). This adjustment is to be made clear on the WVU Internal Grants website.

2. Members of the Research & Scholarship Committee are not permitted to apply for an RSA Grant in an academic year while serving on the Committee. This measure aligns with procedures in place in federal granting agencies.

Less significant changes for next year include a short required abstract (200-word maximum) to be included in the application; to further emphasize on the grants website that proposals are reviewed by a committee comprised of members with broad-based disciplines; the recommendation that the chair of the committee serve as a past-chair for one year to maintain continuity; and the creation of a chair handbook. In the next meeting, in early September, the Committee will discuss refining the RSA rubric and the possible implementation of separate SEED/Scholarship rubrics; as well as the examination of the points system based upon rank and previously awarded grants.

Our internal grant programs are an important investment in support of our faculty's research and scholarship. If you or your departments have questions about the grant applications, the review process, or the work of this committee, please contact me at 304-293-4519 or Michael.Ibrahim@mail.wvu.edu.

Respectfully submitted,



Michael Ibrahim

WVU Faculty Senate Service Committee Report 2015-16
Submitted by: Becca Fint-Clark, Committee Chair

Committee Charge: The Service Committee shall evaluate proposals competitively submitted for support by Senate Service Funds and shall make recommendations concerning the service mission of the University as deemed appropriate.

2015-16 Committee Members:

Rebecca Fint-Clark, Extension, Chair
Randy Bryner, Medicine, Chair-elect
Elaine Bowen, Extension
Thomas Brindock, Dentistry
Linda Corum, Medicine
Karen Haines, CEHS
Virginia Kleist, B&E
Marlon Knights, Eberly
Ashley Martucci, CEHS
Lori Ogden, Eberly
Martha Yancey, Libraries

2016 Report:

- Committee members were charged with reviewing faculty travel grants during the second cycle. This was to alleviate the research committee having to review travel grants during both cycles. Committee members reviewed and provided feedback on assigned faculty travel grants.
- Committee members reviewed WVU Grants for Community Engagement and met to decide on funding for grants. Eighteen grant applications were received and a total of \$147,290.70 was requested. Discussion and deliberation occurred and a total of \$64,534.00 was distributed to the following grant requests either fully or partially:
 - “Behind and Beyond Bars”- Mark Brazaitis, Eberly College
 - “Solutions to food access for the elderly in Preston County”- Lauri Andress, Public Health
 - “WVU Junior Math Club”- Casian Pantea, Eberly College
 - “Source-water protection, hydrogeology and community engagement in the Indian Creek Watershed, Monroe County, WV”- Dorothy J Vesper, Eberly College
 - “Summer Visual Arts Academy/Afterschool Arts Pilot”- Terese Giobbia, College of Creative Arts
 - “Summer Institute for Food Justice: Cultivating Community Research for Food Access and Equity”- Dr. Bradley Wilson, Eberly College
 - “Evaluating the effectiveness of Trauma-Focused Cognitive Behavior Therapy in Monongalia County Schools”- Amy Herschell- Eberly College
 - “Promoting Civic Engagement, Critical Thinking & the Science of Photography with Photovoice”- Julie Tritz, Extension
 - “The Value of Expressive Writing on Quality of Life and Facilitating Advance Care Planning: A guided exercise for patients with lung and colon cancer”- Renee Nicholson, Eberly College
 - “4-H Voices of History: A 4-H Youth Engagement Project”- Margaret Miltenberger, Extension

- “WVU Summer Dance Academy” - Yoav Kaddar, College of Creative Arts

Goals:

- Continue to review, discuss, and disseminate funds for future West Virginia University Community Engagement internal grants.
- Educate and recruit fellow faculty and staff members on the public service grant applications and process, to ensure that requests are being sent in. This will ensure that the grants remain competitive.
- Plan and promote service projects among faculty senators to be carried out before or during meetings including food drives, winter clothing drives, etc. and a potential large scale WVU faculty service project.

Special Recognition:

The Service Committee would like to thank Linda Corum for her continued service to the committee. She has been a member of the committee for many years and we appreciate her positive feedback and hard work in the name of service to West Virginia University.

May 11, 2016

To: Richard Turton, Chair, Faculty Senate

From: Heather J. Billings, Chair, Teaching and Assessment Committee

RE: Teaching and Assessment Committee Annual Report 2015-2016

Charge:

The Teaching and Assessment Committee will:

- (a) Maintain and revise the evaluation instrument (SEI) that students will complete to evaluate instruction for a wide variety of courses and instructional methods;
- (b) Make recommendations for the analysis and use of SEIs;
- (c) Initiate and make recommendations for documentation of teaching effectiveness;
- (d) Make recommendations to the Teaching Learning Commons as to faculty needs related to instructional and assessment processes;
- (e) Collaborate with the General Education Curriculum Oversight Committee, the Senate Curriculum Committee, the Assessment Council, and the Graduate Council to recommend practices for course and curricula assessment methods;
- (f) Address in a timely fashion other issues pertinent to Teaching and Assessment.

Report and Goals for 2016-2017:

The TAC's primary assignments in the 2015-2016 academic year were to finalize selection of a commercial product to transition SEIs to electronic surveys and replace the in-house system that was being retired, finalize the questions to be included on the SEIs, run a pilot test of the new system, and rollout the system university-wide.

The product Blue from the vendor Explorance was selected after a series of product demonstrations from multiple vendors meeting our system requirements over the summer of 2015. Over the Fall 2015 semester, the system was set up by ITS. Concurrently, the final set of instructor-selectable questions was prepared by the TAC and reviewed with a small group of students to ensure their interpretation of the meaning of the questions was consistent with our intentions. This group of students suggested some additional questions. Wording of some of the fixed questions was modified to fit within the format of the survey tool.

A group of faculty volunteers were identified to run a pilot of the Blue system in Fall 2015. These included 30 instructors, 81 courses, and 4047 students enrolled in the courses. The overall response rate to the surveys was 63.83%. In that same semester, the in-house eSEI response rate was 47.23%, and the paper survey response rate 72.28%.

Students and faculty participants were surveyed on issues impeding response rates. On a technical side, not all students received the emails regarding the survey

availability. The main concerns raised, however, were the length of the survey, especially when scrolling through the survey on a mobile device such as a smart phone. Prior to rollout for the Spring 2016 semester, the following modifications were made:

- 1) Rearranged the survey questions so the ones used for P&T decisions were presented earlier in the event of partially completed surveys.
- 2) Dean level questions were eliminated; they had become mostly redundant with the new survey questions.
- 3) Remove the comment boxes after each section, and maintain only a general comment section at the end.
- 4) Access would be available through eCampus in the Spring semester, which was not possible during the pilot due to selection of only a subset of courses.
- 5) Forced submission of partially completed surveys at the closing of the evaluation period; in the pilot, students not clicking “submit” at the end did not have their surveys submitted.

Due to the time required to train Help Desk staff, the full rollout of Blue was done for courses ending after Spring Break 2016; half-semester courses ending prior to March 28 had the option to use Blue or the old system.

When Blue was used in the Spring 2016 semester, the overall response rate was 56.5% after “in progress” reports were submitted by the system, and 55.4% submitted by students using the “submit” button to complete the survey. Students informally asked about the survey reported tiring of answering questions when it was used across all courses. This is most likely an indication the survey remains too long in the context of completing the SEIs for all courses, as opposed to those who only completed them for one course during the Fall pilot. This is an area in which the TAC should continue to work over the 2016-2017 year to further reduce the number of questions. It is also recommended that the TAC solicit feedback from faculty and students to develop “best practices” for faculty to obtain the best response rates.

During the period of implementation in the Fall semester, the Help Desk received 276 calls related to the new SEI, compared with 196 calls during the Fall 2015 semester when the old SEI was still in use. An increase in calls for assistance in using a new product was expected. The majority of these calls were for basic assistance, such as navigating the system. One system bug was identified that prevented instructors from previewing their user-entered questions, which Explorance was notified about and will be working to fix prior to the next semester of use. Another issue identified were courses that traditionally do not use SEIs, such as dissertation credit classes, were included. The TAC will work with departments to identify a list of courses for which SEIs should not be included in order to avoid the necessity of faculty opting out, which added a small workload burden to the faculty responsible for these courses.

Other issues raised during the transition to the new SEI, which were not directly related to the format, but more general concerns regarding SEIs in general were:

- 1) Research studies suggest gender biases, and possibly age biases, occur in SEIs, which may negatively impact female faculty using SEIs as documentation of teaching effectiveness for P&T, merit raises, and/or teaching awards. The new system has the capability to sort data on numerous fields, and it is recommended that now that the system is being used, the TAC assess the extent of gender bias occurring in SEIs at WVU, and develop a plan that ensures equity in use of the SEIs.
- 2) Numerous faculty expressed concerns regarding the exclusive use of SEIs for assessing teaching effectiveness in their units, as well as using only a small subset of the questions rather than the entirety of the report. Once issues with the implementation of the new SEI are addressed, the TAC can shift focus to developing and offering other methods of assessment of teaching effectiveness, such as peer or chair evaluation, syllabus review, and student performance/preparedness in sequenced courses when applicable.
- 3) In addition to concerns regarding the exclusive use of SEIs for evaluation, faculty also expressed concerns that poor evaluations were used punitively, such as to deny promotion, rather than constructively, such as to identify teaching deficiencies and provide faculty development to improve those areas. This is primarily within the purview of the Teaching and Learning Commons, yet the TAC may consider working collaboratively with them to ensure SEIs are used to improve teaching at the university.

At the time of this report, the data on the Spring Semester SEIs was not yet available to assess whether faculty ratings increased, decreased, or remained similar to previous years using the paper SEI. This data will be analyzed to make recommendations on comparisons of instructor teaching effectiveness measured using the new vs. old formats.

Annual Report

2015-16 Committee on Committees, Membership and Constituencies

Members

Chair, Lisa DiBartolomeo, (ECAS)

Chair-Elect, Virginia Kleist (B&E)

Carolyn Atkins, (CEHS)

Michael Mays (ECAS)

Denis Scott, (EXT)

Ex officio Alan Stolzenberg, (ECAS), Faculty Senate Secretary

Ex officio Richard Turton, (SCEMR), Faculty Senate Chair

Ex officio Lena Maynor (PHARM), Faculty Senate Chair-elect

Ex officio Jennifer Orlikoff (ECAS), Faculty Senate Past Chair

Committee Charge

The charge of the Committee on Committees, Membership and Constituencies (CoC) is to:

- secure capable committee members and committee chairs who have experience on their respective committees and to achieve a balance between senior and junior faculty members and among the various schools and colleges, and;
- review and report to the Senate upon the constituencies to be represented within the University Assembly.

Accomplishments for 2015-16

Composition of Senate Committees for the academic year 2016-2017

- Faculty senators were polled regarding their willingness to serve and participate on the various Senate committees. Using this information and any additional volunteers made known to the CoC, the make-up for all Senate committees under the control of the CoC was determined. The CoC is responsible for providing names of faculty senators and faculty members for each committee. It should be noted that, in keeping with previous committee assignments, faculty senators may be substituted for faculty members. Often, such substitution is necessary in order to ensure committee leadership for the following year.
- With assistance from the Faculty Secretary's Office, the Chair of the CoC developed a new version of the spreadsheet to assist members in populating committees. The new format includes individuals who noted via electronic polling their willingness to serve on various committees; the names of all senators including those recently elected; senate terms; college/unit affiliations; length of previous senate service (if any); and email addresses.
- The results for the composition of the committees are presented on the following pages. Please note that Faculty Senators are denoted by the year in which their term ends.
- The Faculty Secretary will contact the SGA President to request a list of appointees for committees on which students serve and will forward that information to the appropriate committee chairs. From that point, the

committee chair will contact the student members with regard to meeting dates and responsibilities.

- The chair of each committee will contact the leader of the appropriate constituency (e.g., Registrar's Office, Provost's Office, etc.) to request names of the ex-officio appointee/s and will contact the appointees with regard to meeting dates and responsibilities.

Goals for 2016-2017

- Discuss and clarify procedures for selecting candidates whose names will appear on the ballot for the Senate Executive Committee and determine if substantive Senate committee work should be required of those interested in serving
- Discuss and clarify the role of ex officio members and their rights to vote on Senate committees. (According to the Senate constitution, "students and non-University persons may be asked to serve on appropriate committees as ex-officio members without vote." According to Roberts Rules of Order, ex-officio members are voting members.)

Committee on Committees, Membership, and Constituencies 2016-2017 3, 2, 0, 0, 4
Committee Charge

The Committee on Committees, Membership and Constituencies is to:

1. secure capable committee members and committee chairs who have experience on their respective committees and to achieve a balance between senior and junior faculty members and among the various schools and colleges, and;
2. review and report to the Senate upon the constituencies to be represented within the University Assembly.

Virginia Kleist, Chair (B&E, 2017), Virginia.Kleist@mail.wvu.edu
 Lesley Cottrell, Chair-Elect (SOM, 2018), lcottrell@hsc.wvu.edu
 Robert Bastress (Law, 2019), Robert.Bastress@mail.wvu.edu
 Sandra Elmore (WVUIT), Sandra.Elmore@mail.wvu.edu
 Becca Fint-Clark (EXT, 2017), Becca.Fint-Clark@mail.wvu.edu
 Jennifer Merrifield (PSC, 2017), Jennifer.Merrifield@mail.wvu.edu

Ex-Officio (4)

Alan Stolzenberg, Faculty Secretary (ECAS), astolzen@wvu.edu
 Lena Maynor, Senate Chair (SOP), lmaynor@hsc.wvu.edu
 Richard Turton, Past Senate Chair (SCEMR), Richard.Turton@mail.wvu.edu
 Matthew Valenti, Senate Chair-Elect (SCEMR), Matthew.Valenti@mail.wvu.edu

Curriculum Committee 2016-2017 4, 10, 0, 0, 3
 Committee Charge: The Curriculum Committee is to review and approve specific proposals and curricula changes from the course to the program level.

Senators

Matt Valenti, Co-Chair (CEMR, 2018), Matthew.Valenti@mail.wvu.edu
 Karen Haines, Co-Chair (CEHS), Karen.Haines@mail.wvu.edu
 Kim Floyd, Chair-Elect (CEHS, 2018), Kim.Floyd@mail.wvu.edu
 Susan Arnold (LIB), Susan.Arnold@mail.wvu.edu
 Ednilson Bernardes (B&E, 2018), esbernardes@mail.wvu.edu
 Sheri Chisholm (PSC), Sheri.Chisholm@mail.wvu.edu
 Anne Cronin (SOM), acronin@hsc.wvu.edu
 Elaine Eschen (SCEMR, 2019) emeschen@mail.wvu.edu
 Amy Funk (SOD), afunk@hsc.wvu.edu
 Terese Giobbia (CCA), tegiobbia@mail.wvu.edu
 Dennis Ruscello (CEHS, 2017), Dennis.Ruscello@mail.wvu.edu
 Kenneth Ryan (ECAS, 2019), kjryan@mail.wvu.edu
 Jennifer Steele (ECAS), Jen.Steele@mail.wvu.edu
 Michael Strager (Davis), Michael.Strager@mail.wvu.edu
 Alcinda Trickett-Shockey (SOD, 2018), akshockey@hsc.wvu.edu
 Ralph Utzman (SOM, 2017), rutzman@hsc.wvu.edu

Sue Day-Perroots, Associate Provost
 Oliver Street, Associate Registrar

Faculty Welfare Committee 2016-2017

5, 5, 0, 0, 5

Committee Charge: The Faculty Welfare Committee is responsible for reviewing, studying, and making appropriate recommendations to the Faculty Senate for all problems and needs of current and retired faculty.

Emily Murphy, Chair (EXT, 2017), Emily.Murphy@mail.wvu.edu
 John Connors, Chair-Elect (SOM, 2018), jconnors@hsc.wvu.edu
 Marie Abate (SOP, 2017), mabate@hsc.wvu.edu
 Samuel Ameri (SCEMR, 2019), Samuel.Ameri@mail.wvu.edu
 Anne Cronin (SOM), acronin@hsc.wvu.edu
 Asad Davari (WVU IT, 2017), Asad.Davari@mail.wvu.edu
 Traci Mays (Library), Traci.Mays@mail.wvu.edu
 Hawley Montgomery-Downs, Chair, (ECAS, 2019), Hawley.Montgomery-Downs@mail.wvu.edu
 Litha Sivanandan (Ext), Litha.Sivanandan@mail.wvu.edu
 Shine Tu (Law, 2018), Shine.Tu@mail.wvu.edu
 Scott Wayne (SCEMR), Scott.Wayne@mail.wvu.edu

Ex-Officio (5)

Faculty Senate Chair-Elect
 Retired Faculty (2)
 Staff Welfare Committee
 Vice President for Human Resources

General Education Curriculum Oversight Committee 2016-2017

5, 8, 0, 1, 2

Committee Charge

The General Education Foundations Committee (GEFCo) will:

1. Review applications for new GEF courses and existing GEF courses;
2. Produce resources and educational opportunities to support the GEF and institutions to develop appropriate WVU Learning Goals;
3. Collaborate with other committees and any relevant administrative bodies on Outcomes Assessment of the GEF and other relevant assessment issues;
4. Address in a timely fashion any other issues pertinent to the success of the GEF;
5. Collect course-level assessment of the GEF as part of the application and review process;
6. Evaluate periodically national trends in general education and best practices, and implement changes as needed.

Lisa Di Bartolomeo, Chair (ECAS, 2017), Lisa.DiBartolomeo@mail.wvu.edu

Nathalie Singh-Corcoran, Chair-Elect (ECAS, 2019), Nathalie.Singh-Corcoran@mail.wvu.edu

Robert Brock (SOM, 2017), rwbrock@hsc.wvu.edu

Lesley Cottrell (SOM, 2018), lcottrell@hsc.wvu.edu

Abra Elkins (SOM), aelkins@hsc.wvu.edu

David Hauser (ECAS, 2017), David.Hauser@mail.wvu.edu

Kristen Matak (Davis), kematak@mail.wvu.edu

Jennifer Merrifield (Potomac State, 2017), Jennifer.Merrifield@mail.wvu.edu

Melissa Morris (Statler), Melissa.Morris@mail.wvu.edu

Beth Nardella (SOM), bnardella@hsc.wvu.edu

Gayle Neldon (CEHS), Gayle.Neldon@mail.wvu.edu

Kaushlendra Singh (Davis), Kaushlendra.Singh@mail.wvu.edu

Li Wang (B&E), Li.Wang@mail.wvu.edu

Students (1)

Elizabeth Barnhart, eabarnhart@mix.wvu.edu

Ex-Officio (2)

Matthew Valenti, Senate Chair-Elect

Sue Day-Perroots, Associate Provost

Oliver Street, Associate Registrar

Library Committee 2016-2017

2, 4, 0, 2, 3

Committee Charge: The Library Committee has advisory responsibility for the formulation of Library policies and procedures in circulation, collection development, instructional services, research services, funding, and keeps the University Senate informed regarding current library issues and concerns.

Kelley Gannon, Chair (SOM, 2018), kgannon@hsc.wvu.edu

Amy Burt, Chair-Elect (SOM, 2018), aburt@hsc.wvu.edu

Sammy Lee (Reed, 2018), Sang.Lee@mail.wvu.edu

Lynne Maxwell (Law), Lynne.Maxwell@mail.wvu.edu

Evan MacCarthy (CCA), Evan.Maccarthy@mail.wvu.edu

Jason Manning (ECAS), Jason.Manning@mail.wvu.edu

Students (2)

Faculty Secretary requests names appointed by President of SGA

Ex-Officio (3)

Dean of Libraries

Senior Senator, Libraries

Representative, Provost's Office

Research Integrity Committee 2016-2017

4, 8, 0, 0, 0

Committee Charge: The Research Integrity Committee is to serve on hearing panels to evaluate issues of research integrity on an as-needed basis.

Richard Turton, Chair, (SCEMR, 2017), Richard.Turton@mail.wvu.edu

John Connors, Chair-Elect (SOM, 2018), jconnors@hsc.wvu.edu

Dean Bonsall (SOM), bonsalld@hsc.wvu.edu

Asad Davari (WVU IT, 2017), Asad.Davari@mail.wvu.edu

Daniel Eades (EXT), Daniel.Eades@mail.wvu.edu

Barbara Hengemihle (LIB, 2017), Barbara.LaGodna@mail.wvu.edu

Duncan Lorimer (ECAS), Duncan Lorimer@mail.wvu.edu

Bignyun Li (SOM, 2019), bli@hsc.wvu.edu

Mikylah McTeer (CCA), Mikylah.McTeer@mail.wvu.edu

Mark Nigrini (B&E), mjigrini@mail.wvu.edu

Ian Rockett (SOM, 2018), irockett@hsc.wvu.edu

Joe Prudhomme (SOM), jprudhomme@hsc.wvu.edu

Research and Scholarship 2016-2017

8, 7, 0, 0, 3

Committee Charge: The Research and Scholarship Committee is to study matters associated with maintaining and enhancing the university's environment for research, scholarship, and creative endeavors and make recommendations to the Senate as deemed appropriate. It shall evaluate applications for Senate research fund support.

Trevor Harris, Chair (ECAS, 2018), Trevor.Harris@mail.wvu.edu

Ilkin Bilgesu, Chair-Elect (SCEMR, 2019), Ilkin.Bilgesu@mail.wvu.edu

Gwen Bergner (ECAS, 2019), Gwen.Bergner@mail.wvu.edu

Nick Bowman (ECAS, 2018), Nicholas.Bowman@mail.wvu.edu

Melanie Clemmer (SOM), mcclemmer@hsc.wvu.edu

Alan Collins (Davis, 2019), Alan.Collins@hsc.wvu.edu
 Lesley Cottrell (SOM, 2018), lcottrell@hsc.wvu.edu
 Karen Culcasi (ECAS, 2018), Karen.Culcasi@mail.wvu.edu
 Erik Herron (ECAS), esherron@mail.wvu.edu
 Stanley Hileman (HSC), smhileman@hsc.wvu.edu
 Michael Ibrahim (CCA, 2017), Michael.Ibrahim@mail.wvu.edu
 Mikylah McTeer (CCA), Mikylah.McTeer@mail.wvu.edu
 Jennifer Orlikoff (ECAS), Jennifer.Orlikoff@mail.wvu.edu
 Lizzie Santiago (Statler), Lizzie.Santiago@mail.wvu.edu
 Travis Stimeling (CCA, 2018), Travis.Stimeling@mail.wvu.edu
 Joshua Woods (ECAS), Joshua.Woods@mail.wvu.edu

Ex-Officio (3)
 Associate VP for Research
 Representative, Provost's Office
 Director, Sponsored Programs

Service Committee 2016 – 2017 5, 6, 1, 0, 1
 Committee Charge: The Service Committee shall evaluate proposals competitively submitted for support by Senate Service Funds and shall make recommendations concerning the service mission of the University as deemed appropriate.

Randy Bryner, Chair, (SOM, 2018), rbryner@hsc.wvu.edu
 Ashley Martucci, Chair-Elect, (CEHS, 2018), Ashley.Martucci@mail.wvu.edu
 Thomas Brindock (SOD), tnbrindock@hsc.wvu.edu
 Frank DeMarco (B&E), frdemarco@mail.wvu.edu
 Rebecca Fint-Clark (EXT, 2017), Chair, Becca.Fint-Clark@mail.wvu.edu
 Karen Haines (CEHS, 2017), Karen.Haines@mail.wvu.edu
 Barbara Hengemihle (LIB, 2017), Barbara.LaGodna@mail.wvu.edu
 Virginia Kleist (B&E, 2017), Virginia.Kleist@mail.wvu.edu
 Dave McGill (Davis), dmcgill@mail.wvu.edu
 Lori Ogden (ECAS), loogden@mail.wvu.edu
 Jon Wietholter (SOP, 2018), jwietholter@hsc.wvu.edu

Staff (1), Appointed by Staff Council
 Ex Officio (1)
 Representative, Provost's Office

Student Rights and Responsibilities Committee 2016-2017 14, 16, 0, 15, 1
 Committee Charge: The Student Rights and Responsibility Committee is to serve as a panel for review of cases where there may be an alleged violation of the student conduct code and considers and evaluates suggestions for change in the University Code of Student Rights and Responsibilities.

Chad Proudfoot, Chair (EXT, 2019), Chad.Proudfoot@mail.wvu.edu
 Nicholas Bowman, Chair-Elect (ECAS, 2018), Nicholas.Bowman@mail.wvu.edu
 Sam Ameri (SCEMR, 2019), Samuel.Ameri@mail.wvu.edu
 Alison Bass (REED, 2017), Alison.Bass@mail.wvu.edu
 Robert Bastress (Law, 2019), Robert.Bastress@mail.wvu.edu
 Ednilson Bernardes (B&E, 2018), Ednilson.Bernardes@mail.wvu.edu
 Johnna Bolyard (CEHS), Johnna.Bolyard@mail.wvu.edu
 Deborah Boone (Davis, 2017), Debby.Boone@mail.wvu.edu
 Amy Cyphert (ASPIRE), Amy.Cyphert@mail.wvu.edu
 Justin Falcon (SOM), jfalcon1@hsc.wvu.edu
 Parviz Famouri (SCEMR, 2018), Parviz.Famouri@mail.wvu.edu
 Kim Floyd (CEHS, 2018), Kim.Floyd@mail.wvu.edu
 Elizabeth Fones-Wolf (ECAS), efwolf@mail.wvu.edu
 Leslie Graebe (CEHS), Leslie.Graebe@mail.wvu.edu
 Steve Hardy (SOM), shardy@hsc.wvu.edu
 Trevor Harris (ECAS, 2018), Trevor.Harris@mail.wvu.edu
 Helen Hartnett (ECAS), Helen.Hartnett@mail.wvu.edu
 David Hauser (ECAS, 2017), David.Hauser@mail.wvu.edu
 Barbara Hengemihle (LIB, 2017), Barbara.LaGodna@mail.wvu.edu
 Bernard Jones (CEHS), Bernard.Jones@mail.wvu.edu
 James Kotcon (Davis), James.Kotcon@mail.wvu.edu
 Duncan Lorimer (ECAS), Duncan.Lorimer@mail.wvu.edu
 Mikylah McTeer (CCA), Mikylah.McTeer@mail.wvu.edu
 Kristina Olson (CCA), Kristina.Olson@mail.wvu.edu
 Elizabeth Post (EXT, 2018), Liz.Post@mail.wvu.edu
 Ann Richards (CEHS), Ann.Richards@mail.wvu.edu
 Christine Schimmel (CEHS, 2019), Chris.Schimmel@mail.wvu.edu
 Jacqueline Speir (ECAS), Jacqueline.Speir@mail.wvu.edu
 Abhishek Srivastava (B&E), Abhishek.Srivastava@mail.wvu.edu

Teaching and Assessment Committee 2016-2017

6, 6, 0, 0, 4

Committee Charge

The Teaching and Assessment Committee will:

1. Maintain and revise the evaluation instrument (SEI) that students will complete to evaluate instruction for a wide variety of courses and instructional methods;
2. Make recommendations for the analysis and use of SEIs;
3. Initiate and make recommendations for documentation of teaching effectiveness;
4. Make recommendations to the Teaching Learning Commons as to faculty needs related to instructional and assessment processes;
5. Collaborate with the General Education Curriculum Oversight Committee, the Senate Curriculum Committee, the Assessment Council, and the Graduate Council to recommend practices for course and curricula assessment methods;

6. Address in a timely fashion other issues pertinent to Teaching and Assessment.

Evan Widders, Chair (ECAS, 2018), Evan.Widders@mail.wvu.edu
David Hauser, Chair-Elect (ECAS, 2017), David.Hauser@mail.wvu.edu
Heather Billings (SOM, 2018), hbillings@hsc.wvu.edu
Ordel Brown (SCEMR), Ordel.Brown@mail.wvu.edu
Diana Davis (SOM, 2018), dmdavis@hsc.wvu.edu
Adam Komisaruk (ECAS), Adam.Komisaruk@mail.wvu.edu
General Hambrick (CCA), gmhambrick@mail.wvu.edu
KangMo Ku (Davis), Kangmo.Ku@mail.wvu.edu
Ashley Martucci (CEHS, 2018), Ashley.Martucci@mail.wvu.edu
Ashlee Sowards (Dentistry, 2017), asowards@hsc.wvu.edu
Abhishek Srivastava (B&E), Abhishek.Srivastava@mail.wvu.edu
Rachel Stein (ECAS), Rachel.Stein@mail.wvu.edu
Melissa Ventura-Mara (Davis), Melissa.Marra@mail.wvu.edu

Ex Officio (4)

Representative, Office of the Provost
Representative, Health Sciences Center
Representative, Academic Innovation
Representative, OIT

WEST VIRGINIA UNIVERSITY

FACULTY CONSTITUTION

Preamble

Traditions of the academic community in general and of West Virginia University in particular demand that the faculties of the colleges, schools, and divisional campuses of West Virginia University participate fully in the governance of the University. It is recognized that legal authority to guide and regulate the University is vested by the West Virginia Legislature in the Higher Education Policy Commission and the Board of Governors through the President of the University. Campus Provosts at Potomac State College of WVU and the WVU Institute of Technology report to the President of the University through the Provost and Vice President for Academic Affairs. It is recognized that the faculties of the divisional campuses of WVU will pursue their own governance as needed, consistent with University policies and practices, but will be represented in the Faculty Senate. It is further recognized that as a corollary of academic freedom, the faculty has a responsibility for guiding the academic pursuits of the University as well as for guiding the academic pursuits of each campus, college, school, or their equivalent in the University. The University faculty acknowledges responsibility to communicate its views on matters bearing upon the academic program to those exercising legal authority over the institution. To that end, this Constitution is established to facilitate a meaningful flow of information and to further understanding among the faculty, administration, students, and staff; and to assist the President and the governing and policy boards in developing University policy.

Article I

The University Assembly

1. Composition

- a. The University Assembly shall include those faculty employed full time by West Virginia University, those who report to an academic Dean, and those who perform activities responsive to the academic obligation of the University. Voting members of the University Assembly shall include:
 - All tenured and tenure-track faculty with the title of Instructor and above;
 - Librarian-track faculty;
 - Clinical-track faculty;
 - Non-tenure-track faculty with titles bearing the prefix of "Teaching," "Research," or "Clinical," with the title of Lecturer and above; and
 - Faculty equivalents or academic professionals (FEAPS) who are in academic units.
- b. Fully retired faculty shall be represented in the University Assembly by a University-recognized committee of retired faculty. Two representatives of this committee of retired faculty who are former full-time WVU faculty members shall be voting members of the University Assembly. No

other retired faculty members are considered voting members of the University Assembly, and these other retired faculty shall not be included for purposes of determining quorum.

2. Functions

- a. The voting members of the University Assembly shall elect Senators to represent constituent groups as provided in this Constitution.
- b. Members of the University Assembly may express, by formal resolution, their opinion on any question relating to policy or administration of the University.
- c. Any action of the Senate must be reconsidered by that body, if within three weeks after distribution of the minutes reporting such action, petitions submitted by at least five percent (5 %) of the voting members of the University Assembly and stating reasons for objection to the Senate action are filed with the Faculty Secretary. If the Senate reaffirms the action so challenged, the issue must be submitted, along with appropriate documents summarizing the opposing views, to the University Assembly. The majority of ballots received by the Faculty Secretary by a specified deadline will decide the issue.

3. Regular Meetings

The University Assembly shall hold one regular meeting during each academic year (typically on the second Monday of October) at which time the President shall report in detail on the state of the University. The President may make such recommendations to the University Assembly and call such problems to their attention as the President deems pertinent to its responsibility as a faculty. There shall be free discussion of any subject relating to the policy or administration of the University until such time as a majority of the voting members present pass a motion to limit discussion.

4. Special Meetings

Special meetings of the University Assembly may be called by the President of the University or the Faculty Senate Chair or by petition to the Faculty Senate Office of five percent (5 %) of the voting members of the University Assembly.

5. Presiding Officer

The Chair of the Faculty Senate shall serve as the Chair of Faculty and shall preside over the University Assembly. In his/her absence, the Faculty Senate Chair-Elect shall preside.

6. Parliamentarian

The Senate Parliamentarian shall serve as the Parliamentarian of the University Assembly.

7. Notice of Meetings

Except in case of an emergency, the Faculty Senate Office shall notify members of the University Assembly at least seven (7) calendar days in advance of the date of a regular or special meeting.

8. Procedural Rules

Meetings of the University Assembly shall be conducted according to Robert's Rules of Order. A quorum for purposes of passing binding motions and resolutions shall be twenty-five percent (25 %) of voting members of the University Assembly, participating at locations designated by the Executive Committee, and linked by electronic media through which participants can hear each other and be heard if recognized. The Faculty Senate Office and Faculty Secretary, in co-operation with the Provost's office, shall be responsible for monitoring credentials of participants at each University Assembly to insure the validity of any actions taken therein.

Article II The Faculty Senate

1. Composition

A constituency for the purposes of this Constitution is defined as an academic unit reporting directly to the WVU Morgantown campus, including divisional or satellite campuses. The basic criterion for a constituency is that it shall be under the direction of an administrative officer who is directly responsible to the WVU Provost and Vice President for Academic Affairs or WVU ~~Chancellor~~ ~~Vice President & Executive Dean~~ for Health Sciences. Any group seeking status as a separate constituency shall present a petition signed by twenty-five percent (25 %) of its members to the Committee on Committees, Membership and Constituencies. That Committee shall review that petition and shall within six (6) months recommend to the Senate whether the new constituency should be recognized. The affirmation of a new constituency shall be by not less than two-thirds of the members of the Senate, present and voting.

Comment [1]: Update for new title

2. Review of Constituencies

The Committee on Committees, Membership and Constituencies shall, every three years, review the constituencies then electing members to the Senate. If the committee finds that a constituency is no longer under the direction of an academic officer who is directly responsible to the WVU Provost and Vice President for Academic Affairs or WVU ~~Chancellor~~ ~~Vice President & Executive Dean~~ for Health Sciences, the Committee shall recommend to the Senate that that constituency be abolished, possibly to be incorporated into another constituency. The abolition of a constituency shall be by not less than two-thirds of the members of the Senate, present and voting.

3. Representation

There shall be at least one elected Senate member from each constituency as designated above.

The number of Senators elected from each constituency shall be based upon one elected Senator for each twenty (20) or fraction of twenty (20) members of the University Assembly who are responsible to that particular constituent administrative unit.

4. Role of Senators

Senators must be committed to the importance of faculty governance. As elected representatives of faculty, the Senator's role is to represent the interests of his/her constituency and to communicate those interests to the Senate. Senators also have a responsibility to inform their constituents of Senate activities and decisions and provide for a meaningful flow of information as called for in the Preamble of this constitution. Senators must be prepared to take a leadership role in carrying out the functions of the Senate.

5. Functions

The Senate shall have authority, as the recognized body representing faculty, to recommend general policies to the President and the governing and policy boards with regard to:

- a. Objectives and academic standards for the University, its divisional campuses, and its components;
- b. Addition, modification, and deletion of all academic programs, curricula, and courses; especially with regard to those affecting more than one college, school, or other academic division; the common course numbering system requires that course offerings on all campuses be coordinated through committees of the WVU Faculty Senate;
- c. The organizational structure of the University with reference to academic matters;
- d. Admissions, transfers, scholastic achievement and graduation requirements of the University;
- e. Responsibilities, rights and duties of faculty members, such as standards of appointments and conduct, criteria for tenure and promotion, retirement, academic freedom, salary, and the nature and conditions of their work and all matters of faculty welfare;
- f. Student life, such as standards of conduct, discipline, health, living conditions, organizations, publications, financial aid, and student participation in extracurricular activities and athletics;
- g. University convocations, lectures, entertainment, publications, and radio and television broadcasts;
- h. The academic calendar and the scheduling of classes;
- i. The operation and administration of the libraries;
- j. Equipment and physical facilities;

k. Academic recognition, including honorary degrees – subject, when relevant, to policies and procedures adopted on each of the respective divisional campuses. Procedure: There will be two parts to the discussion of candidates in the Closed Session before a vote. First, the representative of the nominating committee would stand for questions and discussion. Then the nominating committee member shall leave while the Senate discusses the nominees in a Closed Session with only the Senators and Faculty Secretary present. The vote shall be a confidential written ballot.

l. Such other matters as shall be referred to it for study and recommendation.

6. Election of Senators

The Faculty Senate Office with oversight from the Faculty Secretary shall be responsible for the conduct of Senate elections.

a. The Faculty Senate Office shall advise members of each constituency which has an upcoming vacancy or vacancies of their opportunity to nominate candidates not later than February 1st. Candidates for a position on the Faculty Senate may be nominated by one or more colleagues or may be self-nominated. Candidates may write a paragraph of their interests and qualifications to be distributed by the Faculty Senate Office with the election materials if they so desire.

b. On all campuses, elected Senators for each constituency shall be chosen from those nominated under Paragraph a by mail or electronic ballot by the voting members of that constituency, no later than March 15th.

c. ~~The Chair and Chair-Elect of a University-recognized committee of retired faculty, having been elected by the governing board of that committee, will serve as Senators to represent retired faculty in the Senate.~~ Two representatives elected by the governing board of a University recognized committee of retired faculty will serve as Senators to represent retired faculty in the Senate. Typically, those elected would be the Chair and Chair-Elect of the committee of retired faculty. Faculty in phased retirement shall be represented by Senators from their respective constituencies.

7. Continuity

Approximately one-third of the elected Senate members shall be elected each year from each constituency where there is more than one representative. At the first election, which shall be conducted by the existing Senate Executive Committee, one third plus whatever fraction is necessary to round off to a whole number shall be elected for a term of one year; another one third plus the fraction necessary to round off to a whole number shall be elected for a term of two years and the remainder shall be elected for three years except where there are only two representatives, these shall be elected for two and three year terms; and where there is only one representative, he/she shall be elected for a three year term.

8. Term of Senators

Comment [2]: This change permits the Committee of Retired Faculty to choose other Senators if they wish to spread the workload over more committee members.

222
 223 The term of a Senator shall begin on July 1st of the year in which he/she is elected and end on June 30th
 224 of the third year of service. Elected members of the Faculty Senate shall normally serve for a term of
 225 three years and until successors have been elected and have taken office. They shall be eligible to serve
 226 two consecutive full terms but shall then be ineligible for re-election until a period of one year has
 227 elapsed. ~~A term of less than two years shall not be considered a full term for purposes of this provision;~~
 228 ~~a term of two years or more shall be considered a full term for purposes of this provision.~~ The
 229 Committee on Membership and Constituencies may recommend that some Senators be elected for
 230 terms of one or two years in order that, as nearly as possible, an equal number of representatives will be
 231 elected annually within a constituency. ~~Senators who have served five or more years of the previous six~~
 232 ~~years without a one year break in service shall be ineligible for re-election until a period of one year has~~
 233 ~~elapsed. This could occur as a result of serving a full term and being elected to a shortened term or~~
 234 ~~named to fill a vacancy.~~

Comment [3]: This clarifies term limits in some less common situations.

235 9. Vacancies

236
 237
 238 Should a vacancy occur, the nominee of that constituency with the next highest vote in the most recent
 239 election shall be named to serve the remainder of the unexpired term.

240 10. Senate Meetings

241
 242
 243 The Senate shall meet regularly no less than once per month, except in July and August, at a time and
 244 place which it shall establish. Special meetings of the Senate may be held upon call of the Faculty
 245 Senate Chair, or upon written request of ten percent (10 %) of all Senators. An emergency meeting may
 246 be called only on petition of at least twenty-five (25) Senators, by the Faculty Senate Chair, or by the
 247 President of the University.

248
 249 Except in the case of an emergency meeting, the Faculty Senate Office shall notify Senators of any
 250 meetings at least seven (7) calendar days in advance of the date of any such meeting. In case of an
 251 emergency, the Faculty Senate Office shall take all necessary means to notify the members of the
 252 Senate in advance of such an emergency meeting.

253 11. Presiding Officer

254
 255 The Faculty Senate Chair shall preside over the Senate. In the absence of the Chair, the Chair-Elect
 256 shall preside.

257 12. Parliamentarian(s)

258
 259 There shall be ~~a one or more~~ Parliamentarian(s) appointed annually by the Senate Executive Committee
 260 with the consent of the Senate. ~~The Parliamentarian(s) are not required to be members of the Senate, but~~
 261 ~~any Senator appointed as a Parliamentarian shall not lose his or her right to participate and vote in~~
 262 ~~Senate proceedings.~~ The Parliamentarian(s) shall assume office July 1st of each year. The duties and
 263 responsibilities of the Parliamentarian(s) are to advise ~~the Chair on how to apply Robert's Rules of~~
 264 ~~Order on the application of the rules of order~~ to the proceedings of the Senate; ~~to advise committees and~~

Comment [4]: This change recognizes and authorizes the existing practice that was adopted to make it possible to find individuals to serve as Parliamentarian who could accommodate the workload and schedule of meetings in addition to their other duties. It also clarifies the scope of duties.

committee chairs with regard to procedural questions or rules of order; to advise the Senate, or any of its officers or members, with regard to the interpretation of the Constitution, rules, or policies of the Senate; and to perform such other functions as may be designated by the Chair of the Senate. In the absence of the appointed Parliamentarian(s) the Chair-Elect will fill that role. One or more of the Parliamentarians shall serve as a non-voting advisor to the Senate Executive Committee.

13. Quorum

At any regular, special, or emergency meeting of the Senate, forty percent (40 %) of the elected Senators shall constitute a quorum.

14. Observers

All Senate meetings are open meetings except those portions of meetings in which the Senate can go into Executive session to discuss matters of a sensitive or confidential nature. Any member of the University Assembly or University community may be present at Senate meetings as an observer. Any observer present at a meeting of the Senate may address the Senate upon being recognized by a Senator.

15. Attendance

All Senators shall be expected to attend regularly the meetings of the Senate. There shall be a roll taken at each meeting and published in the minutes. A matrix of Senators vs. meetings attended for the previous year and the current year shall be distributed with the call for nominations of candidates for Senate. This matrix also will be provided with the Senate election ballot each year. The matrix shall be cumulative over the Senate year, July through June.

16. Rules of Procedure

~~Senate meetings shall be conducted according to Robert's Rules of Order. Voting procedures will follow the provisions of those rules. Observers to the Senate shall be clearly segregated and sit in a section different than the section reserved for Senators.~~

The rules contained in the current edition of *Roberts Rules of Order, Newly Revised* shall govern the Senate in all cases in which they are applicable and in which they are not inconsistent with the Constitution and/or any special rules of order that the Senate may adopt.

The Senate shall have the authority to adopt, implement, and modify any policies, procedures, rules, etc. which are not inconsistent with this Constitution in order to carry forth any of the provisions contained herein, and to provide for the most effective operations of the University Assembly, the Senate, Senate Committees, and any related bodies.

Comment [5]: Language changed to clarify how *Roberts Rules of Order* apply to the Senate.

Comment [6]: This paragraph gives the Senate the ability and flexibility to adopt and change rules, etc. without having to resort to an amendment to the Constitution. The separate seating of Senators and Observers could be one such rule rather than a constitutional provision.

Article III Committees

1. Creation and Classification

The Senate shall have the power to establish committees to carry out its functions. Certain committees created by this constitution may only be established or abolished by constitutional amendment.

2. Executive Committee

The Executive Committee is a constitutional committee composed of the Faculty Chair who shall be its chair, the Faculty Secretary who shall be its secretary, Faculty Chair-Elect, the immediate past Chair, the faculty representative to the University governing board elected from either the extension service or the health sciences, and seven elected ~~Senators members~~ who shall be chosen by the Senate. All are voting members. The seven elected members must be Faculty Senators when they stand for election to the Executive Committee, but may serve on the Committee the year following the end of their Senate term. The seven members shall serve terms of one year, and may stand for reelection to the Executive Committee as long as they remain Faculty Senators. No more than one Senator may be elected to the Executive Committee from any one constituency. The President of the University, the Provost and Vice President for Academic Affairs, the ~~Chancellor~~ Vice President & Executive Dean for Health Sciences, and the Faculty Senate Representative to State Government, if he/she is not an elected member of the Executive Committee, shall be ex-officio voting members. The chairs of two standing Faculty Senate committees primarily involved in curriculum decisions shall be ex-officio voting members. It shall be the duty of the Executive Committee to:

Comment [7]: Clarification that an elected member must be Senator at time of election but need not be a Senator to serve on Exec. Also, members may be re-elected to Exec – no term limit.

a. Carry out executive functions, including but not limited to:

- i. Accept, review, advise, recommend, and initiate reports, policies, and issues relating to the functions set forth in Article II, Section 5;
- ii. Serve as a channel through which any member of the University Assembly may introduce matters for consideration by the Senate;
- iii. Assist in carrying into effect the rules, regulations, and actions of the Senate;
- iv. Appoint the Faculty Secretary subject to confirmation by the Senate;
- v. Appoint the Faculty Senate Representative to State Government, subject to confirmation by the Senate;
- vi. Appoint both standing and special committees of the Senate and the chairs thereof with such appointments subject to confirmation by the Senate, and to maintain liaison with these committees to insure the expeditious fulfillment of charges to the various committees, and to make appointments to other entities as appropriate;
- vii. Prepare and submit reports on the work of the Senate to the University, to the President, and to the University Assembly; and

viii. Prepare the agenda for Senate meetings including a time for the University President, or for his/her designated representative, to address the Senate, provide information or comments, and stand for questions;

b. Act for the Senate in emergencies and report such actions to the Senate; and

c. Appoint the members of the University wide Promotion and Tenure Advisory Panel.

3. Committee on Committees, Membership and Constituencies

The Committee on Committees, Membership and Constituencies is a constitutional committee. Its size and membership shall be determined by the Senate Executive Committee subject to the approval of the Senate. It shall be the duty of the Committee on Committees, Membership and Constituencies to:

a. Annually review and report to the Senate upon the constituencies to be represented within the University Assembly per Article II, Sections 2 and 3, and to recommend such changes as it deems necessary; and

b. Secure capable committee members and committee chairs who have experience on their respective committees and to achieve a balance between senior and junior faculty members and among the various schools and colleges as much as possible.

4. Standing and Special Committees

The Senate shall establish by resolution such other Standing and Special Committees as it deems necessary. The resolution establishing any committee shall describe the subject matter jurisdiction of the committee and designate a reporting schedule for it. A Standing Committee continues until abolished by the Senate or for a maximum of five (5) years unless expressly renewed by the Senate. A Special Committee expires at the end of one year unless renewed by the Senate. Any committee not specifically designated as a Standing Committee shall be a Special Committee.

5. Committee Personnel

The ~~Chair and~~ Chair-Elect of standing and special committees shall be a members of the Senate. The Chair shall be a member of the Senate or have served as Chair-Elect the previous year. A Chair who is not a Senator may address the Senate without having to be recognized by a Senator. Other committee members need not be members of the Senate, but must be members of the University Assembly. Students and non-University persons may be asked to serve on appropriate committees as ex-officio members ~~without vote~~. The composition of committees and the voting status of ex-officio members will be established by the Committee on Committees, Membership, and Constituencies. Appointment to any committee shall be for one year; members may be reappointed.

Comment [8]: The current requirement is too restrictive and makes it difficult to staff committees. It is especially problematic when a Senator serves a chair-elect in the third year of their term and is not reelected.

Article IV Faculty Chair and Chair-Elect

1. Eligibility

Any full-time member of the University Assembly who is serving or has served in the last three years as a Senator in the WVU Faculty Senate is eligible to be nominated for the position of Chair-Elect and stand before the Senate for election.

2. Duties

- a. The Chair of the Senate shall preside over all meetings of the Senate, its Executive Committee and the University Assembly. The Chair shall serve as an ex-officio voting member of the Committee on Committees, Membership and Constituencies. The Chair shall discharge such other duties as may be necessary to conduct that office.
- b. In the absence of the Chair, the Chair-Elect shall preside over the Senate, its Executive Committee and the University Assembly. Along with the Chair, the Chair-Elect shall also serve as an ex-officio voting member of the Committee on Committees, Membership and Constituencies.
- c. Each Chair of the Senate whose term begins in an odd-numbered year shall serve as a faculty representative to the University governing board for a term of two years. The term on the governing board shall commence on July 1st of the odd-numbered year in which the Senate term begins.

3. Term

The term of the Chair shall be from July 1st to June 30th.

4. Election

Declared candidates for the Chair-Elect position will be introduced at the March meeting of the Senate. Chair-Elect nominations from the floor also may be made at the March meeting. At the April meeting of the Senate, the Chair-Elect candidates will be given an opportunity to present a brief statement to the Senate. Immediately following the April meeting, the Faculty Senate Office will transmit ballots to all Senators. Ballots, in order to be counted, must be submitted to the Faculty Senate Office by ~~April 30th~~ the deadline stated in the ballot, which will be at least seven days after the start of voting. The results of the election will be announced at the May meeting. The Chair-Elect shall serve one year in that capacity and in July of the following year shall assume the duties of the Chair.

Comment [9]: A mandated voting period of roughly 3 weeks is neither necessary nor useful with electronic balloting.

5. Vacancies

If during the term of the Chair or Chair-Elect either of those officers is unable to carry out the function of the Office for more than two months, the Senate shall forthwith elect a new Chair-Elect. If the Chair is the officer unable to discharge his/her duties, the Chair-Elect shall begin immediately to perform those duties, including representation to the University governing board when applicable, and shall continue to discharge them throughout the remainder of the predecessor's unexpired term and the term that would otherwise have followed. If the Chair-Elect is unable to discharge his/her duties, a newly

elected Chair-Elect shall immediately perform those duties and shall continue to discharge them throughout the remainder of the predecessor's unexpired term. For vacancies of less than two months, the function of the Chair shall be discharged by the Chair-Elect and the functions of the Chair-Elect will be discontinued. Such short-term vacancies will not alter the terms of either officer.

6. Administrative Support

The education and research responsibilities of the Faculty Chair shall be reduced to one-fourth (1/4) the normal amount to permit him/her to adequately perform the assigned duties. The education and research responsibilities of the Faculty Chair-Elect shall be reduced to three-fourths (3/4) the normal amount to permit him/her to adequately perform the assigned duties.

Article V Faculty Secretary

1. Office

The Senate Executive Committee shall appoint a Faculty Secretary subject to confirmation by the Senate. Each candidate for the position of Faculty Secretary must be a member of the University Assembly. All voting members of the University Assembly shall have the opportunity to apply for the position. The normal term of office shall be three years, but the Faculty Secretary may succeed himself/herself indefinitely. The Faculty Secretary shall take office on July 1st, except when filling an unexpired term.

2. Duties

The Faculty Secretary shall perform the following duties:

- a. Serve as secretary at all meetings of the University Assembly, the Senate, and the Senate Executive Committee;
- b. Keep permanent minutes of all of such meetings;
- c. Distribute to the University Assembly, agenda for and minutes of, meetings of the University Assembly and the Faculty Senate. (This may be by posting minutes and agenda to the Faculty Senate Web page and e-mailing the appropriate faculty list of the availability on the web site of such minutes or agenda.) As necessary, distribute any other documents or papers needed to keep the University Assembly informed;
- d. Keep and maintain the official roster of the University Assembly, determine questions of eligibility for membership in the Assembly, and report the names of Assembly members within each constituency group;
- e. Maintain a roll and matrix of attendance at all Senate meetings;

- f. Supervise the Faculty Senate Office in the conduct of elections. Determine a calendar of election to adjust redistribution of representatives to the Senate so that an equal number of Senators will be elected annually. Contact faculty members who need to fill vacancies because of Senate resignations.
- g. Prepare and defend an annual budget for the Faculty Senate Office;
- h. Serve as an ex-officio member of the Executive Committee and the Committee on Committees, Membership and Constituencies; and
- i. Supervise the Faculty Senate office staff.

3. Administrative Support

The education and research responsibilities of the Faculty Secretary shall be reduced sufficiently to permit the Faculty Secretary to perform his/her duties adequately not to exceed the equivalent of one-course release per semester. The Faculty Secretary shall be provided with an office and adequate staff for the performance of these duties.

Article VI

Faculty Senate Representative to State Government

1. Office

The Senate Executive Committee shall appoint a Faculty Senate Representative to State Government, subject to confirmation by the Senate. The Faculty Senate Representative to State Government must be a voting member of the University Assembly. Eligible University Assembly members may apply for the position by submitting a statement of interest seven (7) calendar days before the April Senate Executive Committee meeting. The normal term of office shall be one year, but the Faculty Senate Representative to State Government may succeed herself/himself indefinitely. The Faculty Senate Representative to State Government shall take office on July 1st, except when filling an unexpired term.

2. Duties

The Faculty Senate Representative to State Government shall perform the following duties:

- a. Represent the entire WVU Faculty as the “West Virginia University” representative to higher education advisory groups established by the West Virginia Legislature. The Legislature may provide divisional or satellite campuses with individual representatives on such advisory groups. These representatives shall be selected by and serve as liaison with their respective campus faculty assemblies;
- b. Provide reports on governmental matters related to higher education at all meetings of the Senate and its Executive Committee. As appropriate, urgent governmental issues shall be communicated through digital media to Senate officers, the Executive Committee, or the entire Senate;

- c. Aid and assist faculty representatives in reporting to and advising the West Virginia University governing board and administration on issues pertaining to higher education;
- d. Serve as a liaison between the legislative branch of state government and WVU faculty;
- e. Advocate for the entire University and its faculty with branches of state government; and
- f. Serve as a voting ex-officio member of the Executive Committee.

3. Administrative Support

The education and research responsibilities of the Faculty Senate Representative to State Government shall be reduced to three-fourths (3/4) the normal amount to permit her/him to adequately perform the assigned duties. The University shall provide the Faculty Senate Representative to State Government with adequate travel funds for the performance of these duties.

Article VII

Representation on the West Virginia University Governing Board

1. Composition

In recognition that governance of higher education institutions is a responsibility shared by faculty, administrators, and trustees, West Virginia code states that the governing board of the University shall include two faculty representatives. Each representative represents the entire faculty of the whole University.

2. Election

- a. One governing board member shall be the Faculty Senate Chair serving a term that begins in an odd-numbered year. Election to this position is described in Article IV, Section 4.
- b. A second governing board member shall be elected by the entire Faculty Senate, selected from full-time faculty with the rank of instructor or above, drawn from either the extension service or the health sciences. To be eligible to serve, the faculty member must have at least 60% of his or her time assigned to either extension or health sciences.
- c. Declared candidates for the governing board member from extension service or health sciences will be introduced at the April Faculty Senate meeting in each even calendar year. Nominations from the floor may be made by any member of the University Assembly at that meeting, or through submission of a nomination to the Faculty Senate Office no later than seven calendar days prior to the next meeting of the Faculty Senate in May. At the May meeting, the governing board member candidates will be given an opportunity to present a brief statement to the Senate. The Faculty Senate Office will transmit ballots to all Senators immediately following the May meeting. Ballots, in order to be counted, must be submitted to the Faculty Senate Office by ~~May~~

Comment [10]: This recognizes a provision that was adopted by the Senate to clarify the type of appointment in extension service or health sciences that made one eligible to run.

~~34 the deadline stated in the ballot, which will be at least seven days after the start of voting.~~ The results of the election will be announced at the June Senate meeting.

3. Terms

- a. Terms for both governing board members shall last two years. Terms of the two representatives shall be staggered to assure continuity in faculty membership on the governing board.
- b. The term on the University governing board for Senate Chairs whose terms begin in an odd-numbered year shall begin on the same day the term of the Chair begins (July 1st) and end on 30th June, two years thereafter.
- c. The term for the University governing board Faculty representative from either the extension service or the health sciences shall begin on July 1st of an even-numbered year and end on June 30th, two years thereafter.

4. Vacancies

- a. If the Faculty Senate Chair elected to a term that begins in an odd-numbered year is unable or unwilling to complete the full two-year term as governing board representative for any reason, then succession to fill the remainder of the two-year term on the governing board position shall pass in the same manner as the Faculty Senate Chair position, as discussed in Article IV, Section 5.
- b. If the faculty representative chosen from either extension service or health sciences is unable to serve on the governing board for a full two-year term, then a new election to complete the remainder of the two-year board representative term shall be held by the Faculty Senate.

Article VIII Impeachment of Officers

Any officer of the Faculty Senate, including Chair, Chair-Elect, Faculty Secretary, and Faculty Senate Representative to State Government; any committee chair; or any university governing board member elected by the Faculty Senate can be removed by a vote for removal by at least sixty percent (60 %) of the entire Faculty Senate membership.

A vote for removal from office can only be made if a motion to impeach has been presented to Faculty Senate at least seven (7) calendar days prior to the vote on the impeachment motion. The impeachment motion must either be included in the Faculty Senate meeting agenda or introduced by a Senator through formal notification of the whole Senate through the Faculty Senate Office.

Article IX

Amending Procedure

1. Proposing Amendments

Amendments to this Constitution shall first be approved by the Senate and then submitted to the University Assembly. Any member of the University Assembly may submit a suggested amendment in writing to the Senate by filing it with the Faculty Senate Office. The Senate shall act either to approve or reject the proposed amendment no later than the third meeting following such filings. Approval of any amendment shall require a two-thirds (2/3) vote of the Senators present and voting in order to submit the amendment to the University Assembly.

2. Publicizing Proposed Amendments

Any amendment approved by the Senate shall be distributed to every member of the University Assembly at least two weeks before a meeting of the University Assembly by campus mail ~~in addition to an or by electronic email. notice that~~ The amendment ~~is also shall be made~~ available on the faculty senate web site.

Comment [11]: The current language mandates a physical mailing to roughly 2500 people. This is expensive and time consuming.

Deleted: the

3. Discussion of Amendments

Opportunity for debate at a regular or special meeting of the University Assembly shall be provided for every amendment approved by the Senate.

4. Ratification of Amendments

Within one week following the meeting of the University Assembly, ballots shall be prepared by the Faculty Senate Office and distributed by postal mail or electronically to all voting members of the University Assembly. Voters shall submit their ballots to the Faculty Senate Office within ~~two one~~ weeks of the original date of distribution. Ratification of a proposed amendment shall require a two-thirds majority of those responding to the vote.

5. Effective Date of Amendments:

New amendments shall be effective immediately upon ratification.

This Constitution became effective October 29, 2013.

Amendments: Amendments to date

A major rewrite of the West Virginia University Faculty Constitution took place over the 1999-2000-2001-2002 school years. The rewritten Constitution was passed by the WVU Faculty Senate on September 9th, 2002 and by the WVU Faculty Assembly on October 14th, 2002. It became effective July 1st, 2003.

670 Revision of the West Virginia University Faculty Constitution took place over the 2009-2010 and 2010-
671 2011 academic years. The revised constitution was approved by the WVU Faculty Senate on April 12th,
672 2010. It was presented to the WVU University Assembly on October 11th, 2010 and was approved in
673 mail balloting that was counted on November 3rd, 2010.
674

675 An amendment to Article VII that pertained to the schedule for the election of the extension
676 service/health sciences faculty representative on the WVU Board of Governors was approved at the
677 May 13, 2013 meeting of the Faculty Senate. The amendment was presented to the WVU University
678 Assembly on October 7, 2013 and was approved in on-line balloting that was counted on October 29,
679 2013.
680

West Virginia University Research Integrity Procedure
Approved by the Faculty Senate -----

I. **Introduction**

A. General Policy

Integrity is an obligation of all who engage in the acquisition, application, and dissemination of knowledge. Scholars are bound to maintain honesty and avoid deception in all aspects of their work. This duty, rooted in personal and professional ethics, is shared by all members of the University community.

B. Scope

This policy and its procedures apply to all individuals, including faculty, students and staff at West Virginia University engaged in research, research-training or application for research funding. This policy applies to any person paid by, under the control of, or affiliated with the University, including but not limited to scientists, trainees, technicians and other staff members, students, fellows, guest researchers, or collaborators at West Virginia University. [For persons subject to sanctions under this policy see section IV, Jurisdiction below.](#)

The policy and procedures will be followed when an allegation of possible research misconduct is received by an institutional official.

These procedures do not apply to undergraduate or graduate students engaged in course work when that course work does not generate or seek to generate published research.

II. **Definitions**

The following definitions apply only to this policy.

- A. *Research misconduct* means fabrication, falsification, or plagiarism in proposing, conducting, reporting or reviewing research.
- B. *Research Integrity Officer* means the University employee, appointed by the President of West Virginia University, responsible for assessing allegations of research misconduct, conducting investigations of such allegations and for implementing the procedures set forth in this policy. ~~Currently the Research Integrity Officer for all portions of the University is Marjorie Anne McDiarmid.~~
- C. *Affirmative defense* means a claim by a respondent of honest error, a difference of opinion or other excuse for the conduct in question.

- 1 D. *Allegation* means any written or oral statement or other indication of possible research
2 misconduct made to a University official.
3
- 4 E. *Complainant* means a person who makes an allegation of research misconduct.
5
- 6 F. *Conflict of interest* means the real or apparent interference of one person's interests
7 with the interests of another person, where potential bias may occur due to prior or
8 existing personal or professional relationships.
9
- 10 G. *Deciding Official* means the institutional official, appointed by the President of West
11 Virginia University, who makes final determinations on allegations of research
12 misconduct and any responsive University actions. The Deciding Official will not be
13 the same individual as the Research Integrity Officer. The President may appoint more
14 than one Deciding Official to accommodate the needs of the various campuses.
15 ~~Currently there are two Deciding Officials: Provost Joyce McConnell and Chancellor~~
16 ~~Christopher Colenda. The Provost McConnell~~ decides matters involving all campuses
17 of the University except Health Sciences. ~~The Vice President and Executive Dean of~~
18 ~~Health Sciences Chancellor Colenda~~ decides all matters arising on the Health Sciences
19 campus.
20
- 21 H. *Destruction of records* means the destruction, absence of, or respondent's failure to
22 provide records adequately documenting the questioned research work. It is evidence
23 of research misconduct where West Virginia University establishes by a preponderance
24 of the evidence that the respondent intentionally, knowingly, or recklessly had records
25 and destroyed them, had the opportunity to maintain the records but did not do so, or
26 maintained the records and failed to produce them in a timely manner and that the
27 respondent's conduct constitutes a significant departure from accepted practices of the
28 relevant academic community.
29
- 30 ~~*Executive Secretary* means the University employee appointed by the Research Integrity~~
31 ~~Officer to maintain the minutes of the Inquiry and Investigation Committee and to~~
32 ~~participate in the investigation of all allegations of research misconduct.~~
33
- 34 I. *Fabrication* means making up data or results and recording or reporting them.
35
- 36 J. *Falsification* means manipulating materials, equipment, or processes, or changing or
37 omitting data or results such that the research work is not accurately represented in the
38 record.
39
- 40 K. *Good faith allegation* means an allegation made with the honest belief that research
41 misconduct may have occurred. An allegation is not in good faith if it is made with
42 reckless disregard for or willful ignorance of facts that would disprove the allegation.
43

- 1 L. *Inquiry* means gathering information and initial fact-finding to determine whether an
 2 allegation or apparent instance of research misconduct warrants an investigation.
 3
- 4 M. *Hearing* means a fact finding proceeding, held at the request of the Respondent, to
 5 determine whether a finding of research misconduct is justified.
 6
- 7 N. *Hearing Panel* is a group of three members who conduct a hearing and reach a
 8 conclusion as to whether there has been a violation of this policy.
 9
- 10 O. *Inquiry and Investigation Committee* is a committee of up to seven (7) persons
 11 appointed by the Research Integrity Officer to review all evidence of inquiries and
 12 investigations and to issue reports and findings with respect to the same. At least three
 13 (3) members of the committee shall carry out its functions in each case.
 14
- 15 P. *Investigation* means the formal examination and evaluation of all relevant facts to
 16 determine if misconduct has occurred, and, if so, to determine the responsible person
 17 and the seriousness of the misconduct.
 18
- 19 Q. *Investigator-Secretary* means a person appointed by the Research Integrity Officer to
 20 assist in the investigation of a claim of research misconduct **and to maintain records**
 21 **under this Policy.**
 22
- 23 R. *Mitigating factors* are aspects of the case which do not provide a defense for the
 24 respondent under this policy, but which may be considered by the Deciding Official in
 25 determining the appropriate University response to the finding of research misconduct.
 26
- 27 S. *Plagiarism* means the appropriation of another person's ideas, processes, results, or
 28 words without giving appropriate credit.
 29
- 30 T. *Record* means any data, document, computer file, computer storage medium, or any
 31 other written or non-written account or object that reasonably may be expected to
 32 provide evidence or information regarding the allegation of research misconduct. A
 33 record includes, but is not limited to, grant or contract applications, whether funded or
 34 unfunded; grant or contract progress and other reports; laboratory notebooks; notes;
 35 correspondence; videos; photographs; X-ray film; slides; biological materials; computer
 36 files and printouts; other machine readable data records; manuscripts, **abstracts, theses,**
 37 **and other** publications; equipment use logs; laboratory procurement records; animal
 38 facility records; human and animal subject protocols; consent forms; medical charts;
 39 records of telephone calls or e-mail correspondence; and patient files.
 40
- 41 U. *Research* means a systematic experiment, study, evaluation, demonstration or survey
 42 designed to develop or contribute to general or specific knowledge relating to any
 43 academic discipline. It includes creating, establishing, discovering, developing,
 44 elucidating, confirming or disseminating information about that academic discipline.

V. *Respondent* means the person against whom an allegation of research misconduct is directed or the person whose actions are the subject of the inquiry or investigation. There can be more than one respondent in any inquiry or investigation.

W. *Retaliation* means any action that adversely affects the employment or other institutional status of an individual that is taken by West Virginia University or its employee because the individual has in good faith, made an allegation of research misconduct or of inadequate institutional response thereto or has cooperated in good faith with an investigation of such allegation. Any act of retaliation taken by a person or entity not within the control of West Virginia University is outside the scope of this policy.

III. Requirements of Findings

A finding of research misconduct under this policy requires that—

- A. The conduct constitutes research misconduct;
- B. The conduct is a significant departure from accepted practices of the relevant academic community;
- C. The misconduct was committed intentionally, knowingly, or recklessly; and
- D. The allegation be proven by a preponderance of the evidence.

IV. Jurisdiction

All faculty and staff of the University engaged in research of any kind, are subject to this policy. All students engaged in research activities which result in the publication of research findings are also subject to this policy. All contractors, subcontractors and other persons or entities doing research under the egis of the University are subject to this policy.

V. Evidence and burden of proof

The following evidentiary standards apply to findings made under this policy.

- A. Standard of proof. Research misconduct or affirmative defense must be proved by a preponderance of the evidence.
- B. Burden of proof.
 - 1. West Virginia University has the burden of proof for making a finding of research misconduct. That burden may be discharged either through the presentation of

affirmative evidence of misconduct or through the presentation of evidence that the respondent has destroyed records as those acts are defined above.

2. The respondent has the burden of proving any affirmative defenses raised by the respondent.
3. The respondent has the burden of proving by a preponderance of the evidence any mitigating factors that are relevant to a decision to impose sanctions following an research misconduct proceeding.

VI. Rights and Responsibilities of Participants

A. Research Integrity Officer

The President of West Virginia University or the President's designee shall appoint the Research Integrity Officer who will have primary responsibility for implementation of the procedures set forth in this policy. The Research Integrity Officer will be a University employee who is well qualified to handle the procedural requirements involved and is sensitive to the varied demands made on those who conduct research, those who are accused of misconduct, and those who report apparent misconduct in good faith.

The Research Integrity Officer will appoint the Inquiry and Investigation Committee and will maintain an array of persons appointed by the Faculty Senate Committee on Committees to serve as members of Hearing Panels ([Research Integrity Committee](#)). The Research Integrity Officer will provide training to the Inquiry and Investigation Committee and the array from whom Hearing Panel members are chosen on the content of this policy and relevant laws touching on research misconduct.

The Research Integrity Officer investigates allegations of alleged research misconduct and may appoint additional investigators to gather evidence in such cases. The Research Integrity Officer will ensure that necessary and appropriate expertise is secured to carry out a thorough and authoritative evaluation of the relevant evidence in an inquiry or investigation. The Research Integrity Officer will attempt to ensure that appropriate confidentiality is maintained throughout the proceedings as described below. The Research Integrity Officer will present evidence garnered to the Inquiry and Investigation Committee. The Research Integrity Officer is also responsible for maintaining files of all documents and evidence and for the confidentiality and the security of the files. These records shall be treated as exempt for purposes of disclosure under W. Va. Code 29B-1-1 *et seq.* **They shall be maintained for a period of at least seven years after the completion of any inquiry instituted pursuant to these procedures. The Research Integrity Officer shall file an annual assurance in the Office of Research Integrity of the Public Health Service, and any other governmental agency requiring such an assurance, that the University is in compliance with their requirements concerning research misconduct.**

1 The Research Integrity Officer will strive to insure fairness to the University and all
 2 participants in cases of alleged research misconduct.

3
 4 The Research Integrity Officer may consult, in his or her discretion, any employee or officer
 5 of West Virginia University or any entity under its control in order to carry out his or her
 6 responsibilities under this policy.

7
 8 The Research Integrity Officer shall advise all West Virginia University personnel in
 9 complying with these procedures and with applicable standards imposed by government or
 10 external funding sources. The Research Integrity Officer will report to all external sources
 11 of funding as set forth in section IX of this policy and as required by federal or state
 12 regulations.

13 14 B. Complainant

15
 16 The complainant, if known, will have an opportunity to give recorded testimony to the
 17 Research Integrity Officer, the Executive Secretary or any investigator for consideration by
 18 the Inquiry and Investigation Committee. The complainant may also be called upon to
 19 provide live testimony to any Hearing Panel convened in the matter. The complainant has
 20 the right to review portions of the inquiry report pertinent to his/her allegations or testimony
 21 (sections VII, C, 2 and VII, D, 3), to be informed of the results of the process (section VIII,
 22 C), and to be protected from retaliation for good faith allegations (section VI, B). The
 23 complainant is entitled to protection afforded by the confidentiality provisions of this policy
 24 (section VI, E).

25
 26 The complainant is responsible for making allegations in good faith, maintaining
 27 confidentiality to the fullest extent permitted by law, and cooperating with an inquiry,
 28 investigation or hearing proceeding in a timely manner.

29 30 C. Deciding Official

31
 32 The Deciding Official will receive the inquiry or investigation reports and any written
 33 comments made by the respondent or the complainant. Sections VII, C, 3; VII, E, 4; and
 34 VIII. If the respondent elects to request a Hearing Panel, the Deciding Official will receive
 35 the report of findings of that Panel. Section VIII. The Deciding Official may accept or
 36 reject the reports, in whole or in part, and order further action as set forth in sections VII, C,
 37 3; VII, E, 4; and VIII below. If the final report in the matter finds that the respondent has
 38 committed research misconduct, the Deciding Official may, in his or her discretion, consult
 39 with the Research Integrity Officer or other appropriate officials and will determine whether
 40 to impose sanctions, or whether to take other appropriate administrative actions pursuant to
 41 section VIII below.

1 The Deciding Official may consult, in his or her discretion, with any employee or officer of
 2 West Virginia University or any entity under its control in order to carry out his or her
 3 responsibilities under this policy.

4 5 D. ~~Executive Secretary~~ Investigator

6
7 The ~~Executive Secretary~~ Investigator will be appointed by the Research Integrity Officer.
 8 The ~~Executive Secretary~~ Investigator will maintain the ~~minutes~~ records required under this
 9 Policy of the Inquiry and Investigation Committee, will maintain records of any Hearing
 10 Panel proceedings, and will participate in inquiries and investigations with the Research
 11 Integrity Officer. He or she will also undertake further activities as requested by the Inquiry
 12 and Investigation Committee, Research Integrity Officer or the Deciding Official.

13 14 E. Hearing Panel

15
16 A Hearing Panel will be convened at the request of a respondent if the Inquiry and
 17 Investigation Committee concludes, after investigation, that the respondent has engaged in
 18 research misconduct (Section VII, E, 3 and VII, F). The Hearing Panel will be selected as
 19 set forth in Sections V, A and VII, F, 1. The Panel's procedures are set forth in Section VII,
 20 F.

21 22 23 F. Inquiry and Investigation Committee

24
25 The Inquiry and Investigation Committee will be appointed by the Research Integrity
 26 Officer. Committees will be appointed for ~~each division of the University~~ West Virginia
 27 University and for the West Virginia University Institute of Technology. The Committee
 28 will receive reports and evidence from the Research Integrity Officer, the ~~Executive~~
 29 ~~Secretary~~ Investigator or any investigator other person appointed by the Research Integrity
 30 Officer and will decide whether investigations are warranted and whether research
 31 misconduct has occurred. The procedures of the Committee are set forth in Sections VII, B;
 32 VII, C; VII, D; and VII, E.

33 34 G. Respondent

35
36 The respondent will be informed of the allegations during or before the investigation and
 37 will receive copies of the inquiry and investigative reports at times set forth below. See
 38 Sections VII, E, 2. The respondent will receive written notice of the final determinations
 39 and resulting actions. See Sections VIII. The respondent will also have the opportunity to
 40 be interviewed by and present recorded evidence to the Research Integrity Officer or
 41 Executive Secretary for presentation to the Inquiry and Investigation Committee (Sections
 42 VII, B, 4 and VII, D, 3), have a face to face meeting with the Inquiry and Investigation
 43 Committee at his or her request (Section VII, D, 4), to review and comment in writing upon
 44 the draft investigation report (Section VII, E, 2), and to have the advice of counsel at all

1 stages of the proceeding (Section VI, C). If the Inquiry and Investigation Committee
 2 determines that the respondent has committed research misconduct, the respondent may
 3 elect to have the matter heard by a Hearing Panel for an adjudication (Section VII, E, 3).
 4

5 The respondent is responsible for maintaining confidentiality to the fullest extent permitted
 6 by law and cooperating with the conduct of an inquiry, investigation or hearing in a timely
 7 manner. Failure to cooperate in a timely manner may result in waiver of respondent's rights
 8 as set forth above.
 9

10 If the respondent is not found guilty of research misconduct, the University shall offer,
 11 where appropriate, reasonable steps to provide assistance in restoring respondent's
 12 reputation.
 13

14 **VII. General Policies and Principles**

15 **A. Responsibility to Report Misconduct**

16 All employees or individuals associated with West Virginia University should report
 17 observed, suspected, or apparent research misconduct to the Research Integrity Officer. If
 18 an individual is unsure whether a suspected incident falls within the definition of research
 19 misconduct, he or she may contact the Research Integrity Officer to discuss the suspected
 20 misconduct informally. If the circumstances described by the individual do not meet the
 21 definition of research misconduct, the Research Integrity Officer may refer the individual or
 22 allegation to other offices or officials with responsibility for resolving the problem.
 23
 24
 25

26 At any time prior to the initiation of an inquiry, an employee may have confidential
 27 discussions and consultations about concerns of possible misconduct with the Research
 28 Integrity Officer and will be counseled about appropriate procedures for reporting
 29 allegations.
 30

31 **B. Protecting the Complainant and others**

32 The Research Integrity Officer will monitor the treatment of individuals who bring
 33 allegations of misconduct or of inadequate institutional response thereto, and those who
 34 cooperate in inquiries, investigations or hearings. The Research Integrity Officer will take
 35 reasonable steps to ensure that these persons will not be retaliated against by West Virginia
 36 University and will review instances of alleged retaliation for appropriate action.
 37
 38

39 Employees should immediately report any alleged or apparent retaliation to the Research
 40 Integrity Officer.
 41

42 Also West Virginia University will protect the privacy of those who report misconduct in
 43 good faith to the maximum extent possible consistent with applicable law. The complainant
 44 is entitled to the protection afforded by the confidentiality provisions of this policy. The

complainant will be advised that if the matter is referred to a Hearing Panel and the complainant's testimony is required or if applicable law otherwise requires, confidentiality cannot be guaranteed. West Virginia University will undertake diligent efforts to protect the positions and reputations of those persons who, in good faith, make allegations.

C. Protecting the Respondent

Inquiries, investigations and hearings will be conducted in a manner that will ensure fair treatment to the respondent. Confidentiality will be maintained to the extent possible without compromising public health and safety or thoroughly carrying out the inquiry, investigation or hearing. Respondents accused of Research misconduct may consult with legal counsel or a non-lawyer personal adviser (who is not a principal or witness in the case) to seek advice and may bring the counsel or adviser to interviews, meetings or hearings on the case. The counsel or advisor may present evidence on behalf of the respondent before any Hearing Panel in the matter and may ask questions of any other witness called during proceedings before such a Panel.

D. Cooperation with Inquiries and Investigations

All West Virginia University employees and the employees of entities under the control of the University ~~or who have contracted with the University to do research~~ will cooperate with the Research Integrity Officer, the ~~Executive Secretary or other~~ Investigator, the Inquiry and Investigation Committee, any Hearing Panel and other institutional officials in the review of allegations and the conduct of inquiries, investigations and hearings. Such employees ~~and entities~~ have an obligation to provide relevant evidence to the Research Integrity Officer, the ~~Executive Secretary or other~~ Investigator, the Inquiry and Investigation Committee, any Hearing Panel or other institutional officials on misconduct allegations.

E. Confidentiality

1. All participants in the procedures set out in this policy, including the complainant and respondent and all witnesses, shall maintain the confidentiality of those procedures to the fullest extent permitted by law and by this policy.
2. Disclosure of the identity of respondents and complainants in research misconduct proceedings is limited, to the extent possible, to those who need to know, consistent with a thorough, competent, objective and fair Research Misconduct proceeding, and as allowed by law. Provided, however, that West Virginia University must disclose the identity of respondents and complainants to governmental funding sources pursuant to their regulations and may be required to disclose that information to other funding entities.
3. Except as may otherwise be prescribed by applicable law, confidentiality must be maintained for any records or evidence from which research subjects might be

identified. Disclosure is limited to those who have a need to know to carry out an research misconduct proceeding.

F. Admission of Research Misconduct

At any point in the Inquiry or Investigation, a Respondent may elect to admit the research misconduct charged. Such an admission must be in writing and signed by the respondent. The admission must address all the requirements of findings set forth in section III above. The admission may also include any factors in mitigation which the respondent wishes to advance. The admission will be presented for review by the Inquiry and Investigation Committee. If that Committee finds that the admission meets the tests of this section and finds that there is no other reason to reject the admission, it will prepare a report as required by section VII, E below and forward the matter to the Deciding Official for decision under section VII, E, 4 and VIII below.

VIII. Procedure

A. Preliminary Assessment of Allegations

Upon receiving an allegation of research misconduct, the Research Integrity Officer will immediately assess the allegation to determine whether there is sufficient evidence to warrant an inquiry, whether outside funding or application for outside funding is involved, and whether the allegation, if true, falls under the definition of research misconduct. If the Research Integrity Officer concludes that there is sufficient evidence and that the allegation falls under the definition of research misconduct, he or she shall commence the inquiry process. **Anonymous complaints will be considered by the Research Integrity Officer. If sufficient information is presented on which to make the finding required above, those complaints will be treated as any other complaint.**

B. Conducting the Inquiry

1. Initiation and Purpose of the Inquiry

In initiating the inquiry, the Research Integrity Officer should identify clearly the original allegation and any related issues that should be evaluated. The purpose of the inquiry is to make a preliminary evaluation of the available evidence and, if appropriate, testimony or submissions of the respondent, complainant, and other relevant witnesses to determine whether there is sufficient evidence of possible research misconduct to warrant an investigation. The purpose of the inquiry is not to reach a final conclusion about whether misconduct definitely occurred or who was responsible. The findings of the inquiry must be set forth in an inquiry report.

2. Sequestration of Records

The Research Integrity Officer must take all reasonable steps to ensure that all original records and materials relevant to the allegation are immediately secured. The Research Integrity Officer may consult with relevant governmental funding agencies for advice and assistance in this regard. The Research Integrity Officer will make appropriate provision for access by the Respondent to these records consistent with maintaining their authenticity and with applicable law.

3. Convene Inquiry and Investigation Committee

The Research Integrity Officer will advise the Inquiry and Investigation Committee of the pendency of a complaint together with the names of the complainant, respondent and any relevant witnesses. If any member of the Inquiry and Investigation Committee believes that he or she has a conflict of interest or if the Research Integrity Officer believes that there is the appearance of such a conflict, the relevant member of the committee will recuse him or her self and the Research Integrity Officer may appoint an *ad hoc* member of the committee to serve in the matter. **If any party to the proceedings believes that any member of the Inquiry and Investigation Committee has a conflict of interest which would preclude a fair assessment of the complaint, that party should bring the conflict to the attention of the Research Integrity Officer who will determine whether the alleged conflict requires removal of the member from involvement in the case. If any party to the proceedings believes that the Research Integrity Officer has a conflict of interest which would preclude a fair assessment of the complaint, that party should bring the conflict to the attention of the Research Integrity Officer who will determine whether to recuse him or her self or to refer the matter to the relevant Deciding Official, who shall determine whether it is necessary to appoint a special Officer for the proceeding.**

4. Inquiry Process

During the inquiry the Research Integrity Officer, ~~the Executive Secretary~~ or an Investigator will normally interview the complainant and relevant witnesses as well as examining relevant records and materials. The respondent may be interviewed at this stage if conducting such an interview is conducive to the proper resolution of the case. Records of these interviews and all relevant evidence will be presented to the Inquiry and Investigation Committee which will evaluate the evidence and testimony obtained during the inquiry. After consultation with the Research Integrity Officer ~~and a member of the staff of the General Counsel who shall review for legal sufficiency~~, the committee members will decide whether there is sufficient evidence of possible research misconduct to recommend further investigation.

In making this determination, the committee shall decide—

- a. Whether there is a reasonable basis for concluding that the allegation falls within the definition of research misconduct and
- b. Whether preliminary information-gathering and preliminary fact-finding from the inquiry indicates that the allegation may have substance.

The committee decision will be by majority vote. Any minority member of the committee is entitled to enter a separate report.

C. The Inquiry Report

1. Elements of the Inquiry Report

The Inquiry report will be in writing and will include the following information—

- a. the name and position of the respondent;
- b. a description of the allegations of research misconduct;
- c. a description of outside support involved, if any;
- d. the basis for recommending that the alleged misconduct warrants or does not warrant an investigation;
- e. a statement of the allegation to be investigated and
- f. any comments on the report by the complainant.

~~General Counsel will review the report for legal sufficiency.~~

2. Comments on the Draft Report by the Complainant

The Research Integrity Officer will provide the complainant with a copy of the draft inquiry report for comment.

Within 14 calendar days of the receipt of the draft report, the complainant will provide his or her comments, if any, to the Inquiry and Investigation Committee. Any comments will become part of the inquiry report. Based on the comments, the Inquiry and Investigation Committee may revise the report as appropriate.

3. Inquiry Decision and Notification

If the Inquiry and Investigation Committee concludes that no investigation is appropriate, the Research Integrity Officer will transmit the report and any comments to

the Deciding Official, who will make the determination of whether to accept that conclusion. If the Deciding Official determines that no investigation is required the case is closed. If the Deciding Official determines that investigation is required he or she will return the matter to the Research Integrity Officer for investigation pursuant to section VII, D below. Records of any decision will be maintained pursuant to section XI below.

4. Time Frame for Completing the Inquiry Report

The Inquiry and Investigation Committee will normally complete the inquiry and submit its report in writing no more than forty-five (45) business days following its first meeting on the case, unless the Research Integrity Officer approves an extension for good cause, [in writing](#). If the Research Integrity Officer approves an extension, the reason for the extension will be entered into the records of the case and the report.

5. Notification of Governmental Fund Sources

If the decision is made that the case should proceed to investigation, the Research Integrity Officer shall notify any governmental agency covered by section IX below and shall take any steps required by the regulations of that agency. A copy of this policy shall accompany the report. The Research Integrity Officer may also notify, if appropriate, other outside research sponsors.

6. Notice to Respondent

If the respondent has not been previously notified of the complaint or interviewed with respect thereto, the Research Integrity Officer will notify him or her in writing of the pending case at the beginning of the [Inquiry Investigation](#) stage. ~~In any event, the Research Integrity Officer will advise the respondent in writing at this point as to whether an investigation will be conducted.~~ The Research Integrity Officer will provide the respondent with a copy of this policy and will point out his or her obligation to adhere to the process.

D. Conducting the Investigation

1. Purpose of the Investigation

The purpose of the investigation is to explore in detail the allegations, to examine the evidence in depth, and to determine specifically whether research misconduct has been committed and, if so, by whom. The investigation will also determine whether there are additional instances of possible misconduct that would justify broadening the scope beyond the initial allegations and any additional issues identified by the Research Integrity Officer. The findings of the investigation will be set forth in an investigation report.

2. Sequestration of the Records

The Research Integrity Officer will take all reasonable steps to immediately sequester any additional pertinent records that were not previously sequestered during the inquiry. This sequestration should occur before or at the time the respondent is notified that an investigation has begun. The procedures to be followed for sequestration during the investigation are the same procedures that apply during the inquiry. The Respondent may have supervised access to the sequestered material for purposes of preparing his case.

3. Investigation Process

The investigation shall begin within fifteen (15) days of the decision to proceed unless an extension is granted by the Research Integrity Officer for good cause. Any such extension will be documented in the file.

The Research Integrity Officer, the Executive Secretary and any investigator will collect any additional evidence and interview any additional witnesses. The investigation will normally involve examination of all records relevant to the case. If the following persons were not interviewed during the inquiry process or if the Research Integrity Officer believes that further interviews are desirable the Research Integrity Officer, Executive Secretary or investigator will interview the complainant, the respondent, and other individuals who might have information regarding aspects of the allegations including any witnesses identified by the Respondent. All interviews will be recorded. Copies of the recording will be prepared, provided to the interviewed party for comment and included as part of the investigatory file.

4. Review and Finding by the Inquiry and Investigation Committee

The Research Integrity Officer will present the record of the investigation, copies of all interviews, copies of any written statements prepared by any witness, and all relevant evidence to the Inquiry and Investigation Committee.

The Inquiry and Investigation Committee may direct the Research Integrity Officer to undertake further investigation or may itself elect to hear from one or more witnesses. If the respondent requests an interview by the Inquiry and Investigation Committee, the committee will provide for such an interview provided that it can be scheduled in such a way as to meet the deadlines set for the activity of the Committee. This interview is not a hearing.

Based upon the evidence presented to it, the Inquiry and Investigation Committee will make a finding as to whether research misconduct occurred. Findings will be made by a majority vote of the committee and will be set forth in a written report. Any minority member may provide a minority report.

E. The Investigation Report

1. Elements of the Investigation Report

The investigation report will be in writing and include:

- a. Allegations. Describe the nature of the original allegations of research misconduct;
- b. Outside support. Describe and document any support from the **Public Health Service or other** outside support, including, for example, any grant numbers, grant applications, contracts, and publications listing such support.
- c. Institutional charge. Describe the specific allegations of research misconduct which were the actual subject of the investigation.
- d. Records and evidence. Identify and summarize the records and evidence reviewed, and identify any evidence taken into custody but not reviewed.
- e. Statement of findings. For each separate allegation of research misconduct identified during the investigation, provide a finding as to whether research misconduct did or did not occur, and if so—
 - (1) Identify whether the research misconduct was falsification, fabrication, or plagiarism;
 - (2) Determine if the misconduct was intentional, knowing, or in reckless disregard;
 - (3) Summarize the facts and the analysis which support the conclusion and consider the merits of any affirmative defenses or factors in mitigation by the respondent;
 - (4) Identify whether any publications need correction or retraction;
 - (5) Identify the person(s) responsible for the misconduct; and
 - (6) List any current support or known applications or proposals for support that the respondent has pending with the **Public Health Service or** any outside agencies.

2. Comments on the Report

- a. Respondent

The Research Integrity Officer will provide the respondent with a draft copy of the investigation report for comment and rebuttal. **This copy of the report may be redacted to preserve the confidentiality of the Complainant or any witnesses.** At the same time, the Research Integrity Officer will provide the respondent with the inquiry report. The respondent will be allowed fourteen (14) days to review and comment on both reports. The respondent's comments will be attached to the investigation report. The final version of the investigative report will take into account the respondent's comments in addition to all the other evidence.

b. General Counsel

The investigation report will be transmitted to the General Counsel for a review of its legal sufficiency.

3. Hearing Election

If the Inquiry and Investigation Committee concludes that the respondent engaged in research misconduct, the Research Integrity Officer shall advise the respondent that he or she may elect to take the matter to a Hearing Panel prior to submission of the findings to the Deciding Official.

4. Deciding Official Review and Decision

If the Inquiry and Investigation Committee concludes that no research misconduct occurred, the report of that decision will be delivered to the Deciding Official. The Deciding Official may accept the findings of the investigation, in whole or in part, may reject the findings, or may remit the report to the Inquiry and Investigation Committee for further review. In the event that the case is remitted to the Inquiry and Investigation Committee, the Deciding Official will note any deficiencies found in the investigative report. If the Deciding Official accepts the findings, he or she will direct the Research Integrity Officer to take steps to notify any interested persons or organizations of the conclusion, take any steps appropriate to restore the reputation of the respondent and close the file.

If the Inquiry and Investigation Committee concludes that research misconduct did occur and the respondent has not elected to seek a Hearing Panel, the Deciding Official will make the final determination whether to accept the investigation report and its findings. If the Deciding Official accepts the report, the Deciding Official will determine appropriate institutional actions as described in section VIII below.

If the Inquiry and Investigation Committee concludes that research misconduct did occur, the respondent has not elected to seek a Hearing Panel, and if the Deciding Official rejects that finding, the Deciding Official will explain in detail the basis for rendering a decision different from that of the committee. The Deciding Official's

1 explanation should be consistent with these policies and the evidence reviewed and
 2 analyzed by the Inquiry and Investigation Committee. This decision will be reported to
 3 appropriate governmental authorities as set forth in section IX below.
 4

5 5. Time Limit for Completing the Investigation Report

6
 7 An investigation should ordinarily be completed within one hundred and twenty (120)
 8 days of its initiation. **Activities during** this period include conducting the investigation,
 9 preparing the report of findings, making the draft report available to the respondent for
 10 comment, and approval of the report by the Deciding Official if no hearing is required
 11 or sought. **The Research Integrity Officer may approve, in writing, an extension of this**
 12 **period for good cause. If the Research Integrity Officer approves an extension, the**
 13 **reason for the extension will be entered into the records of the case and the report. If**
 14 **funding from a governmental agency, including the Public Health Service, is involved,**
 15 **extensions must be approved by the relevant agency pursuant to section X, C, below.**
 16

17 F. Hearing

18
 19 If the Inquiry and Investigation Committee concludes that research misconduct
 20 occurred and the respondent elects a Hearing Panel, the following procedures govern.
 21

22 1. Selection of Panel

23
 24 The Research Integrity Officer shall maintain an array of University employees chosen
 25 by the Faculty Senate Committee on Committees (**Research Integrity Committee**) to
 26 serve in research integrity hearings. Hearing Panels will have three members. The
 27 respondent will choose one member of the Hearing Panel from the array. The Research
 28 Integrity Officer will then choose one member of the array. The final member of the
 29 Hearing Panel will be selected from the array by the two members previously selected.
 30 Panel members will be selected within fourteen (14) days of the Respondent's request
 31 for a hearing.
 32

33 If any member of the Hearing Panel believes that he or she has a conflict of interest, the
 34 relevant member of the Panel will recuse him or her self and the party appointing them
 35 will be required to designate another member of the array. **If any party to the**
 36 **proceedings believes that any member of the proposed Hearing Panel has a conflict of**
 37 **interest which would preclude a fair assessment of the complaint, that party should**
 38 **bring the conflict to the attention of the Research Integrity Officer who will determine**
 39 **whether the alleged conflict requires removal of the member from involvement in the**
 40 **case.**
 41

42 All members of the panel must agree on a date within thirty (30) days of their
 43 appointment for their first hearing. If a member is unable to meet within this time, the
 44 appointing party must name another member from the array.

2. Charge to the Panel

The Research Integrity Officer will prepare a charge to the Panel setting forth the precise nature of the research misconduct alleged. A copy of that charge will be provided to the respondent when the Officer chooses his or her member of the panel. The respondent will prepare a statement asserting any defense and specifying any affirmative defenses or factors in mitigation which he or she may have. A copy of the respondent's statement will be delivered to the Research Integrity Officer five (5) days prior to the hearing. Both the charge and the respondent's statement will be delivered to the Panel by the Research Integrity Officer at the beginning of the first hearing in the matter.

3. Representation of Parties

The General Counsel's office of the University will represent the University. The Respondent may retain counsel or seek the assistance of a non-lawyer representative. See section VI, C.

4. Functions of the Panel

The Panel hears the evidence presented by both parties on the allegation of research misconduct and on any defenses or mitigation. It receives evidence from witnesses, documents and other appropriate sources. It does not conduct any independent investigation. It is bound by these policies and must make its determinations based on the standards set forth herein. It is not bound by the formal rules of evidence and procedure, but must afford all parties fairness in the presentation of evidence and argument. The Panel makes findings of fact concerning whether or not research misconduct occurred and if so, who committed that misconduct. It also makes findings as to whether any affirmative defenses or factors in mitigation have been proven. It does not make any judgment concerning the appropriate sanction, if any, for any misconduct. Nor does it substitute its judgment for the judgments embodied in this policy. The proceedings before the Panel shall be recorded.

5. Default

If the respondent does not cooperate in constituting the Panel or does not appear for the hearing despite notice thereof, the Panel will not be constituted or will be disbanded and the findings of the Inquiry and Investigation Committee will be sent to the Deciding Official as if the request for hearing had never been made.

6. Findings

The Hearing Panel, after receiving all the evidence offered by the parties, shall make written findings. The findings will include:

- a. Allegations. Set forth the charge of research misconduct;
- b. Outside support. Describe and document any outside support, including, for example, any grant numbers, grant applications, contracts, and publications listing such support.
- c. Records and evidence. Identify and summarize the records and evidence reviewed, and identify any evidence taken into custody but not reviewed.
- d. Statement of findings. For each separate allegation of research misconduct identified in the charge, provide a finding as to whether research misconduct did or did not occur, and—
 - (1) Identify whether, if there was research misconduct, the research misconduct was falsification, fabrication, or plagiarism
 - (2) Identify whether, if there was research misconduct, it was intentional, knowing, or in reckless disregard;
 - (3) Identify the person(s) responsible for the misconduct, if any;
 - (4) State whether any affirmative defense or matter in mitigation has been proved by the respondent;
 - (5) Summarize the facts and the analysis which support the conclusion;
 - (6) Identify whether any publications need correction or retraction or whether other corrective action needs to be taken; and
 - (7) List any current support or known applications or proposals for support that the respondent has pending with any outside agencies.

Findings shall be made by a majority of the Panel with minority findings noted as appropriate. The findings shall be signed by all members of the panel. Findings shall be directed to the Deciding Official. The Research Integrity Officer may provide a form to the panel on which to record its findings. A copy of that form will be provided to the respondent.

7. Time Limits

The panel shall complete its process within one hundred (100) days of the appointment of the first panel member by the Respondent unless there is good cause for a delay.

Either the Office of the General Counsel or the Respondent may petition the Deciding

Official for an extension of this deadline. ~~If there is good cause the Hearing Panel shall explain that cause in its report.~~

IX. Deciding Official Review and Decision

The Deciding Official will make the final determination whether to accept the inquiry, investigation report or Panel decision. If this determination varies from that of the Committee or Panel, the Deciding Official will explain in writing the basis for rendering a different decision. The Deciding Official's explanation should be consistent with this policy. The Deciding Official may also return the report to the committee or panel with a request for further fact-finding or analysis.

If it is found that research misconduct has occurred, the Deciding Official will determine what action will be taken by the University. The actions may include but are not limited to:

- A. withdrawal or correction of all pending or published abstracts and papers emanating from the work where research misconduct was found;
- B. removal of the responsible person from the particular project, letter of reprimand, special monitoring of future work, probation, suspension, salary reduction, or initiation of steps leading to possible rank reduction or termination of employment;
- C. restitution of funds as appropriate.

In addition, the Deciding Official will determine whether law enforcement agencies, professional societies, professional licensing boards, editors of journals in which falsified reports may have been published, collaborators of the respondent in the work, or other relevant parties should be notified of the outcome of the case.

The Deciding Official's determination, together with all previous reports constitutes the final record. If governmental fund sources are involved in the case, a copy of the record will be forwarded to those agencies as provided in section IX below. If the research is supported by non-governmental entities, a copy of the report will be sent to them as well. A copy will also be provided to the respondent.

When a final decision on the case has been reached, the Research Integrity Officer will notify both the respondent and the complainant in writing of the decision. The Research Integrity Officer is responsible for ensuring compliance with all notification requirements of funding or sponsoring agencies.

X. Requirements for Reporting to governmental agencies

Certain governmental agencies, by law or regulation, require that institutions such as West Virginia University applying for or receiving their funds report inquiries and investigations of research misconduct to them. The provisions of this section apply only to those agencies.

A. Decision to investigate

West Virginia University's decision to initiate an investigation must be reported in writing to appropriate official within the **Office of Research Integrity of the Public Health Service** or any other governmental agency which has funded the work in question. The relevant regulations of the agency are to be followed in making these reports. This notice will be sent within thirty (30) days of the decision to investigate.

B. Termination of investigation

If West Virginia University plans to terminate an inquiry or investigation for any reason without completing all relevant requirements of the relevant governmental regulations, the Research Integrity Officer will submit a report of the planned termination to **Office of Research Integrity of the Public Health Service** or other agency, including a description of the reasons for the proposed termination.

C. Inability to complete timely investigation

If West Virginia University determines that it will not be able to complete the investigation in one hundred and twenty (120) days, the Research Integrity Officer will submit to the **Office of Research Integrity of the Public Health Service** or other relevant government agency a request for an extension that explains the delay, reports on the progress to date, estimates the date of completion of the report, and describes other necessary steps to be taken. If the request is granted, the Research Integrity Officer will file periodic progress reports as requested by the relevant agency.

D. Immediate notice

The Research Integrity Officer will notify the **Office of Research Integrity of the Public Health Service** or any other relevant governmental agency at any stage of the inquiry or investigation if:

1. there is an immediate health hazard involved;
2. there is an immediate need to protect Federal funds or equipment;
3. there is an immediate need to protect the interests of the person(s) making the allegations or of the individual(s) who is the subject of the allegations as well as his/her co-investigators and associates, if any;

4. it is probable that the alleged incident is going to be reported publicly;
5. the allegation involves a public health sensitive issue, *e.g.*, a clinical trial; or
6. there is a reasonable indication of possible criminal violation. In this instance, West Virginia University must inform relevant governmental agency within 24 hours of obtaining that information.

E. Report of Investigation

In all cases in which an investigation took place, the Research Integrity Officer will make a written report of the outcome to the **Office of Research Integrity of the Public Health Service** or any other relevant governmental agency. That report will include:

1. Investigation Report. Including a copy of the report, all attachments, and any appeals.
2. Hearing Panel findings. Including a copy of the findings of the Panel if one occurred.
3. Final University action. Stating whether the institution found research misconduct, and if so, who committed the misconduct.
4. Findings. Stating whether the University accepts the investigation's or hearing's findings.
5. University administrative actions. Describe any pending or completed administrative actions against the respondent.

F. Admission of misconduct

When governmental funding or applications for funding are involved and an admission of research misconduct is made, the Research Integrity Officer will contact **the Office of Research Integrity of the Public Health Service** or any other relevant agency for consultation and advice. When the case involves governmental funds, the University cannot accept an admission of research misconduct as a basis for closing a case or not undertaking an investigation without prior approval from the relevant agency.

XI. Other Considerations

A. Termination of Employment or Resignation Prior to Completing Inquiry or Investigation

The termination of the respondent's employment, by resignation or otherwise, before or after an allegation of possible research misconduct has been reported, will not preclude or terminate the misconduct procedures. If the respondent, without admitting to the misconduct, elects to resign his or her position prior to the initiation of an inquiry, but after an allegation has been reported, or during an inquiry or investigation, the inquiry or investigation will proceed. If the respondent refuses to participate in the process after resignation, the Inquiry and Investigation Committee will use its best efforts to reach a conclusion concerning the allegations, noting in its report the respondent's failure to cooperate and its effect on the Inquiry and Investigation Committee's review of all the evidence.

B. Allegations Not Made in Good Faith

If relevant, the Deciding Official will determine whether the complainant's allegations of research misconduct were made in good faith. If an allegation was not made in good faith, the Deciding Official will determine whether any administrative action should be taken against the complainant.

C. Interim Administrative Actions

Officials of West Virginia University will take interim administrative actions, as appropriate, to protect governmental funds and ensure that the purposes of the Federal financial assistance are carried out.

XII. **Record Retention**

- A. After completion of a case and all ensuing related actions, the Research Integrity Officer will prepare a complete file. This file will include:
 1. copies of all evidence and other materials furnished to or sequestered by the Research Integrity Officer, Inquiry and Investigation Committee or Hearing panel.
 - a. the Research Integrity Officer may exclude those records that are not relevant to the proceeding or those records that duplicate other records that are being retained.
 - b. the Research Integrity Officer will retain documentation of the determination of irrelevant or duplicate records;
 2. The inquiry report and final documents (not drafts) produced in the course of preparing that report, including the documentation of any decision not to investigate if such a decision was made;

3. The investigation report and all records (other than drafts of the report) in support of that report, including the recordings or transcriptions of each interview conducted;
4. The complete record of any Hearing panel proceeding;
5. A complete record of the actions of the Deciding Official.

B. Retention time

Unless custody of the items above has been transferred to the relevant governmental agency or that agency has advised the University in writing that it no longer needs to retain the records or unless the University is required by law or contractual obligation to keep records for a longer period of time, the University must maintain records of research misconduct proceedings in a secure manner for 7 years after completion of the proceeding or the completion of any agency proceeding involving the research misconduct allegation, whichever is later.

C. Annual reports

The Research Integrity Officer shall provide an annual report on the status of pending matters under this policy. Unredacted copies of these reports shall go to all Deciding Officials.



REVISED COMMON CAMPUS CALENDAR GUIDELINES

ACADEMIC STANDARD

- Maintain the current requirement that a standard three-hour lecture class meets for at least 2,150 minutes each semester.

RECOGNITION OF STATE AND NATIONAL HOLIDAYS (UNIVERSITY CLOSED – NO CLASSES)

- Martin Luther King Day, Independence Day, Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Election Days will be observed per BOG Policy.

AUGUST CLASS START DATES

- When August 16th falls on a Monday, Tuesday or Wednesday, classes will start on that day.
- When August 16th falls on a Thursday or Friday, classes will start on the following Monday.
- The University will consider a mid-week start to accommodate a formal orientation to the University.

Recommended Change:

Classes will begin on Wednesday to accommodate a formal Welcome/Orientation.

- *If August 16th is on a Thursday, Friday, Saturday, Sunday, or Monday, classes will begin on Wednesday of that week.*
- *If Aug 16th is on a Tuesday or Wednesday, then classes will begin the following week to allow for class preparation time.*

FALL RECESS (TWO CALENDARS WILL BE PRESENTED—ONE WITH A FALL RECESS AND ONE WITHOUT A FALL RECESS)

- Fall Recess will occur the 7th week after mid-semester (Thursday and Friday or Monday and Tuesday).
**** Depends upon FS vote. Wording could change to Fall Recess will occur the 7th week after mid semester (Friday only)***
- During an election year, a Fall Recess may not be possible.
- Residential Halls will remain open during Fall Recess.

THANKSGIVING RECESS

- Thanksgiving recess will continue for the entire week.
**** Depends on Calendar vote. Thanksgiving may include 3 or 5 day recess.***

WINTER BREAK AND SPRING START

- Allow approximately a three-week break between the end of the Fall Semester and the start of the Spring Semester.
Unless we move Spring term back a week, this is approximately 2.5 weeks.

SPRING BREAK

- Spring Break will occur after mid-semester (weeks 7, 8, or 9) and will encompass St. Patrick's Day when possible.

CALENDAR COMMITTEE

- A Calendar Committee, convened by the Associate Provost for Undergraduate Academic Affairs, will meet periodically to discuss and review calendar options.
- Representatives will be from WVU Faculty, SGA, Student Life and others as needed.

Standard Meeting Minutes/3 Day Fall Recess

Version 1
Fall 2017-2018

Friday, August 18.....New Student Orientation
Monday, August 21.....General Registration
Wednesday, August 23.....On Campus First Day of Classes
Tuesday, August 29.....Last day to Register, Add New Courses,
Make Section Changes, Change Pass/Fail and Audit
Monday, September 4.....Labor Day Recess: University Closed
Tuesday, October 3.....Mid-Semester
Tuesday, October 17 by noon.....Mid-Semester Reports Due
Friday, October 20.....Fall Break Recess
Wednesday, November 22 thru Sunday, November 26.....Fall Recess
Tuesday, December 8.....Last Day to Withdraw from the University
Monday, December 11.....Last day of Classes
Tuesday, December 12.....Prep Day for Finals
Wednesday, December 13 thru Friday, December 15
and Monday, December 18 thru Tuesday, December 19.....Final Exam Week
Friday, December 22.....Commencement
Wednesday, December 20.....Winter Recess Begins

Spring 2017-2018

Thursday, January 4.....New Student Orientation
Friday, January 5.....General Registration
Monday, January 8.....On Campus First day of Classes
Friday, January 12.....Last day to Register, Add New Courses, Make
Section Changes, Change Pass/Fail and Audit
Monday, January 15.....Martin Luther King, Jr. Day Recess: University Closed
Wednesday, February 28.....Mid-Semester
Wednesday, March 7 by noon.....Mid-Semester Reports Due
Saturday, March 10 thru Sunday, March 18.....Spring Recess
Friday, March 30.....Friday Before Easter Recess: University Closed
Friday, April 27.....Last Day to Withdraw from the University
Monday, April 30.....Last day of Classes
Tuesday, May 1.....Prep Day for Finals
Wednesday, May 2 thru Wednesday, May 9.....Final Examination Week
Tuesday, May 8.....Primary Election Day Recess: University Closed
Friday, Saturday and Sunday, May 11, May 12 and 13.....Commencement
Saturday, May 12.....Alumni Day

Standard Meeting Minutes
5 Day Fall Recess

Version 2
Fall 2017-2018

Friday, August 18.....New Student Orientation
Monday, August 21.....General Registration
Wednesday, August 23.....On Campus First Day of Classes
Tuesday, August 29.....Last day to Register, Add New Courses,
Make Section Changes, Change Pass/Fail and Audit
Monday, September 4.....Labor Day Recess: University Closed
Tuesday, October 3.....Mid-Semester
Tuesday, October 17 by noon.....Mid-Semester Reports Due
Saturday, November 18 thru Sunday, November 26.....Fall Recess
Tuesday, December 12.....Last Day to Withdraw from the University
Wednesday, December 13.....Last day of Classes
Thursday, December 14.....Prep Day for Finals
Friday, December 15
and Monday, December 18 thru Thursday, December 21.....Final Exam Week
Friday, December 22.....Commencement
Friday, December 22.....Winter Recess Begins

Spring 2017-2018

Thursday, January 4.....New Student Orientation
Friday, January 5.....General Registration
Monday, January 8.....On Campus First day of Classes
Friday, January 12.....Last day to Register, Add New Courses, Make
Section Changes, Change Pass/Fail and Audit
Monday, January 15.....Martin Luther King, Jr. Day Recess: University Closed
Wednesday, February 28.....Mid-Semester
Wednesday, March 7 by noon.....Mid-Semester Reports Due
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Wednesday, May 2 thru Wednesday, May 9.....Final Examination Week
Tuesday, May 8.....Primary Election Day Recess: University Closed
Friday, Saturday and Sunday, May 11, May 12 and 13.....Commencement
Saturday, May 12.....Alumni Day