Minutes
West Virginia University Faculty Senate
Monday, September 14, 2020

1. Nathalie Singh-Corcoran, Faculty Senate Chair, called the meeting to order at 3:16 p.m. The Senate met by videoconference.

Members Present:

Anderson, K.	Cui, A.	Gross, J.	McCombie, R.	Samuels, H.
Angeline, M.	Davari, A.	Grushecky, S.	McCrory, J.	Sand-Jecklin, K.
Arthurs, J.	Davis, D.	Hamrick, A.	McCusker, B.	Scaife, B.
Bastress, R.	DiBartolomeo, L.	Hardy, S.	McGinnis, R.	Schaefer, G.
Benedito, V.	Donley, D.	Harmon, I.	Momen, J.	Sims, J.
Bernardes, E.	Dotson, S.	Hatipoglu, K.	Morgan, J.	Singh-Corcoran, N.
Bernstein, M.	Downes, M.	Hauser, D.	Morris, T.	Soccorsi, A.
Bhandari, R.	Eades, D.	Hessl, A.	Murphy, E.	Squire, D.
Billings, H.	Elliott, E.	Hibbert, A.	Myers, S.	Steele, J.
Bonner, D.	Ellison, M.	Hileman, S.	Nguyen, Y.	Tack, F.
Bragg, R.	Elswick, D.	Hodge, J.	Nix, A.	ter Haseborg, H.
Bravo, G.	Eubank, T.	Honaker, L.	Nutter, R.	Toppe, M.
Bresock, K.	Evans, J.	Hudgins, C.	Ogden, L.	Tu, S.
Bryner, R.	Evans, K.	Hutson, Z.	Olfert, M.	Valentine, K.
Burnside, J.	Famouri, P.	John, C.	Olson, K.	Vanderhoff, J.
Burt, A.	Feaster, K.	Kelly, K.	Orr, E.	Vercelli, M.
Butina, M.	Fleming, S.	Kitchen, S.	Peckens, S.	Watson, J.
Casey, R.	Fullen, M.	Klein, A.	Perhinschi, M.	Wayne, S.
Celikbas, E.	Funk, A.	Kupec, J.	Petrone, A.	Welsh, A.
Chantler, P.	Galvan-Turner, V.	Law, K.	Phillips, T.	Willard, M.
Chisholm, S.	Galvez, M.	Leary, M.	Rakes, P.	Williams, D.
Cohen, S.	Geldenhuys, W.	Li, H.	Reddy, R.	Woloshuk, J.
Costas, M.	Gilleland, D.	Mallow, J.	Renzelli-Cain, R.	Woods, S.
Cottrell, L.	Goodykoontz, E.	Marra, A.	Rogers, T.	Young, S.
Crichlow, S.	Graziani, G.	Martucci, A.	Ryan, E.	Zegre, N.
Cronin, A.				

Members Excused:

Clemmer, M.	Corio, E.	Germana, M.	Schimmel, C.	

Members Absent:

Dilcher, B.	McKibben, J.	Reece, R.	Sealey, V.	Swager, L.
Holbein, M.	Miltenberger, M.	Rice, T.	Sedney, C.	
Hornsby, G.	Mucino, V.	Sabolsky, E.	Shrader, C.	

Faculty Senate Officers Present:

Hauser, D.	Hileman, S.	Murphy, E.	Nutter, R.	Singh-Corcoran, N.

2. Chair Singh-Corcoran moved for approval of the minutes from the Monday, July 28, 2020 meeting. Motion carried.

3. President Gordon Gee commented on the decision to pause in-person, undergraduate instruction and the factors that went into making that decision. He expressed his appreciation for the way faculty have risen to this challenge.

4. Provost Maryanne Reed reported the following:
    - The switch to online instruction resulted from the spike in cases that occurred when students returned. We received an SOS from the county health department saying that, at a certain point in September, they were not able to keep up with contact tracing.
    - Whether we return to face-to-face instruction September 28 is dependent on being able to control the spread of the virus and to hold students accountable who engage in irresponsible behavior.
    - Our goal is to make a decision about the Spring 2021 semester before we announce the spring schedule on October 8.
    - Our enrollment numbers are fairly stable. We had an 8% decline in first time freshman, but an overall decline of just 3% of our enrollment. That has a lot to do with the increase in our retention and persistence rates and part of that is, we think, because we suspended our suspension policy in the spring.
    - Our graduate enrollments are up slightly and our enrollment in fully online programs is up 17%.
    - We have 141 new faculty who are here learning the ropes in a very strange environment.
    - We had a 7% increase in external funding in July.
    - We are not going to be announcing the call for nominations for honorary degree candidates this fall. Since we did not have an in-person commencement, we have a backlog of honorees from spring.
    - The university is making progress in addressing issues of institutional racism and racial inequality at WVU. The top action items from the committees will be released soon, along with the corresponding timelines and website updates.

5. Amanda DeBastiani, Special Liaison to the Provost for the Incident Command Center, discussed the process that takes place once a student tests positive for COVID-19 or is considered to have a contact that requires them to quarantine.

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

    - Faculty have requested senate presentations on issues such as intellectual property rights as they apply to course material, so she has asked Ryan Watson and Stephanie Taylor from the Office of General Counsel to present at the November 9 senate meeting.
    - Faculty have also asked for more information and support on accessible teaching, especially in online environments. She has invited members of the Office of Accessibility Services to present at the October 12 senate meeting.
    - She has also made some headway on plans to improve communication between the senate and the broader faculty. She met with the chair of Penn State's faculty senate to gather information about their two-way communication system; they use a message board, which is one tool that we are exploring. She, Ashley Martucci, Emily Murphy, and Dave Hauser also met with Kimberly Becker, the director of communications for the Provost Office, and with librarians Ian Harmon and Jane LaBarbara, who are helping us think through information management more broadly.
    - Over the past several weeks, colleagues in distress have reached out to her, Emily Murphy, Ashley Martucci, Dave Hauser, Lisa Di Bartolomeo, and others. So, a few weeks ago she shared an article on faculty burnout with President Gee. Another article on burnout has since appeared in Inside Higher education. Both texts suggest some principles that we can follow as an institution and some actions our leaders can take to support us. She quoted the Inside Higher

Education article. The first suggestion is to acknowledge that things are not normal. The second is to respect childcare and other personal needs. The third is that we need to triage what work is essential and reasonable. The fourth is that we need to demonstrate flexibility in reviewing faculty accomplishments. The fifth, which is especially for our leaders, is to invite faculty to talk about their experiences. Listen to what they need and respond to those needs in tangible ways. The author states that burnout is often the result of multiple and repeated institutional decisions that are made beyond and outside a faculty member's control. So, in the spirit of shared governance, she implored our chairs, our deans, our provost, and our president to listen to and support faculty and to invite us into conversations about spring planning or whatever else is on the horizon, so that decision making about teaching, teaching, research, and service does not solely rest in the hands of a few.

7. A motion was made and seconded to approve Annex IA, Special Rules of Order for Electronic Meetings. Motion carried by a vote of 94-0.

8. Ann Marie Hibbert, Chair-Elect of the Committee on Committees, Membership and Constituencies, moved for approval of the following report. Motion carried by a vote of 94-0 following corrections to the faculty rank and senator/non-senator status of several appointees.

   Annex I, Committee Appointments.

9. Jen Steele, Chair of the Curriculum Committee, reported that the committee has met twice so far this semester. To encourage higher quality submissions, they are working on ways to provide more guidance to units as they develop their proposals.

10. Lisa Di Bartolomeo, Chair of the General Education Foundations Committee, reported that the committee has held one meeting so far. They will continue to approve new courses and to review changes to existing GEF courses. The committee also decided, in their ongoing work to aid in the Provost Office assessment of GEF, to look at area 7 with a view to strengthening the diversity representation there.

11. Jessica Vanderhoff, Chair of the Teaching and Assessment Committee, submitted the following reports for information. Reports filed.

    Annex II, Early Semester, Teaching Assessment Pilot
    Annex III, Email Announcements

12. The following 2019-2020 Committee Reports and 2020-2021 Goals were submitted by their respective committee representatives. Reports filed.

    Annex IV, Committee of Retired Faculty
    Annex V, Committee on Committees, Membership and Constituencies
    Annex VI, Curriculum Committee
    Annex VII, Faculty Welfare Committee
    Annex VIII, General Education Foundations Committee
    Annex IX and Annex IXA, Inclusion and Diversity Committee
    Annex X, Library Committee
    Annex XI, Research Integrity Committee
    Annex XII, Research and Scholarship Committee

Annex XIII, Service Committee
Annex XIV, Shared Governance Committee
Annex XV, Annex XVA, Annex XVB, and Annex XVC, Sustainability Committee
Annex XVI, Teaching and Assessment Committee

13. Roy Nutter, Faculty Representative to State Government, reported that the Higher Education Policy Commission meets on September 18, 2020. He mentioned three agenda items that may be of interest: review of institutional operating and capital budgets, approval of fiscal year 2020 Research Challenge Fund annual report, and report on master's degree programs. The Advisory Council of Faculty will also meet on September 18.

14. Stan Hileman, BOG Representative, reported that the Board of Governors held a special meeting on September 4, 2020. The Board voted to authorize negotiations to restructure the current agreement with Learfield IMG College relating to West Virginia University athletics multi-media and sponsorship rights. The next regular meeting of the Board is scheduled for September 18.

15. New Business: A motion was made and seconded to form an ad-hoc committee to look into third-party classroom management tools, in partnership with the Teaching and Learning Commons, with an eye towards recommending common platforms to the Provost's office. Members would be solicited among volunteers from the Senate." Motion carried by a vote of 70-2.

16. The meeting adjourned at 5:28 p.m. to reconvene on Monday, October 12, 2020.

Judy Hamilton
Office Administrator

Standing Rules for Electronic Meetings

According to the preamble of the West Virginia University, Faculty Senate Constitution, "It is recognized that legal authority to guide and regulate the University is vested by the West Virginia Legislature in the West Virginia University Board of Governors through the President of the University." As directed by the President, large face-to-face gatherings during the COVID-19 pandemic will be suspended. Therefore, the Faculty Senate will suspend face-to-face meetings during the COVID-19 pandemic and will instead conduct electronic meetings.

The following rules are in accordance with *Roberts Rules of Order, Newly Revised, 12th ed.* which provides "Sample Rules for Electronic Meetings" (Appendix).

Standing Rules for Electronic Meetings:

1. **Login information**. The Faculty Senate Office shall send by e-mail to every member of the senate, at least three business days before each meeting, the time of the meeting, the URL and codes necessary to connect to the internet meeting service, and as an alternative and backup to the audio connection included within the internet service, the phone number and access code(s) the senator needs to participate aurally by telephone. The Faculty Senate Office shall also include a copy of or link to these rules.
2. **Login Time**. The Teaching and Learning Commons shall schedule internet meeting service availability to begin at least 15 minutes before the start of each meeting.
3. **Signing in and out**. Senators shall identify themselves as required to sign-in to the internet meeting service and shall maintain internet and audio access through the meeting whenever present but shall sign out upon any departure before adjournment.
4. **Quorum calls**. The presence of a quorum shall be established by senator check-in at the time of the meeting. Thereafter, the continued presence of a quorum shall be determined by the online list of participating senators.
5. **Technical requirements and malfunctions**. Each senator is responsible for their audio and internet connections; no action shall be invalidated on the grounds that the loss of, or poor quality of a member's individual connections prevented participation in the meeting.
6. **Forced disconnections**. The chair may cause or direct the disconnection or muting of a senator's connection if it is causing undue interference with the meeting. The chair's decision to do so, which is subject to an undebatable appeal that can be made by any senator, shall be announced during the meeting and recorded in the minutes.
7. **Assignment of the floor**. To seek recognition by the chair, a senator shall raise their hand using the internet meeting service's hand-raise feature. Upon assigning the floor to a senator, the chair shall clear the online queue of the senator who has the floor. All other senators whose hands are raised will remain in the queue and will be recognized in the order that their hands were raised.
8. **Interrupting a member.** A senator who intends to make a motion or request that under the rules may interrupt a speaker shall use the chat box for so indicating and shall

thereafter wait a reasonable time for the chair's instructions before attempting to interrupt a speaker by voice.

9. **Motions submitted in writing.** A senator intending to make a main motion, to offer an amendment, or to propose instructions to a committee, shall, before or after being recognized, post the motion in writing to the online area designated by the Faculty Secretary for this purpose, preceded by the member's name and a number corresponding to how many written motions the member has so far posed during the meeting (e.g. Mitchell 1; Vasquez 3). Use of the online area designated by the Faculty Secretary for this purpose shall be restricted to posting the text of intended motions.
10. **Display of motions.** The Faculty Secretary shall designate an online area exclusively for the display of the immediate pending question and other relevant pending questions (such as the main motion, or the pertinent part of the main motion, when an amendment to it is immediately pending); and, to the extent feasible, the Faculty Secretary, or any assistants appointed by them for this purpose, shall cause such questions, or any other documents that are currently before the meeting for action or information, to be displayed therein until disposed of.
11. **Voting.** Votes shall be taken via the internet meeting service's hand-raise feature. Prior to a call for votes, the chair will clear the queue of any hands raised for recognition to the floor. The chair's announcements of voting results shall include the number of members voting on each side of the question and the number, if any who explicitly respond to acknowledge their presence without casting a vote. Business may also be conducted by unanimous consent. In the instances where anonymous voting is needed, an anonymized electronic poll will be used.
12. **Video display.** The Teaching and Learning Commons shall cause a video of the chair to be displayed throughout the meeting and shall also cause display of the video of the member currently recognized to speak or report.

Standing Committees

Faculty Welfare

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Maria	Kolar	maria.kolar@hsc.wvu.edu	Professor	Medicine	Yes	Chair
Scott	Crichlow	rscrichlow@mail.wvu.edu	Associate Professor	Eberly	Yes	Member
Scott	Wayne	scott.wayne@mail.wvu.edu	Associate Professor	Statler	Yes	Member
Amy	Welsh	amy.welsh@mail.wvu.edu	Associate Professor	Davis	Yes	Member
Donna	Ballard	Donna.Ballard@mail.wvu.edu	Professor	Potomac State	Yes	Member
Asad	Davari	Asad.Davari@mail.wvu.edu	Professor	WVUIT	No	Member
Daniel	Brewster	daniel.brewster@mail.wvu.edu	Instructor	Eberly	No	Member
Jeremy	Roberts	jeremy.roberts@mail.wvu.edu	Assistant Professor	Chambers	No	Member
Sarah	Stiles	sstiles1@hsc.wvu.edu	Instructor	Nursing	No	Member
Angela	Munroe	angela.munroe@mail.wvu.edu	Associate Professor	CAC	No	Member

Inclusion & Diversity

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Keri	Valentine	Keri.valentine@mail.wvu.edu	Associate Professor	CEHS	Yes	Chair
Cerasela	Dinu	zcdinu@mail.wvu.edu	Professor	Engineering	No	Chair-Elect
Scott	Crichlow	rscrichlow@mail.wvu.edu	Associate Professor	Eberly	Yes	Member
Malayna	Bernstein	malayna.bernstein@mail.wvu.edu	Service Associate Professor	CEHS	Yes	Member
Marina	Galvez Peralta	magalvezperalta@hsc.wvu.edu	Teaching Assistant Professor	Pharmacy	Yes	Member
Dave	Hauser	david.hauser@mail.wvu.edu	Teaching Associate Professor	Eberly	Yes	Member
Heather	Billings	hbillings@hsc.wvu.edu	Teaching Associate Professor	Medicine	Yes	Member
Stefanie	Hines	stefanie.hines@mail.wvu.edu	Teaching Assistant Professor	Davis	No	Member
Erin	Kelley	erin.kelley@mail.wvu.edu	n/a	TLC Representative	No	Member
Tiffany	Mitchell Patterson	tiffany.mitchell@mail.wvu.edu	Assistant Professor	CEHS	No	Member
Ellen	Belchoir Rodrigues	ellen.rodrigues@mail.wvu.edu	Service Assistant Professor	Eberly	No	Member
Jessica	Morgan	jessica.morgan2@mail.wvu.edu	Associate Professor	Creative Arts	Yes	Member
Denis	Scott	denis.scott@mail.wvu.edu	Extension Associate Professor	Extension	No	Member
Jerry	Carr	jcarrjr@gmail.com	n/a	NAACP	No	Ex officio
Jay	Spenser Darden	jdarden@mail.wvu.edu	n/a	DEI	No	Ex officio
Dariane	Drake	dariane.drake@mail.wvu.edu	n/a	CEHS	No	Student Rep

Library

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Denis	Scott	Denis.Scott@mail.wvu.edu	Extension Associate Professor	Extension	Yes	Member
Brian	Scaife	bscaife@hsc.wvu.edu	Assistant Professor	Medicine	Yes	Chair 20-21
Jing	Qiu	jing.qiu@mail.wvu.edu	Associate University Librarian	Libraries	No	Member
Mary	Stamatakis	mstamatakis@hsc.wvu.edu	Senior Associate Dean	Pharmacy	No	Member
Mollie	Toppe	mollie.toppe@mail.wvu.edu	Extension Instructor	Extension	Yes	Member
Jessica	McMillen	jessica.mcmillen@mail.wvu.edu	Associate University Librarian	Libraries	Yes	Member
Rose	Casey	rose.casey@mail.wvu.edu	Assistant Professor	Eberly	Yes	Member
Yogen	Panta	Yogendra.Panta@mail.wvu.edu	Associate Professor	Beckley	No	Member
Marina	Galvez-Peralta	magalvezperalta@hsc.wvu.edu	Teaching Assistant Professor	Pharmacy	Yes	Member

Research Integrity

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Scott	Wayne	Scott.Wayne@mail.wvu.edu	Associate Professor	Statler	Yes	Chair
Ann Marie	Hibbert	annmarie.hibbert@mail.wvu.edu	Associate Professor	Chambers	Yes	Chair-Elect
Radhey	Sharma	Radhey.Sharma@mail.wvu.edu	Professor	Statler	No	Member
Bob	Bastress	Robert.bastress@mail.wvu.edu	Professor	Law	Yes	Member
Patrick	Kerr	pkerr@hsc.wvu.edu	Asociate Professor	Medicine	No	Member
Sarah	Farris	sarah.farris@mail.wvu.edu	Associate Professor	ECAS	No	Member
Debanjan	Das	debanjan.das@mail.wvu.edu	Assistant Professor	Davis	No	Member
Asad	Davari	adavari@wvu.edu	Professor	WVUIT	No	Member
Melanie	Clemmer	mclemmer@hsc.wvu.edu	Associate Professor	Medicine	Yes	Member
Karen	Weiss	karen.weiss@mail.wvu.edu	Associate Professor	ECAS	No	Member
Melissa	Luna	melissa.luna@mail.wvu.edu	Associate Dean	CEHS	No	Member
Mark	Nigrini	mark.nigrini@mail.wvu.edu	Associate Professor	Chambers	No	Member

Special Committees

Shared Governance

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Scott	Crichlow	scott.crichlow@mail.wvu.edu	Associate Professor	Eberly	Yes	Chair
Ednilson	Bernardes	ednilson.bernardes@mail.wvu.edu	Professor	Chambers	Yes	Member
Michael	Vercelli	michael.vercelli@mail.wvu.edu	Associate Professor	Creative Arts	Yes	Member
Keri	Valentine	Keri.valentine@mail.wvu.edu	Associate Professor	CEHS	Yes	Member
Samuel	White	swwhite@mail.wvu.edu	Extension Professor	Extension	No	Member
Jessica	McMillen	jessica.mcmillen@mail.wvu.edu	Associate University Librarian	Libraries	Yes	Member
Julia	Fraustino	jdfraustino@mail.wvu.edu	Assistant Professor	Media	Yes	Member
Kari	Sand-Jecklin	ksandjecklin@hsc.wvu.edu	Associate Professor	Nursing	Yes	Member
Gonzalo	Bravo	gonzalo.bravo@mail.wvu.edu	Associate Professor	Physical Activity and Sport Sciences	Yes	Member
Ruchi	Bhandari	rbhandari@hsc.wvu.edu	Assistant Professor	Public Health	Yes	Member
Jean	Woloshuk	jean.woloshuk@mail.wvu.edu	n/a	(Retired)	No	Member
Andrew	Nix	Andrew.Nix@mail.wvu.edu	Associate Professor	Statler	Yes	Member
Paul	Rakes	Paul.Rakes@mail.wvu.edu	Professor	WVUIT	Yes	Member
Emily	Murphy	Emily.Murphy@mail.wvu.edu	Extension Professor	Extension	No	Member

Sustainability

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Shawn	Grushecky	Shawn.Grushecky@mail.wvu.edu	Assistant Professor	Davis	Yes	Chair
Andrea	Soccorsi	andrea.soccorsi@mail.wvu.edu	Teaching Instructor	Eberly	Yes	Chair-Elect
Amy	Hessl	amy.hessl@mail.wvu.edu	Professor	Eberly	Yes	Member
Julie	Black	Julie.Black@mail.wvu.edu	n/a	TLC	No	Member
Traci	Knabenshue					Member
Brandon	Rothrock	bar0044@mix.wvu.edu	n/a	n/a	No	Member
Kirsten	Stephan	kirsten.stephan@mail.wvu.edu	Teaching Assistant Professor	Davis	No	Member
Fernando	Lima	fernando.lima@mail.wvu.edu	Associate Professor	Statler	No	Member
Thanh	Le	Thanh.Le@mail.wvu.edu	n/a	Student Engagement	No	Member
Semoa	De Sousa-Brown	semoa.desousa-brown@mail.wvu.edu	n/a	RBA	No	Member
Daniel	Grossman	Daniel.Grossman@mail.wvu.edu	Assistant Professor	Chambers	No	Member
Brian	Chang	Brian.Chang@mail.wvu.edu	n/a	Chambers	No	Member
Jason	Walls	Jason.Walls@mail.wvu.edu	n/a	Law	No	Member

WVU Faculty Senate Teaching & Assessment Committee, Spring 2020

Early Semester Teaching Assessment Pilot

To make this course most relevant and supportive of your learning, I would appreciate your completion of this early semester survey.

1. Which **best** describes this course for you?
    a. Requirement
    b. Elective
    c. General Education Foundation (GEF) course
    d. Other [text box]

2. I have understood the course concepts and material presented up to this point.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

Display Logic (if any disagree, display the following)

2a. (Open-ended) Your response to the last question suggests that you are confused or frustrated by one or more of the concepts we have covered in class. Please elaborate.

3. The instructor clearly communicates course goals and expectations.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

4. The instructor explains the subject matter clearly.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

5. The way the instructor conducts this class keeps me engaged in the learning process.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

Display Logic (if any agree, display the following)

5a. (Open-ended) Describe a time in this class when you felt the most engaged in the learning process.

Display Logic (if any disagree, display the following)

5b. (Open-ended) Describe a time in this class when you felt the least engaged in the learning process.

6. There are sufficient opportunities (e.g. homework, work in progress, class discussions, group work, in-class or online exercises, etc.) to practice what I am learning.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

7. Graded assignments (e.g. homework, quizzes, tests, etc.) are a fair and appropriate representation of what we are learning.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Not applicable to this course at this time.

8. The feedback I receive from the instructor is helping me learn.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Not applicable to this course at this time.

Open-ended Questions:

9. What has been most helpful to your learning experience in this class so far?

10. Please describe ways that I (as your instructor) can better support your learning experience in this class.

1. **EMAIL ANNOUNCEMENT – FACULTY – IMMEDIATE RELEASE**

Dear Instructor,

The Teaching and Assessment Faculty Senate Committee (TACo) has developed an Early Semester Teaching Assessment tool for you to solicit student feedback in your courses. Asking students to provide constructive feedback early in a course can be an effective method of assessing instruction. Early assessment provides students a way to indicate what is working well for them in the class as well as areas where they are struggling or have concerns. Early semester check-ins provide instructors opportunities to respond accordingly while courses are still in progress.

The Early Teaching Assessment was developed by a TACo working group during the 2019-20 academic year. The group conducted a meta-analysis of pre-existing literature and early semester and midterm student evaluation of instruction survey questions used at peer institutions. After thorough consideration, the final subset of questions on the Early Teaching Assessment were deemed most applicable for WVU instructors and students.

While participation in this pilot is strongly encouraged, you will need to voluntarily opt in to participate. The tool is designed for traditional 15-week courses that are assigned to a single instructor. If you teach multiple courses, you can choose which classes receive the survey. In the future, TACo will explore variations of the tool for courses with multiple instructors and/or that follow different calendars.

The best time to gather feedback for a course in progress is in the first 4-6 weeks of a 15-week course. This timeframe gives students a reasonable sample of how you teach and how their learning is evaluated to make substantive comments. It allows you time to make adjustments and see their impact. Therefore, the form should be distributed well before midterm grades are issued.

Results from this survey will give you the information you need to reflect on your current teaching practices, clarify student misunderstandings, and engage students in a way that enhances the overall learning experience. You will receive your individual report 2 to 3 business days following the closing date. TACo recommends that, after analyzing the survey results, you share the findings with your students and that you have a conversation about their suggestions and your teaching adjustments. This can be done in class, through video, or in written format.

Course results will be shared with the assigned instructor *only*. Anonymized and aggregated summaries will be shared with various University stakeholders, such as the Office of the Provost, Faculty Senate, and Teaching and Learning Commons.

To see a pdf version of the tool, click here.

The survey window for the Fall 2020 semester is Monday, September 14, 2020 to Thursday, October 1, 2020. You will receive an email on Monday, September 14, 2020 to activate your assessment(s). After you opt in, you will be requested to identify a shorter survey window that suits your needs (i.e. the first and last day the survey will be available to YOUR students). You will receive your individual report 2 to 3 business days following the closing date. Please take the opportunity to administer this early semester teaching assessment survey to your students.

If you have any questions, please email Jessica Vanderhoff, Chair, Teaching & Assessment Faculty Senate Committee.

Thank you,

Teaching & Assessment Faculty Senate Committee

2. EMAIL ANNOUNCEMENT – FACULTY – OPT-IN EMAIL

Dear [Instructor Name],

The Teaching and Assessment Faculty Senate Committee (TACo) has developed an Early Semester Teaching Assessment tool for you to solicit student feedback in your courses. Early assessment provides students a way to indicate what is working well for them in the class as well as areas where they are struggling or have concerns. Early semester check-ins provide instructors opportunities to respond accordingly while courses are still in progress. The tool is designed for traditional 15-week courses that are assigned to a single instructor.

While participation in this pilot is strongly encouraged, you will need to voluntarily opt in to participate. If you teach multiple courses, you can choose which classes receive the survey. Please use the link below to participate.

The survey window for the Fall 2020 semester is Monday, September 14, 2020 to Thursday, October 1, 2020. **After you opt in, you will be requested to identify a shorter survey window that suits your needs (i.e. the first and last day the survey will be available to YOUR students).** You will be able to access your individual course report(s) 2 to 3 business days following YOUR closing date via http://it.wvu.edu/sei.

TACo recommends that, after analyzing the survey results, you **discuss the findings with your students** and that you have a conversation about their suggestions and your teaching adjustments. This can be done in-class, through video, or in written format.

If you have any questions, please email Jessica Vanderhoff, Chair, Teaching & Assessment Faculty Senate Committee.

Thank you,

Teaching & Assessment Faculty Senate Committee

3. EMAIL ANNOUNCEMENT – STUDENT

Dear [Student Name],

As part of WVU's focus on high-quality education and improving student learning experiences, we ask you to complete the Early Semester Teaching Assessment for the following course(s):

[Insert Table of Course here]

This survey is an opportunity to share with your instructor what is working well in this course as well as challenges to your learning. Honest, professional, and constructive feedback is expected.

You may skip any question that you do not wish to answer. Please click the "Submit" button after you complete the survey. You will receive a separate survey for each course being assessed.

If you have questions, comments, or concerns, please submit a ticket at ITS Service Desk.

Thank you,

Teaching & Assessment Faculty Senate Committee

West Virginia University

DATE: April 25, 2020

TO: Judy Hamilton
Office Administrator
Faculty Senate

FROM: Stanley Cohen
Professor Emeritus
Eberly College of Arts and Sciences
Committee of Retired Faculty

Jean Woloshuk
Professor Emeritus
Extension Service
Committee of Retired Faculty

RE: Committee of Retired Faculty
2019-2020 Annual Report to the Faculty Senate

The Committee of Retired Faculty's (CRF) main mission is to represent and advocate on behalf of WVU's retired faculty members. CRF was established by the West Virginia University Faculty Senate over twenty-five years ago as part of the shared governance of the University. To this end the Committee is charged to:

- Advocate on issues affecting retired faculty.
- Provide expertise and representation on committees, councils, boards and panels where experience of retired faculty can best benefit the university. In this regard the CRF provides institutional memory relevant to the university community.
- Study and provide recommendations to the Faculty Welfare Committee and Faculty Senate on matters pertaining to retired faculty including alternative retirement patterns and benefits.
- Hold monthly programs and other sessions on topics of importance and interest to retired faculty, many of which entail retired faculty members' academic expertise and experience.
- Develop and implement other programs of interest to retired faculty.
- Continue connections with WVU retired faculty by communicating and eliciting their feedback on issues pertaining to their welfare and university standing.
- Provide two members from the CRF to be voting members of the Faculty Senate and its Faculty Welfare Committee.

The Committee has historically provided monthly talks open to retired faculty and others in the community on a variety of subjects. Recent developments by the Osher Lifelong Learning Institute (OLLI @ WVU) and the West Virginia University Retirees Association (WVURA) have created an opportunity to refocus the CRF on its Senate charge.

OLLI @ WVU was established to provide programs and educational opportunities designed for adults 50 and over. During four terms, each year, it offers courses, lectures, seminars and field trips in such areas as music, literature, art, science, politics, nature, history, health, medicine, and economics. Live drama, movies, and special interest groups add to the choices. These programs are open to OLLI @ WVU members. WVU Retired Faculty are encouraged to join.

The West Virginia University Retirees Association (WVURA) was recently established with the goal of providing opportunities for the membership to remain involved with the University community and with other retirees through activities to include, but not limited to, programs, interest groups, travel, volunteerism, health and financial seminars, and cultural and social events. The WVURA is open to all faculty and staff members who are retired and current employees who are in phased retirement or who meet retirement eligibility from West Virginia University (age 60 with 5 years of service or any age with 30 years of service), as well as retirees of the WVU Foundation and the WVU Research Corporation. Spouses and partners are also welcome to join.

2019-20 Committee of Retired Faculty Board Members
Below is a list of including (in parenthesis) their term expiration. Those whose terms expire this year will be reappointed unless they notify the Chair otherwise by the June meeting.

- Stan Cohen, Eberly Arts & Sciences (2020-2021), Chair, Faculty Senator
- Rumy Hilloowala, Medicine (2019-2020)
- Nora MacDonald, Design and Community Development (2020-2021)
- Ade Neidermeyer, Chambers Business and Economics (2020-2021)
- Allyson McKee, Libraries (2020-2021)
- Bernie Schultz, Creative Arts (2020-2021)
- George Trapp, Statler Engineering (2019-2020), Chair-Elect
- Jean Woloshuk, Extension (2019-2020), Faculty Senator
- Bonnie Anderson, President's Office, ex-officio
- Toni Christian, Ginger Burns, Talent and Culture, ex-officio
- Billy Coffindaffer, Village at Heritage Point, ex-officio
- Rachel Zadnik, WVU Foundation, ex-officio
- Elaine Sholtis, WVU Retirees Association, ex-officio

Accomplishments
As in the past, this year the Committee of Retired Faculty held monthly programs at the Village at Heritage Point's Great Room. Dates of programs are published via e-mail, WVU E-News, Dominion Post, OLLI Friday Newsletter, and WVURA announcements to retired faculty. (See list below.) Refreshments are thankfully provided through the generosity of the WVU Foundation. Starting last year, monthly program events are now coordinated and jointly planned with OLLI, the Village at Heritage Point and the WVUREA. Typically, the CRF will sponsor eight programs during the year.

Throughout the year we conducted a business meeting (and lunch) and heard several informational reports at our monthly meeting (occurring on the third Friday):

- On September 25, 2019 President Gee, several senior leadership members, and directors of several units held a faculty and staff retiree reception at the Blaney House including an open Q & A session. CRF through the assistance of Bonnie Anderson arranged the event.
- Jean Woloshuk was elected to serve on the Faculty Senate AD Hoc Shared Governance Committee.
- Ginger Burns from Talent and Culture (T & C) spoke about her role as a senior benefits specialist.
- Provost Maryann Reed attended a CRF meeting in September followed by Associate Provost Melissa Latimer. The discussions covered several topics including retiree housing availability; additional funding for OLLI and WVURA; and roles and opportunities for retirees to re-engage with their former units and at WVU.
- Ade Neidermeyer, president of WVURA, and acting on the behalf of CRF and WVURA, met several times with T & C to develop an assessment form which would indicate the possible ways retirees could volunteer at WVU. This form is near final development.
- The Committee elected George Trapp as 2019-2020 chair-elect.
- Due to state-wide policies and the VHP lock-down regarding Covid-19 Pandemic, the Committee did not meet in the months of March and April. A possible Virtual May meeting might occur depending on the impending agenda.

Goals 2019-2020

The CRF will continue to coordinate as necessary its monthly lecture series with OLLI and the WVURA. CRF will rely on the WVU Foundation to continue its sponsorship of the refreshments available at the monthly program.

1. The CRF programs will be communicated to the WVU Retiree Association members, through e-mail, website and calendar. Additionally, any other communications to retired faculty, including quarterly newsletters as such, will be sent through the same mechanism.

2. The CRF will continue to compile a list of benefits and opportunities offered to retired faculty at WVU.

3. The CRF will refocus its attention to the Committee Charge provided by the WVU Senate.

4. The CRF will meet on a monthly or bimonthly basis, unless circumstances necessitate otherwise.

Programs 2019-2020

September 2019, Matthew Clark, Director of Planned Giving, WVU Foundation, "Cutting Out Uncle Sam: Smart Ideas to Plan Your Legacy"
October 2019, Joel Thacker, Account Manager, PEIA/Humana, "Humana Plans and Benefits"
January 2020, Jan L. Powell, Communications Director, PEIA, "A Review of PEIA Retirees for 2020

February 2020, Lori Hostuttler, Assistant Director WV and Regional History Center, WVU Libraries, “Black History Month: Pioneers in West Virginia”

March 2020, H. R. Scott, County Program Coordinator, Extension Agent, Agricultural and Natural Resources, WVU Extension Services, Monongalia County, “The Changing Face of Monongalia County Extension”

April and May 2020 programs postponed due to Covid-19 Pandemic. Will resume when the Village at Heritage Point resumes its normal schedule.

Committee of Committees, Membership, and Constituencies 2020 Annual Status Report

Committee Members

Lesley Cottrell, Medicine, Chair
Michael Germana, Eberly, Chair-Elect
Carolyn Atkins, Past-Chair, CEHS
Ilkin Bilgesu, Statler College
Annie Cui, Chambers College
David Hauser, Faculty Secretary, ex officio, Eberly
Emily Murphy, Faculty Senate Chair, ex officio, Extension
Nathalie Singh-Corcoran, Faculty Senate Chair-Elect, ex officio, Eberly College

Committee Charge

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:

- 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
- 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 various schools and colleges as much as possible.

Summary

- 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 provided the initial composition for senate committees.
- Committee leadership (Chair and Co-Chairs) were identified and confirmed for committees, where applicable.
- The CoC revisited the composition of the Research and Scholarship Committee ensuring faculty and senators from a variety of disciplines are represented.

Future Work

- The designated Chair of each committee will contact committee members about committee work closer to the beginning of the next academic year.
- Student Government Association representatives will be contacted to identify student representatives (where applicable) for senate committees in the beginning of the 2020-21 academic year.

To: Faculty Senate Executive Committee
From: Ednilson Bernardes, Chair, Faculty Senate Curriculum Committee
Re: Annual Report 2019-2020 and Goals for 2020-2021
Date: May 18, 2020

Committee Members:
Ednilson Bernardes, Chair, B&E
Jennifer Steele, Chair-Elect, Eberly
Vagner Benedito, Davis
Ilkin Bilgesu, Statler
Rachel Bragg, WVU Beckley
Sheryl Chisholm, PSC
Anne Cronin, Medicine
Kimberly Floyd, CEHS
Amy Funk, Dentistry
Robin Hissam, Statler
Lori Ogden, Eberly
James Siekmeier, Eberly
Cindi Trickett Shockey, Dentistry
Charis Tsikkou, Eberly
Ralph Utzman, Medicine
Darko Velichkovski, Creative Arts
Melissa Ventura-Marra, Davis

Ex-officio Members:
David Hauser, Eberly
Erin Kelley, TLC
Sean McGowan, ex officio, Assistant Registrar
Robynn Shannon, ex officio, TLC
Lou Slimak, ex officio, Provost's Office
Matthew Steele, ex officio, Libraries
Misti Woldemikael, ex officio, Assistant Registrar
Bethany Haymond, Assistant Registrar

The Faculty Senate Curriculum Committee approved the following submissions from September 2019 through May 2020:

New Courses: 213

Course Changes: 259

Course Deletions: 90

Capstones: 7

Course Adoptions: 6

AOE: 7
New AOE in Computational Mathematical Science
New AOE in Energy Land Management
New AOE in Mathematics Biology
New AOE in Mathematics Education
New AOE in Physical Applied Mathematics
New AOE in Pure Mathematics
New AOE in Unmanned Aerial Systems

Minors: 4
New Minor in International Business
New Minor in Entrepreneurship
New Minor in Arts Entrepreneurship
New Minor in Insurance

Majors: 6
BS in Music and Health
Changes to the Major in Entrepreneurship and Innovation
Changes to the Major in Medical Laboratory Science
New Major in Health Services Management and Leadership
Switching from AOE to Major in Russian Studies
New Youth and Family Sciences Major

Other Programs: 9
New 3+3 Program ECONBS and LAW
Program Changes to the Certificate in Biomedical Engineering
Program Changes to the BS in Energy Land Management
Program Changes to the Major in Public Health
New Program in Anthropology
New Program in Criminology
New Program in Integrated Marketing Communications
Program Changes to Social Studies/Secondary Education
Program Changes to the Major in Sustainable Food and Farming

Goals for 2020-2021:

1. Effectively review new courses, course alterations, and course changes.
2. Effectively review new undergraduate programs, minors, and areas of emphasis.
3. Discuss and elaborate a continuity plan in preparation for disruptive events.
4. Discuss whether any aspects of the process can benefit from been done differently.
5. Interact and communicate with stakeholders on deadlines, updates, and status.
6. Work with the Committee members and other stakeholders to identify opportunities to improve the process where/if fit.

WVU Faculty Senate Committee on Faculty Welfare
Annual Report, 2019-2020

Membership

Scott Crichlow, Eberly, Chair
Samuel Ameri, Statler
Donna Ballard, Potomac State
Daniel Brewster, Eberly
Asad Davari, WVUIT
Gretchen Garofoli, School of Pharmacy
Jessica Haught, College of Law
Kristin Moilanen, CEHS
Jessica Morgan, Creative Arts
Jenny Murray, Extension
Shine Tu, College of Law
Scott Wayne, Statler, Past Chair
Stan Cohen, ex officio, Retired Faculty
Cris DeBord, ex officio, Vice President of Talent & Culture
David Hauser, Faculty Secretary, ex officio, Eberly College
Amy Matuga, ex officio, Staff Representative
James Morris, ex officio, Assistant Vice President of Talent & Culture
Natalie Wilson, ex officio, Talent & Culture
Amy Kuhn, TLC Representative

There was a leadership change early in the 2019-2020 academic year. Jessica Morgan was to have been Chair for 2019-2020 with Scott Crichlow serving as Chair Elect. Professor Morgan stepped down to take on a larger role in a major professional organization, and Professor Crichlow succeeded into the role of Chair.

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.

Activities

At the direction of Faculty Senate Chair Emily Murphy committee meetings were scheduled on a monthly basis. Given the breadth of the committee's charge and the many matters of interest to various parts of the university community, several matters were addressed across the course of the year including:

1. The latest version of WVU's anti-tobacco policy was reviewed and discussed. Faculty present raised concerns over enforcement issues, and the need to ensure that enforcement

mechanisms would be carried out fairly so that they would be felt equally by staff, faculty, and administrators. Concerns were also raised about the university seeming to push actions that would affect employees' private behavior, away from the workplace.

2. The committee returned to the issue of 9-month pay periods and the desire by many faculty members, but not all, to be paid over 12 months. Central administration stated that was impossible given the limitations of personnel software used by the University, unless all faculty members moved to a 12-month pay period. Given that the faculty is divided on this issue, the status quo will hold. However it is worth noting that means the position more generally favored by higher-salaried, more research-intensive faculty is winning out over the position more likely to be favored by lower-salaried faculty members.

3. The committee discussed what can be done at WVU to promote Wellness. General points made were the need for this to discuss across campus as a whole, and the need for unified messaging given that there seems to be variation on these matters across WVU. The need for greater availability of appealing, healthy recreation areas was noted. And how food/meals play out in University life should be considered. For example - Should there be so many breakfast and lunch meetings given how unhealthy food offerings in those settings often are and the various health issues many faculty members have that make such meetings at a minimum challenging and awkward? Should the University move away from serving sugary items at events and meetings? Should cookies regularly be highlighted as a reward, or ice cream sandwiches be the highlight of campus community bonding activities? Overall, what should the University's approach to the food it provides be, and should eating be part of University life?

4. Committee volunteers Scott Crichlow and Scott Wayne met with Teaching and Service faculty members on January 24 so that the committee could learn more about issues facing those sets of faculty (especially concerns relating to pay, tenure, climate, and disparities in situations and practices between faculty who work in different colleges). That meeting covered the many peculiarities of current policies and processes (such as how despite the supposed "One WVU" concept, faculty at the Beckley and Keyser campuses can earn tenure for work similar to TAPs in Morgantown, but those TAPs in Morgantown are not eligible for tenure), and how the Faculty Welfare Committee could work with these faculty members, should they wish to propose policy changes in the Senate.

5. Lauri Andress, the Chair of the Inclusion and Diversity Committee, presented that committee's idea for developing Social Equity Teams. These teams, potentially one per under-represented group on WVU's campuses, would serve as a bridge between those communities and WVU's leadership, focusing on 3 core concerns: dialogue, transparency, and accountability. The Faculty Welfare Committee formally endorsed this proposal and looks forward to the Inclusion and Diversity Committee pursuing it further during 2020.

6. The committee formally supported the Staff Council's coat drive in the Fall/Winter of 2019/2020.

7. The committee pursued several avenues to try to better understand and overcome the challenges that exist regarding effective intra-university communication.

Toward this end Committee Chair Crichlow surveyed/interviewed (depending on respondent's preference) constituents in Eberly and received the following feedback that was shared with the committee at the November meeting.

The Good

Faculty believe they already possess the knowledge they need to successfully pursue their own careers and achieves promotions.

Areas of Concern

Generally, a lack of transparency by the university on several management topics.

The budget

University priorities (and how policies and spending are designed around them)

Regular hiring (who gets to hire? why? why internal vs. external? etc.)

Hiring of administrators

"Mission creep" by universities (relating to advising, syllabus design, etc.)

Why WVU's BoG seems to have fewer set policies/procedures than many peer institutions

Why WVU's president seems to have more power in setting policy than exists at peer institutions

As much of the above there is often lack of clarity re: - what's the policy/reason behind X & where did it come from and why?

Preferred Forms of Communication

Not email! If anything, cut back on the current number of emails.

Two-sided communication – ideas and information sharing should be direct and run both up and down university hierarchies.

A permanent website should provide details pertinent to increasing faculty understanding of the university (on various matters including some listed above under lack of transparency).

Reform of the Faculty Senate to ensure it is reflecting faculty sentiments, vigorously conveying those, and putting them into university policies.

Committee Chair Crichlow also organized a meeting of the Eberly senators (who wanted to and could attend) with the Dean's Advisory Council in that College to talk through how communication could be improved. That led to the following ideas being shared.

> Senators should send out a brief questionnaire once a month to gather faculty concerns and priorities clear in those responses should be shared during "New Business" at every Senate meeting. Similar information could regularly be gleaned from meeting with advisory bodies like the Eberly Dean's Advisory Council across colleges.
>
> There should be more opportunities for face-to-face meetings with deans and senior leaders, and those shouldn't solely be meetings where the administrator sets the agenda.

Faculty Senate Chair Emily Murphy, who has been actively involved in her own efforts to improve communication among the faculty and across the University and whose monthly emails reviewing Faculty Senate business are helpful to overcoming these problems, was an active participant in the committee meeting that reviewed the information from Eberly College faculty, as was Associate Provost Melissa Latimer. Further refining what information faculty want and how it can be communicated most effectively may be needed, but considerable energy is being put behind this effort from the faculty side, and hopefully this movement continues. Effective two-way communication is essential for a university that takes shared governance seriously.

8. The committee has monitored how the University's child care facility is performing, and how it functioned once the University closed campus in March 2020. While it has seemed to be the case that faculty satisfaction with its performance has increased in the last year or two, the period in March and April was met with much dissatisfaction. Given that the reasons for that are likely to extend into the start of the 2019-2020 academic year, the committee will surely focus on this matter again next year. Additionally, the committee asked the administration what it could do to expand the availability of University child care. While there was not an immediate short-term suggestion, Associate Provost Latimer discussed how the current leadership team expects to increasingly recruit older, non-traditional student going forward, and that such a focus will require increased accommodations for more child care, which should spill over into increased availability for the children of faculty. The implication seemed to be that further investments in this, for every campus, require relevant campus communities to increase demand and make a compelling case related to that demand.

9. The committee met with Cris DeBord about the processes by which deans are evaluated, the role of faculty members in those processes, and how faculty should be informed of the findings of those evaluations. It is already WVU policy that faculty in a college should receive an overview of the results of such an evaluation – however, that policy has not been followed across the entire university. Unfortunately, it seems the university does not plan to share any broad-stroke overview of evaluations that were conducted recently if it has not already done so (for example, there seems to be no plan to share the results of the evaluation of the dean of WVU's largest college that was conducted last year). However, as

to going forward, the committee was told the plan is to follow existing policy and share results of these evaluations with employees in the colleges deans oversee. The committee was told that Chris Staples should be our point of contact on following up regarding this matter.

10. At the committee's final meeting (given the closure of campus due to the COVID-19 pandemic) on March 10th, 2020 the discussion centered on a review of the Dependent Education Scholarship (how widely it is being used, if it needs to be more prominently promoted), concerns relating to parking (how can parking availability be assured for those who pay to park in lots? should the parking committee meet more often? should the director of parking chair the parking committee? would it help putting signs up explicitly telling students not to park in certain places?), how to protect at-risk faculty if we are teaching face-to-face during a pandemic, and helping faculty understand how accreditation requirements play into the trade-offs that are dealt with when decisions are made about forms of instruction. This last point goes back to the need to better communicate to faculty the demands and constraints the University works under when setting the basic parameters of its functioning.

11. April's meeting, that was canceled due to the pandemic, was supposed to include a presentation from WVU's new ombudsperson, Jodi Goodman. Since the committee wanted an update on how her work was proceeding Committee Chair Crichlow had a lengthy conversation with her and conveyed the following points to the committee from talk.

1. Since starting the position last October she's met with 32 people
2. Topics she's discussed with people have included relationships with colleagues and Department Chairs; communication; both upward and downward working relationships (for example, with Department Chairs and with graduate students); both policies not being followed and gaps in policies
3. She's met more with tenure-track faculty than not - in fact mostly with tenured faculty
4. She's observed a lot of fear or retaliation, perceptions of favoritism, and conflict-avoidance
5. She's put in a good bit of time on getting up to speed/setting up the office - developing the website, building a network, findings a mentor (hers is at Colorado)
6. She'd like to do more outreach and trainings on conflict resolution
7. She thinks things we could work toward to help defuse tensions include greater transparency and building just processes into behaviors
8. She noted that WVU is behind many other schools in terms of the resources devoted to the Ombudsperson Office (many schools have a full-time person or multiple part-time people; she's officially one-quarter time, but has been doing much more work than that in the position, although much of that was focused on start-up activities.

The committee will presumably hear from the Ombudsperson in person at a meeting in the 2020-2021 academic year.

Moving Forward in 2020-2021

Given the breadth of the committee's charge, many matters that demand its attention will surely arise. However, the following matters it dealt with this year seem sure to require continued attention. First, the committee should continue to work and coordinate with other groups of faculty on campus such as the TAP/SAP task force and the Senate's Inclusion and Diversity Committee that we know will be working on matters relevant to our charge. Secondly, it is clear that in order to function effectively and for senators to understand the needs of their constituents the committee should continue to work to improve intra-University communication. Furthermore, every year the committee works to be a point of contact to improve the access to child care for faculty members. Given the pandemic, that may be even more challenging in 2020-2021, so the committee should continue to work vigorously in that regard. Fourth, the committee should follow through as is timely to ensure policies regarding the evaluations of senior administrators are followed. And when appropriate the committee should work with Staff Council for our mutual benefit and support and for the broader good of our community.

However, even with much unknown about the future of the pandemic and the University's future functioning in light of that enormous challenge, it is already abundantly clear that the committee should be active in 2020-2021 working on behalf of faculty in that context. This may include many matters but among them seem likely to be (the following are points that have already been raised in intra-faculty discussions):

- Faculty interests when it comes to furloughs and RIFs
- Compensating faculty for the extra work they are having to do (for example, creating multiple versions of a single class as the context of teaching changes)
- Challenging the "do more with less" dogma put forward by some managers, an ideological agenda that shows limited respect work the workforce and the challenges it faces
- Protecting the health and safety of faculty members, especially those who have health attributes that make them particularly at-risk
- Ensuring faculty members are part of important planning activities
- Protecting faculty members' ability to design and teach their courses without unreasonable administrative demands that do not respect faculty members' expertise
- The ability of faculty to travel to carry out research
- Whether or not adjustments in research expectations need to be made for faculty members whose research requires significant amounts of travel (adjustments to both annual evaluations and promotion expectations).

General Education Foundations Committee (GEFCo) 2020 Annual Status Report

Committee Members

Lesley Cottrell, Medicine, Chair
Lisa Di Bartolomeo, Eberly, Chair-Elect
Mary Beth Angeline, Eberly
Robert Brock, School of Medicine, Past Chair
Lynne Cossman, Eberly
Zachary Freedman, Davis
Leslie Graebe, CEHS
Crosby Hipes, WVUIT
Suzanne Kitchen, B&E
Jennifer Merrifield, Potomac State
Beth Nardella, Medicine
Kristina Olson, College of Creative Arts
Nathalie Singh-Corcoran, Eberly
David Hauser, Faculty Secretary, ex officio, Eberly College
Louis Slimak, ex officio, Assistant Provost
Misti Woldemikael, ex oficio, Associate Registrar for Academic Services
Tracey Beckley, TLC Representative
Robynn Shannon, TLC Representative
Madison Matheny, Student representative

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.

Summary

- The GEFCo continued to review courses submitted for consideration within the GEF catalog of courses and structure.

- The committee continued to review the general education structure at the request of the Provost's Office to confirm particular areas that would fall within the general education program.
    - Guest members who were involved in the general education process across various divisions within the University were also invited to engage in discussions about the general education program.
- A draft of the general areas was shared with the Provost's office for input with planning focused on structure (e.g., size, course determinations) and assessment in the next segment.
- Committee recommended members who would serve on the university general education task force. This task force was proposed by the Provost's Office to identify any changes needed within the general education program in response to Title IV.
- Committee continued to work with Louis Slimak to identify assessment models that would be used to evaluate the current GEF courses.

Future Work

- Work closely with the general education task force in their review and evaluation of the general education offerings. Specifically, the GEFCo will provide work they have gathered on evidence-based general education approaches across institutions, assess current general education and provide feedback based on what works/what doesn't, and conduct needs assessment of proposed activities in terms of available resources and challenges.

The GEFCO would like to acknowledge and thank Judy Hamilton for her institutional memory and on-going support of the committee. Without her, it would be impossible to accomplish as much as we do.

INCLUSION AND DIVERSITY FACULTY SENATE COMMITTEE 2019-2020 ANNUAL REPORT

MAY 8, 2020

Lauri Andress
Chair

Committee Members

Lauri Andress, School of Public Health, Chair
Keri Valentine, College of Education and Human Services (CEHS), Chair-Elect
Anna Allen, School of Public Health
Jessica Bishop, College of Creative Arts
Scott Crichlow, Eberly College
Cerasela Zoica Dinu, Statler College
Tiffany Mitchell Patterson, CEHS
Ellen Rodrigues, LGBTQ+ Center
Denis Scott, Extension Service
Christina Wilson, School of Medicine
Erin Kelley, TLC Representative
J. Carr, Ph.D. ex officio, NAACP
J. Spenser Dardan, ex officio, WVU Office of DEI
Noor Dahshan, ex officio, student representative

Committee Charge

1. Assess and issue a university wide report on the campus culture of inclusion, equity, and diversity to be carried out according to best practices but not less than every five years;
2. Provide material, curricular support, and guidance, including an online toolkit for faculty teaching and service related to diversity, equity, and inclusion (DEI);
3. Establish and hold ongoing conversations with key units and stakeholders at West Virginia University including but not limited to the Division of Diversity, Equity, and Inclusion, the office of Equal Opportunity and Affirmative Action, the Center for Excellence in Disabilities, the Center for Black Culture and Research, the ADVANCE program, the LGBTQ+ Center, the Office of Multicultural Affairs and external community leaders and stakeholder groups that work to further social justice and inclusion in West Virginia;
4. Evaluate periodically national trends and report on best practices related to diversity and inclusion, and make recommendations to appropriate University bodies including the Office of the Provost, the Teaching and Learning Commons, and other Centers, Colleges, Schools and programs affiliated with the University;
5. Report on systems and mechanism that provide support to faculty who engage in research and scholarship on issues related to social status including but not limited to race, ethnicity, income, gender, sexuality, and religion;
6. Address in a timely fashion other issues pertinent to the charge of the committee.

Introduction

As a new entity, the **Committee on Inclusion and Diversity** began meeting on August 23, 2019 and convened monthly to consider how to build an agenda around the charge of the Committee. We start this report with a list of achievements followed by initiatives that were attempted. Next, we outline ideas for future Committee activities. A more thorough description of the Committee's achievements and other agenda items is then presented. We include: best practices for climate assessments; the data analysis conducted on trends in faculty appointments and hiring at West Virginia University; and a summary of the reading and lecture series on Inclusion. In closing, a listing of the highlights from each Committee meeting is presented.

Achievements

Details on each of these activities is presented below.

- Created a set of principles around best practices on campus climate assessments.
- Piloted a reading and lecture series on issues of inclusion and diversity.
- Received an analysis of data detailing trends in racial, ethnic, and gender diversity in undergraduate students and instructional staff with faculty status at WVU; and
- Piloted collaborative work across Senate Committees by meeting with two Committees (Teaching and Assessment Committee (TACO) and Faculty Welfare) to advance several ideas including recommendations on contra-power, a classroom assessment summit, and Social Equity Teams.

Actions and Ideas Attempted

- Rapid Response Protocol
- Social Equity Teams
- Recommendations on Contra-Power

Future Committee Activities and Goals

In discussions and a survey conducted among Committee members, the following ideas and questions emerged:

- Use the data shared in this report to work with a more visible entity (ex. Center for Resilient Communities) to consider how we might build deliberative action towards greater inclusion and diversity.
- Enhance specific efforts to support underrepresented faculty and train/mentor Department chairs/deans about diversity issues.
- Continue to work towards finding a place within the WVU structures for the Committee (more than interaction through the Faculty Senate meetings). The idea is to participate in discussions before they are made. Determine mechanisms through which this committee

could collaborate with the University leadership before policies and decisions are presented in their final form at the Faculty Senate meetings.

- Discuss the tension between whether the Committee exist to make groups feel welcome or whether the Committee should be a watchdog or advocate/activist group that works towards building the system, mechanisms, and policies to ensure that groups feel welcome and able to succeed. Could the Committee do both?
- Create a sense of community in Morgantown, making faculty and staff feel safe, respected, and understood, and ensure proper policies are in place to support diversity, equity and inclusion (DEI).
- Create a ground swell among faculty to help them understand the benefits of using resources towards these efforts (i.e., inclusion, diversity), to better understand policies/actions etc. that act to counter diversity and inclusion.
- Engage more faculty in social justice efforts to truly "Go First" as a university in order to be a leader in these efforts. It means we cannot rely solely on administration to do something. Try to heighten faculty engagement in ways that raise critical consciousness (notion is meant to reflect Freire, father of community organizing in the slums of Brazil).
- Be faculty leaders for our respective colleges to link others to the Committee charge that calls for us to "Provide material, curricular support, and guidance, including an online toolkit, for faculty teaching and service related to diversity, equity, and inclusion."
- Establish a Provost Fellow to work within the Provost office.

Detailed Description: Activities Pursued

Refining and building Committee consensus around the ideas and activities that we pursued were discussed and considered at our November 15th meeting. It was here that we agreed as a committee to focus on the short-term recommendations to create a reading and lecture series and recommended a campus climate assessment on inclusion in order to establish a baseline on inclusion and diversity at the University and set up a way to begin a conversation around DEI. We also decided on long-term goals including: a classroom assessment summit supported by the TACO and Faculty Welfare Committees. The last two activities (classroom assessment workshop and campus climate assessment) were eventually taken up by the Associate Provosts for Faculty Development and Culture and Academic Personnel.

Our Committee discussed: establishing Social Equity Teams (SET); establishing a Rapid Response Protocol; advocating for recommendations on Contra-Power working with the WVU Council for Women's Concerns (Campus Climate and Women of Color Committees); developing resources for inclusive teaching in collaboration with the Teaching and Learning Commons (TLC); creating a diversity resources website (work taken on by Meshea Poore, VP Office of DEI); launching an audit and visualization tool to display DEI activities at the University;

creation of a highly promoted diversity calendar; and establishing an award for courses that showcase diversity and inclusion (perhaps request partnership with the Provost's office).

Best Practices on Campus Climate Assessments

After reviewing literature, we came up with the following points to serve as guidance in establishing a campus wide DEI climate assessment.

KEY POINTS:

- University should express a specific narrative that links the notion of "climate" to inclusion and diversity.
- Leadership should establish a transparent mechanism that facilitates a visible two-way dialogue between underrepresented, diverse groups and the University leadership.
- Evaluate and acknowledge the experiences of underrepresented groups and identify circumstances and challenges that could make that experience different from the majority.
- Recognize that diversity is a numerical representation of underrepresented groups, while inclusion is the sense of being welcomed or not being excluded.

Specifically:

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

diversity issues and ongoing, unacknowledged stigmatization, discrimination, and inequities in academia.

7. Perceptions of leadership and staff in positions that control hiring can make a difference in the implementation of efforts to recruit and retain different identity groups. Accordingly, assessments of climate should examine perceptions of priorities and intent on the part of leadership and staff to recruit greater numbers of social identity groups. These perceptions can be compared with or triangulated with actual structural changes including the implementation of plans and programs.
8. Any efforts to assess climate on diversity, equity, and inclusion should prepare the campus staff, students, and faculty for involvement in the process because it promotes consensus building and engenders a sense of ownership in current and future plans.[2]
9. Efforts to assess climate on diversity equity and inclusion (DEI) should result in a transparent, widely shared report that facilitates future planning and discussions that are built around a two-way dialogue between leadership and underrepresented groups.
10. To ensure trust and objectivity during a campus-wide climate assessment on inclusion and diversity, ideally a team of facilitators from outside the institution should conduct the groups and develop a report that is shared with the campus constituents. Should funding be an issue, having something like a Social Equity Team (SET) that oversees any campus climate assessment on inclusion and diversity can help to ensure that notions of trust, transparency, objectivity, and accountability are woven throughout the process.
11. The SET provides a greater sense of trust in the neutrality of the effort by actually and literally separating the self-interest of the University from the evaluation and assessment process. The most successful teams are comprised of salient social identity groups including student, faculty representing various ranks and disciplines, and staff representing various grades and positions (e.g., clerical, housing and food service, physical plant).[3]
12. It is imperative that the entire process of the campus climate assessment be transparent. It has been found that failure to promote transparency and equitable sharing of the effort as articulated and supported by the campus leadership can make the difference in the success and failure of the effort.

---

[1] Pepper, M. B., Tredennick, L., & Reyes, R. F. (2010). Transparency and trust as antecedents to perceptions of commitment to stated diversity goals. Journal of Diversity in Higher Education, 3(3), 153.

[2] Rankin, S., & Reason, R. (2008). Transformational Tapestry Model: A comprehensive approach to transforming campus climate. Journal of Diversity in Higher Education, 1(4), 262.

[3] Rankin, S., & Reason, R. (2008). Transformational Tapestry Model: A comprehensive approach to transforming campus climate. Journal of Diversity in Higher Education, 1(4), 262.

Summary: Inclusion and Diversity Data Analysis

A full set of tables and graphs may be found in an addendum. This analysis examined current trends in racial, ethnic, and gender diversity in undergraduate students and instructional staff with faculty status at WVU using the Integrated Postsecondary Education Data System

(IPEDS), a comprehensive system of interrelated surveys conducted annually by the National Center for Education Statistics, a part of the Institute for Education Sciences within the United States Department of Education. We compared the available data at our institution with Big 12 institutions namely Baylor University, Iowa State University, Kansas State University, Oklahoma State University-Main Campus, Texas Christian University, Texas Tech University, The University of Texas at Austin, University of Kansas, and University of Oklahoma-Norman Campus) as well as several R1 land grant and aspirational institutions, like University of Delaware, University of Massachusetts-Amherst, Colorado State University-Fort Collins, Washington State University, Ohio State University-Main Campus, University of Missouri-Columbia, Oregon State University, University of Arizona, Clemson University and University of California-Berkeley and others.

Findings

No compared universities/colleges have achieved a faculty racial distribution that is comparable to the US population.

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

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

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

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

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

Questions raised by the data analysis:

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

.

Pilot Reading & Lecture Series

The reading and lecture series sought to provide an opportunity for WVU to examine issues related to diversity and inclusion at the college/unit level. The reading and lecture series was open to anyone at WVU and in the community, however, we did prioritize faculty as the primary audience for these efforts. The Spring 2020 pilot started with a focus on two short readings: "From Affirmative Action to Diversity: Toward a Critical Diversity Perspective" by Herring (2011) and "Why Diversity Initiatives Fail: Symbolic Gestures and Millions of Dollars Can't Overcome Apathy" by Newkirk (2019).

The College of Education and Human Services (CEHS) was the first college to participate in the pilot initiative and shared the following report with the ID committee to inform the planning of future diversity programming and offer a way to foster open dialogue about these critical issues.

- Faculty and staff from the College of Education and Human Services (CEHS) met twice during the Spring 2020 semester (March 6 and May 1) as part of the inclusion and diversity pilot reading initiative. The first meeting was face-to-face while the second meeting took place via Zoom. Turnout for the Zoom meeting far exceeded that of the face-to-face meeting and participants recommended this mode for future gatherings. The two readings discussed included Newkirk's (2019) article, "Why Diversity Initiative Fail" and an article from Herring and Henderson (2011) titled, "From Affirmative Action to Diversity: Toward a Critical Diversity Perspective." While the articles guided prompts for discussion during the meetings, time during the pilot was spent primarily getting to know each other and sharing current perspectives and experiences related to inclusion and diversity in the college and broader university. The group also collaborated to suggest possible actions we would like to take as a college.
- While CEHS is just beginning a college-wide conversation, we are aware that other colleges and units are engaged in similar work. For the purposes of this Faculty Senate report, we have a few key take-aways from this pilot initiative. Faculty and staff acknowledged that conversations with colleagues across the college are rare, while acknowledging both the importance and difficulty. Understandings of diversity varied; at the same time, the group expressed that not all differences are given similar challenges and opportunities. The group also expressed the desire for WVU to be clear about what we mean by diversity in order to hold ourselves and our institution accountable. There was also recognition that everyone is responsible and needs to do something to address inequity and exclusion. Sometimes this is not as visible (e.g., who is running our programs, who is serving in leadership positions, who is receiving tenure and promotion).

- When discussing actionable next steps for departments and the college, we discussed possibilities for creating a more diverse applicant pool, such as working with chairs, deans, and search committees to write ads that include diversity and engaging in training before conducting a search. However, we need to be honest about where we are and do the critical work before attempting to attract diverse candidates. What we say we are doing in our ads must be true.
- There was an expressed interest in continuing to work together as a college to better understand diversity, inclusion, and equity through shared readings and broader workshops and courses across campus.

Campus-wide efforts are planned to begin in Fall 2020. We will select a book for the 2020-2021 academic year and invite at least two speakers that have studied issues around inclusion and diversity of marginalized groups in the United States.

Faculty Classroom Assessment Summit

The Faculty Classroom Assessment was a joint initiative of the Senate Faculty Committees on Inclusion, Faculty Welfare, and TACO. Discussions among the Committee Chairs demonstrated an interest in alternative ways to evaluate teaching effectiveness alongside the traditional use of student evaluation data to secure outcomes on teaching effectiveness. In the end the coordination of this idea was left with planning and coordination coming from the Teaching & Learning Commons and the Office of the Associate Provosts for Academic Personnel and Faculty Development and Culture.

Social Equity Teams (SET)

This initiative was proposed as a mechanism by which to bridge communication between the WVU leadership and underrepresented groups across students, staff, and faculty. The vision was for the establishment of a social equity team (SET) to provide a greater sense of trust in the neutrality of climate assessment efforts by separating the self-interest of the University from the evaluation and assessment process. Social equity teams create a way for underrepresented groups to meet with leadership regularly to consider accountability and to give underrepresented groups visibility, voice, and recognition. The Faculty Welfare Committee voted to support the social equity team. In the end, considerations for the idea ended with presenting details on how the SET would work and include interaction beyond two town hall meetings/year; and considering of where in the system the SET should be located to maintain independence. One idea was to hold a smaller set of meetings to refine issues and plan. In attendance would be the leadership of the SET and University. We were also considering how to determine who could put representatives on the team. Discussion ended working in collaboration with the Faculty Welfare Committee to move this work forward.

Recommendation on Contra-power, i.e., student-on-faculty harassment

These recommendations on Contra-power were advanced by the WVU Council for Women's Concerns (Campus Climate and Women of Color Committees) and discussed in collaboration with the Senate Faculty Welfare and TACO Committees. At the close of our year we hoped that this initiative would find a home as part of the Social Equity Teams.

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

1. Strengthen and clarify steps taken to address harassment and bullying. Ask the university to recognize contra-power harassment. Determine who or what unit has a remit that allows them to explore these recommendations. When there is a pattern of behavior the people experiencing the bullying/harassment should all be engaged. These incidents and how they are handled are currently very siloed and treated as "one-off" scenarios. Consider how we can work as a team to coordinate experiences and reports so that faculty can be aware of patterns of behavior or repeat offenders.
2. Increase transparency about how student conduct and CARE issues are handled- this does not mean HIPAA violations. For example, after a complaint is made is it possible for the faculty member to receive a notice and updates? Alternatively, is it possible for involved parties to understand what measures are being taken?
3. Implement training(s) for students that cover civility, SEIs, behavior and expectations when entering the university as a freshman or transfer student- including non-traditional students.
4. Implement training for faculty and staff on university policies, procedures, the CARE program/office, and student conduct. We have found that many faculty do not know about CARE or its function.
5. Implement training for "leaders" on topics such as harassment, student incivility, SEIs, how to respond when a faculty member does not feel safe at work, diversity and inclusion training.
6. Conduct a survey or focus groups with faculty (perhaps as part of a climate assessment) to learn about and document the incidence of harassment from students. As we have tried to emphasize, faculty need to feel heard.
7. Develop a policy to address what to do when students create false reports against faculty.

Rapid Response Protocol

At the start of our meetings the Committee felt that it was important to have a mechanism by which to comment on discriminatory events that might occur in real-time. We noticed that often the University does not issue a statement about these events if it can be avoided. We had internal discussions about what this mechanism might look like and different systems that could be used including social media. One external discussion with the leadership of the Faculty Senate ended with a stalemate over legal issues and the need for guidance on University level communications protocol.

Description of Committee Meetings

August 23, 2019:
First meeting and introduction of members. Discussion on mission and goals.

September 20, 2019:
Presentation: Robynn K. Shannon, RPCV, Ph.D., Assistant Director, WVU Teaching & Learning Commons
After volunteering to analyze data, Robynn Shannon presented an analysis on the hiring, retention, and promotion trends in minority faculty at WVU in comparison to other R1 and land grant institutions. We eventually secured a similar analysis for undergraduate enrollment minority students at WVU. Results are presented below.

October 18, 2019
Presentation: Jay Spenser Darden, Director, Diversity Initiatives and Community Engagement, Division of Diversity, Equity and Inclusion

November 15, 2019
Guest: Melanie Page, Associate VP for Creative and Scholarly Activities
At this meeting, the committee decided to pursue two short-term recommendations as well as several long-term recommendations. The short-term recommendations included a reading and lecture series on race/ethnicity and religion at WVU and a campus climate assessment on inclusion. Long-term recommendations included an assessment summit in collaboration with TACO and the Faculty Welfare Committee.

November 21, 2019
Discussion on pilot ideas with Associate Provosts Latimer and Neidermeyer

December 6, 2019
Presentation on Contra Power: Council for Women's Concerns, Stefanie Hines

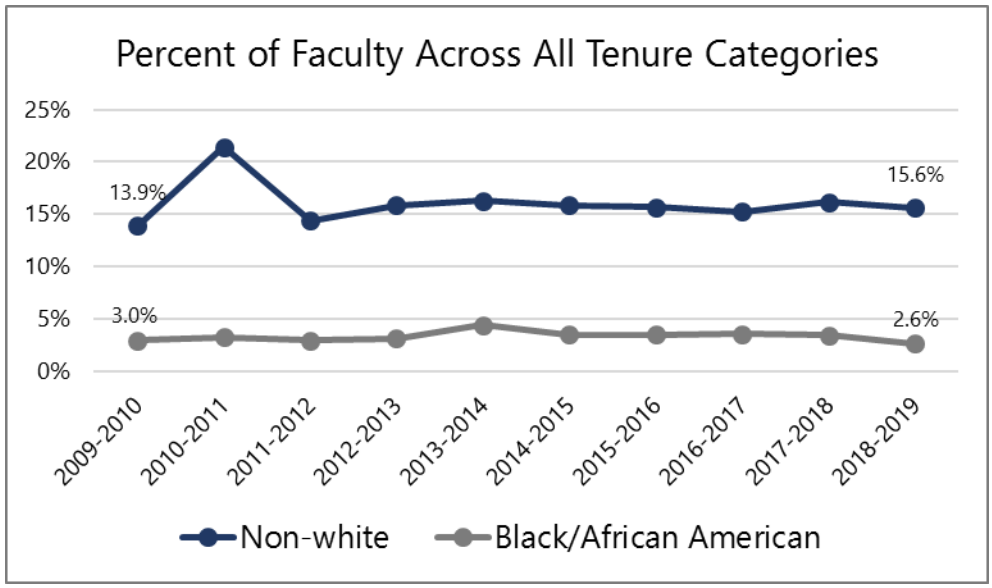
January 24, 2020
Guest: Meshea Poore, VP Office of DEI

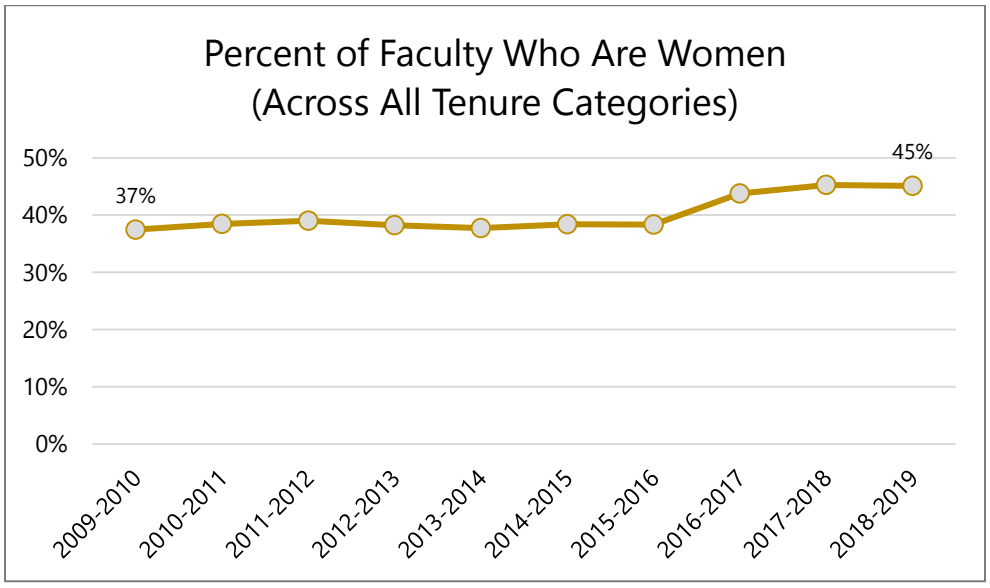
February 21, 2020
Guest: Paul Kreider, Vice Provost

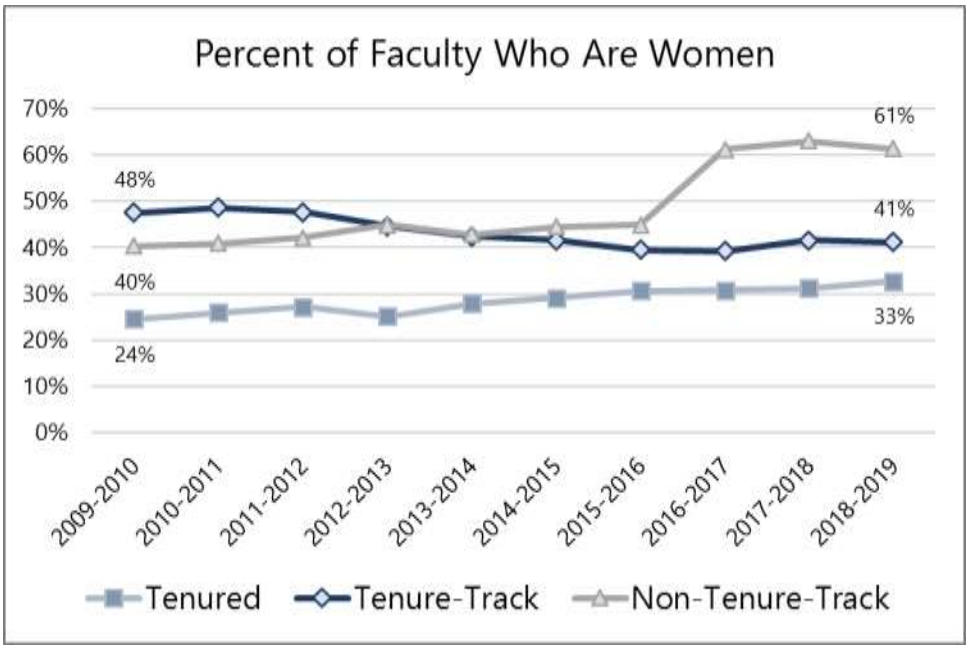
April 17, 2020
Virtual Meeting: Refine Committee's Final Report

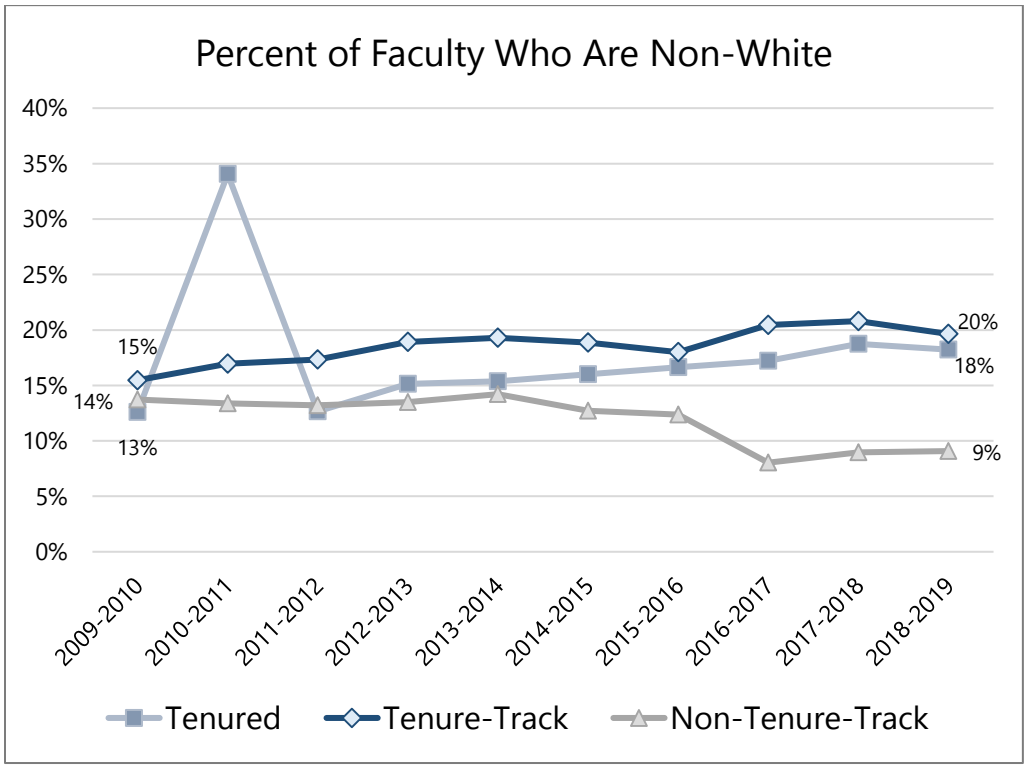
Interim Report
WVU Faculty Senate Committee: Inclusion & Diversity

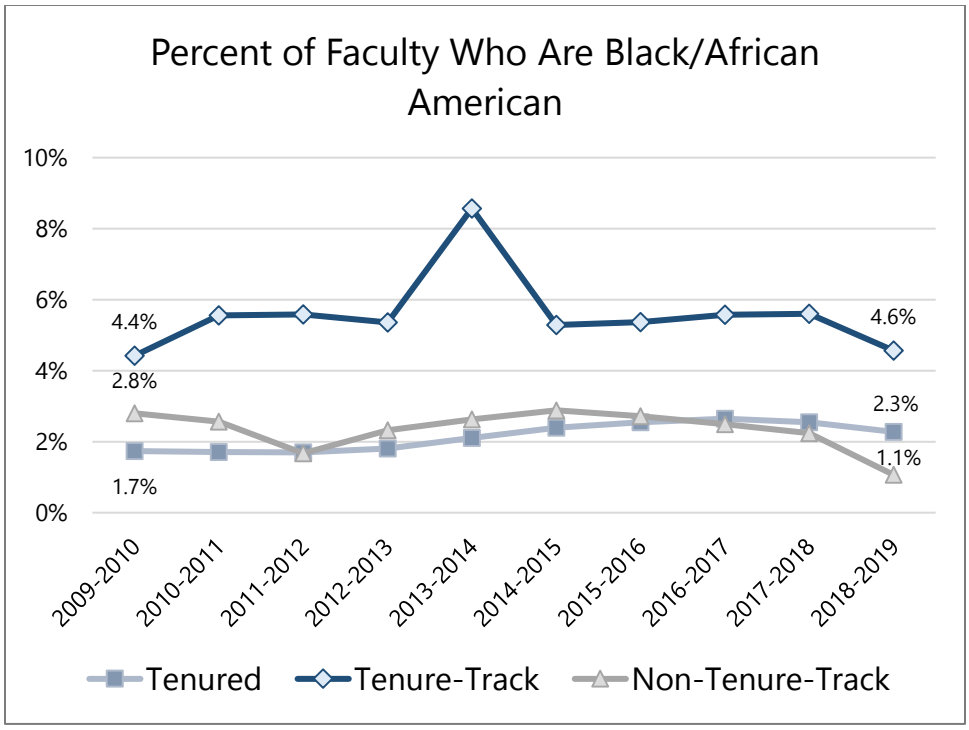
Faculty

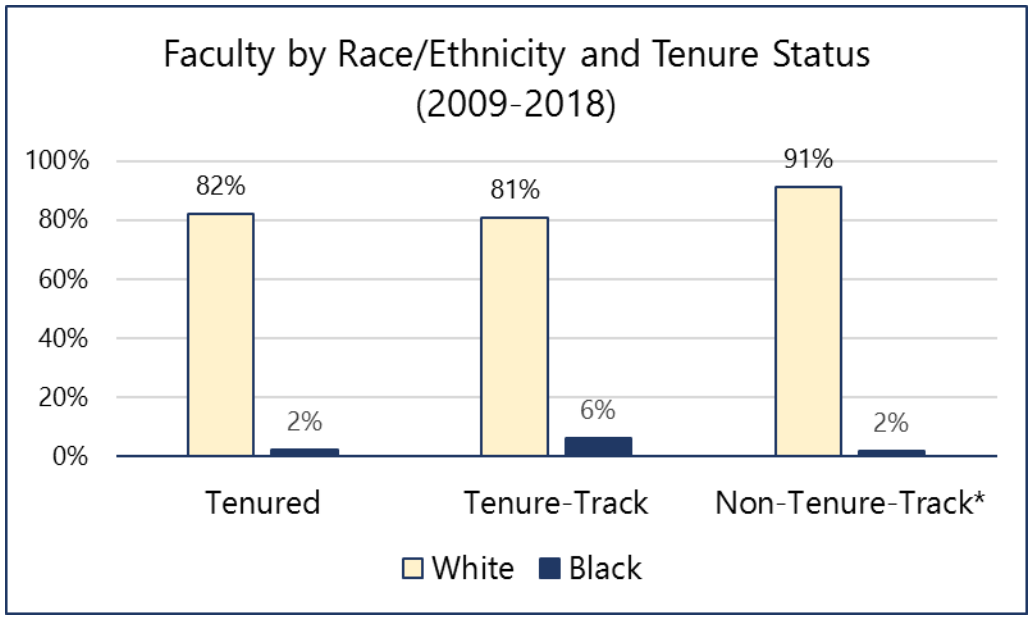


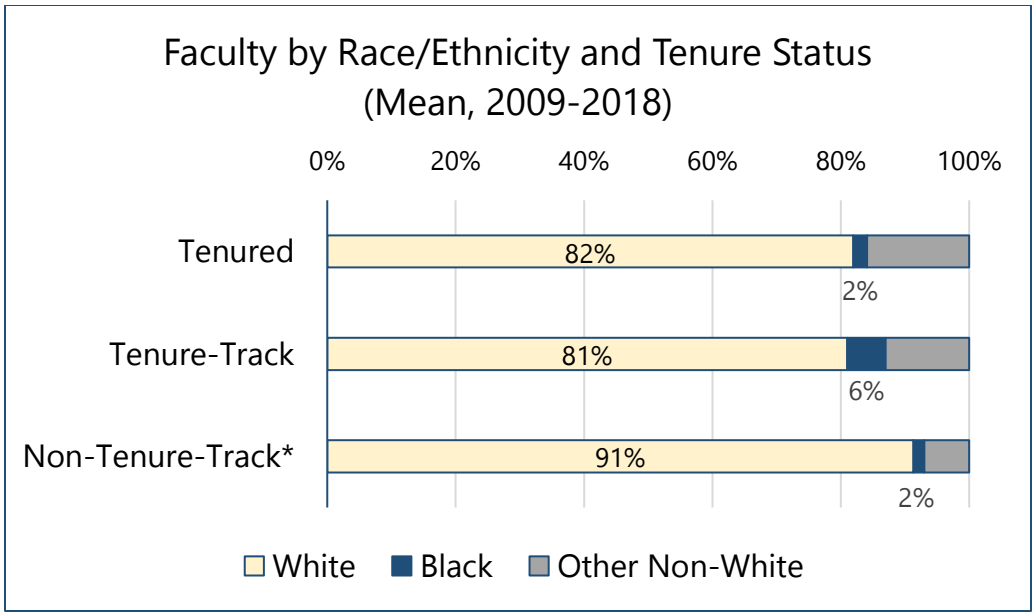


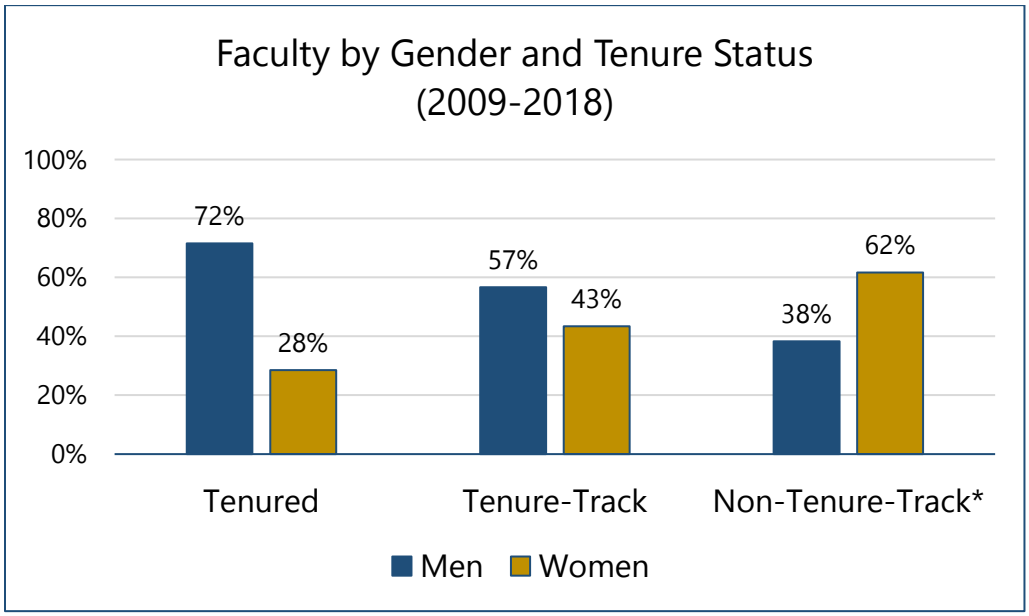

Percent of Faculty Who Are Women
70%
60%
50%
40%
30%
20%
10%
0%
48%
40%
24%
61%
41%
33%
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
2018-2019
Tenured
Tenure-Track
Non-Tenure-Track

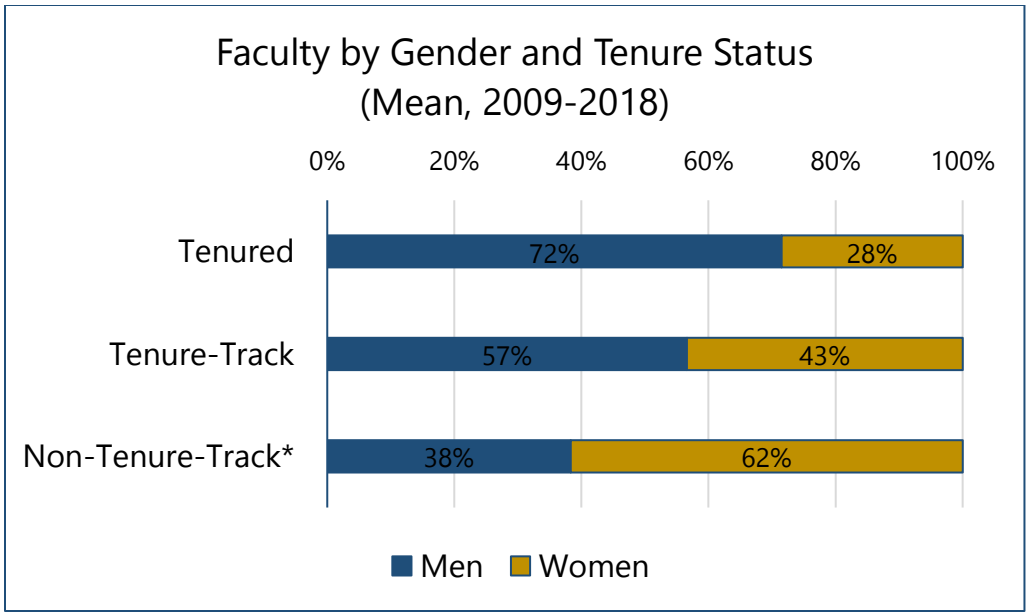

Percent of Faculty Who Are Non-White
40%
35%
30%
25%
20%
15%
10%
5%
0%
15%
14%
13%
20%
18%
9%
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
2018-2019
Tenured
Tenure-Track
Non-Tenure-Track


Percent of Faculty Who Are Black/African American
10%
8%
6%
4%
2%
0%
4.4%
2.8%
1.7%
4.6%
2.3%
1.1%
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
2018-2019
Tenured
Tenure-Track
Non-Tenure-Track

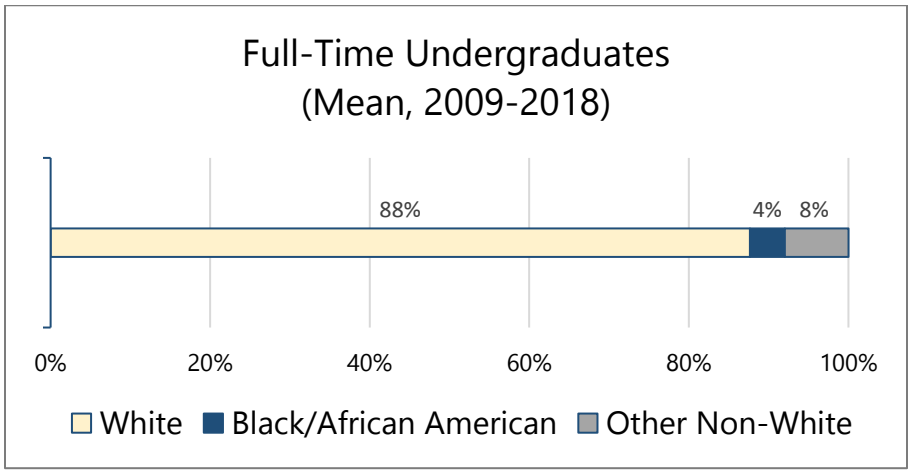

Faculty by Race/Ethnicity and Tenure Status (2009-2018)
100%
80%
60%
40%
20%
0%
82%
2%
81%
6%
91%
2%
Tenured
Tenure-Track
Non-Tenure-Track*
White
Black

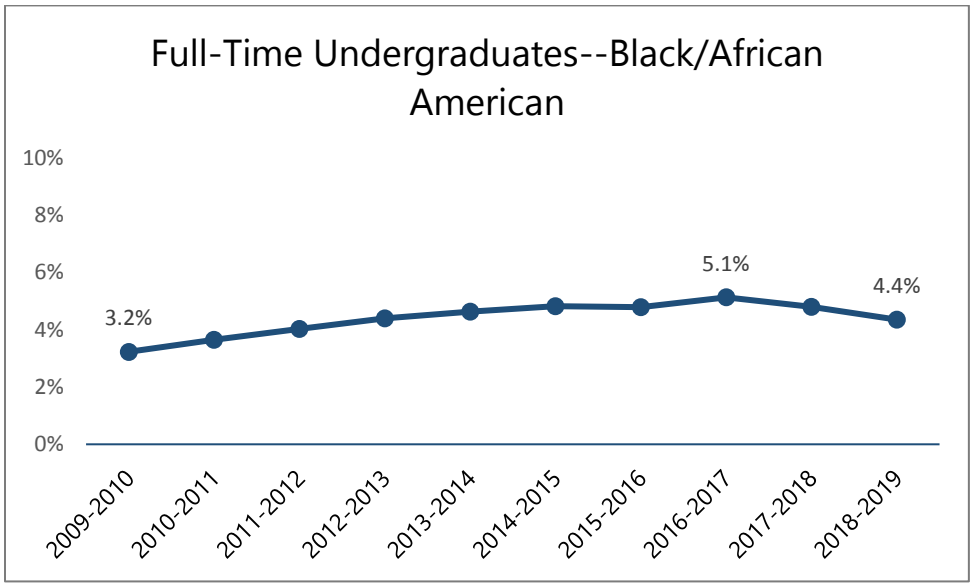

Faculty by Race/Ethnicity and Tenure Status
(Mean, 2009-2018)
0%
20%
40%
60%
80%
100%
Tenured
82%
2%
Tenure-Track
81%
6%
Non-Tenure-Track*
91%
2%
White
Black
Other Non-White

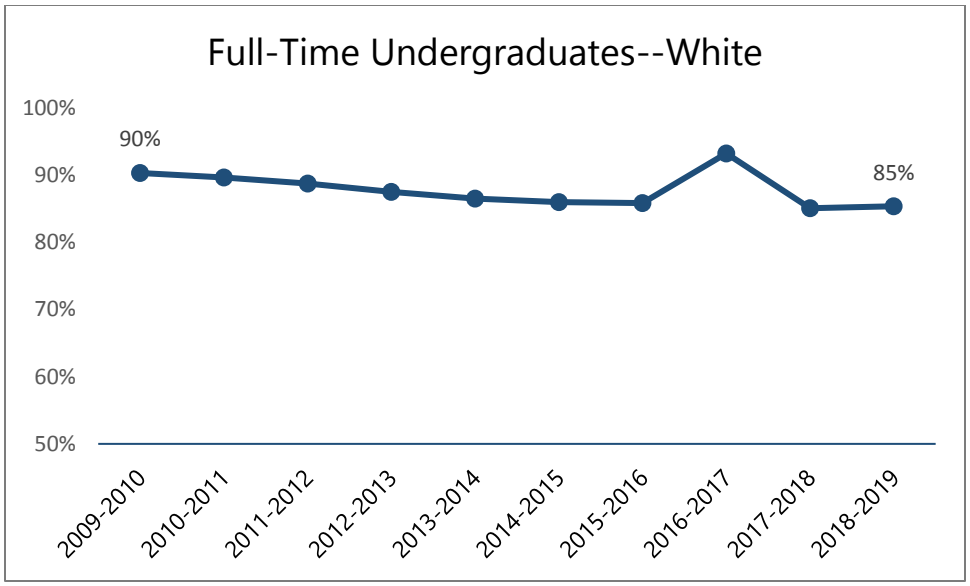

Faculty by Gender and Tenure Status
(2009-2018)
100%
80%
60%
40%
20%
0%
72%
28%
57%
43%
38%
62%
Tenured
Tenure-Track
Non-Tenure-Track*
Men
Women

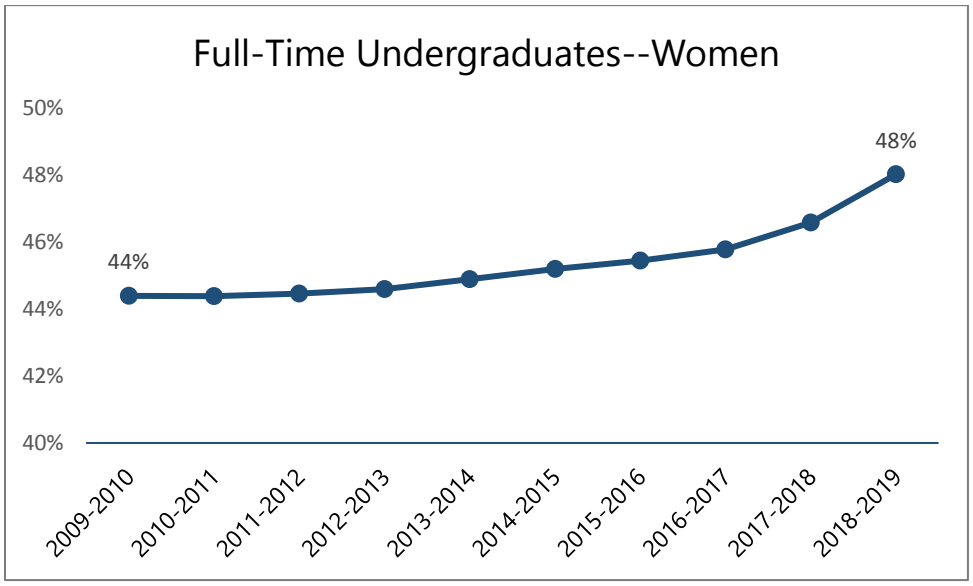

Faculty by Gender and Tenure Status
(Mean, 2009-2018)
0%
20%
40%
60%
80%
100%
Tenured
72%
28%
Tenure-Track
57%
43%
Non-Tenure-Track*
38%
62%
Men
Women

Students

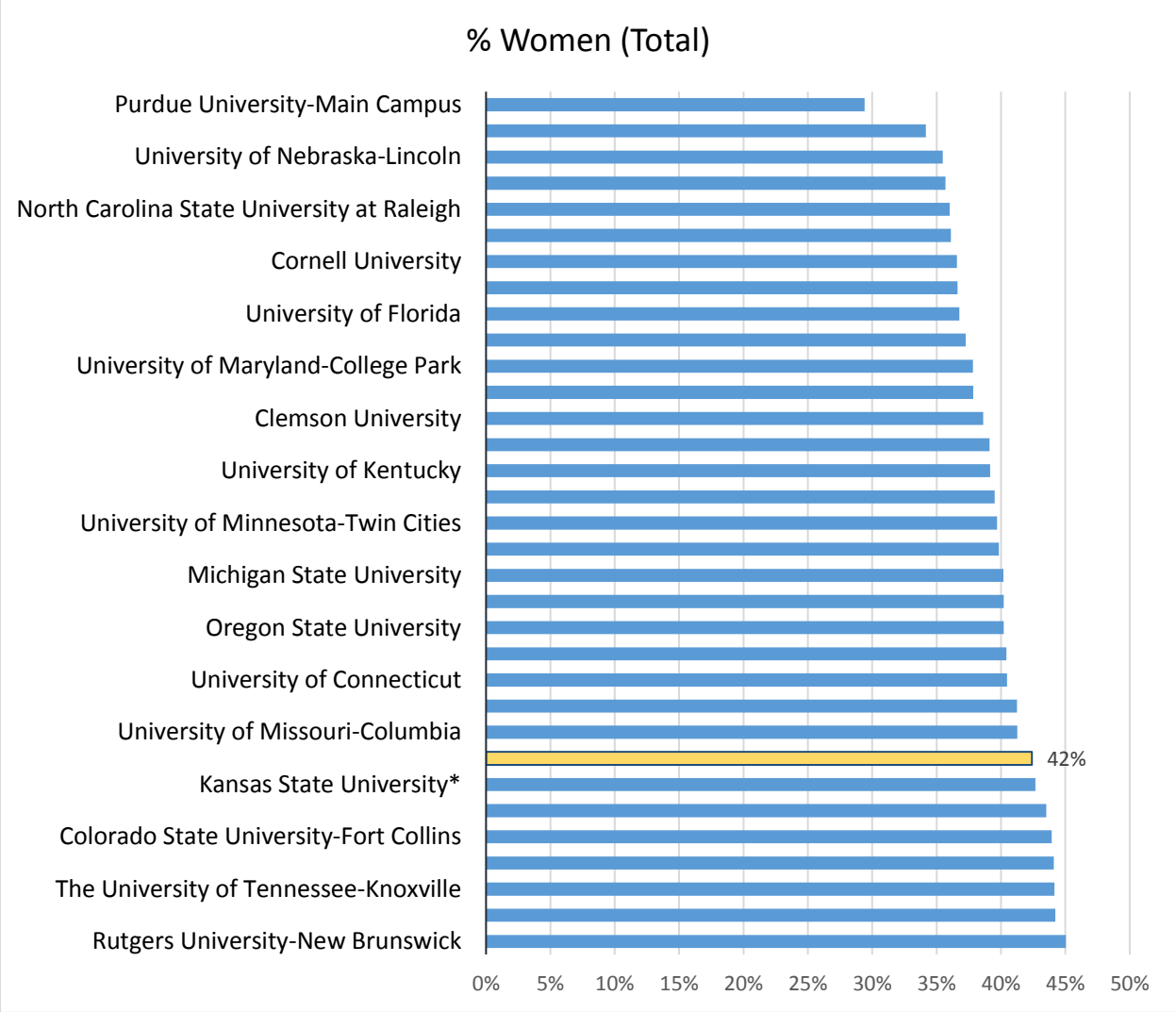

Full-Time Undergraduates
(Mean, 2009-2018)
88%
4%
8%
0%
20%
40%
60%
80%
100%
White
Black/African American
Other Non-White

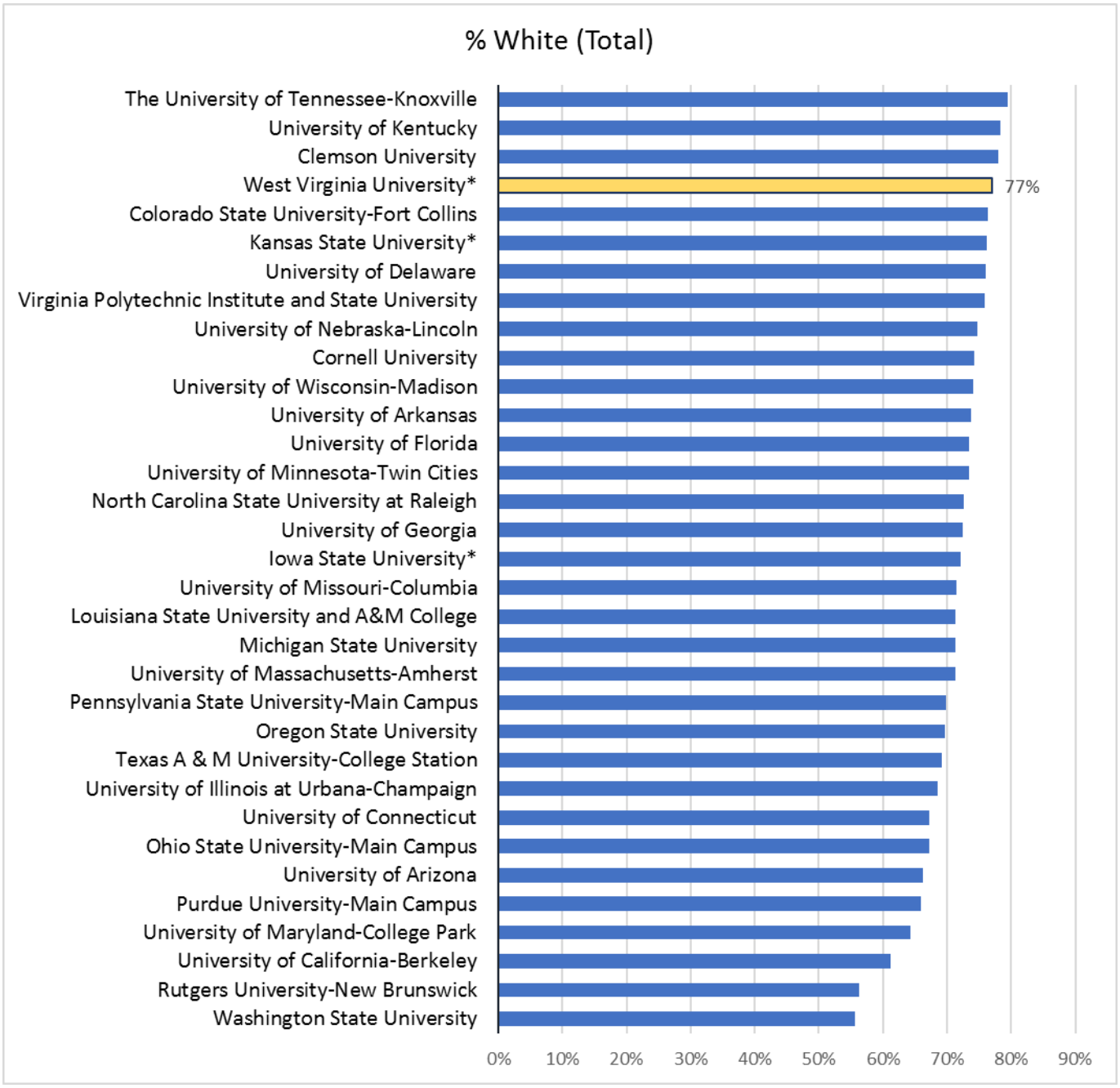

Full-Time Undergraduates--Black/African American
10%
8%
6%
4%
2%
0%
3.2%
5.1%
4.4%
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
2018-2019

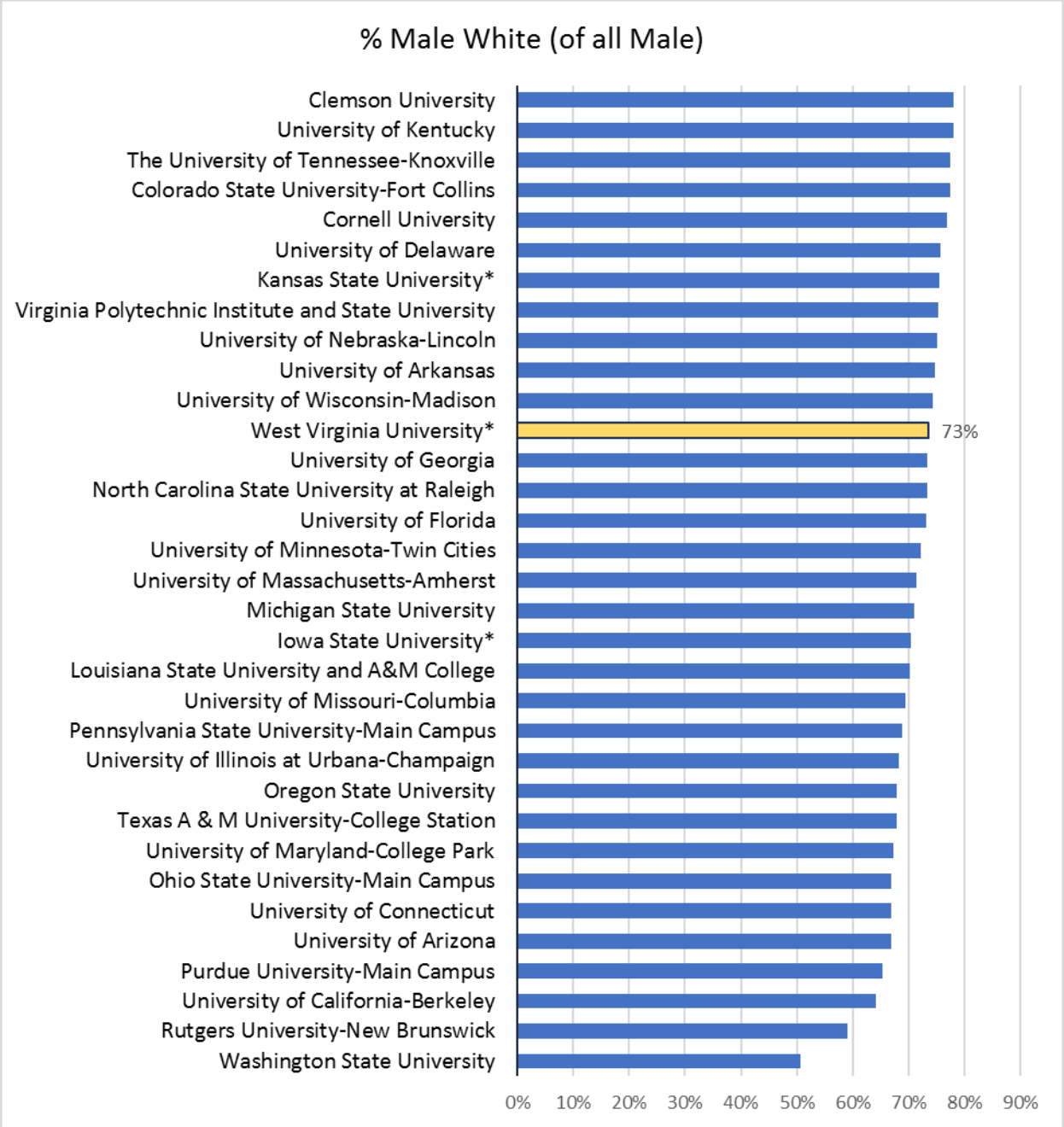

Full-Time Undergraduates--White
100%
90%
80%
70%
60%
50%
90%
85%
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
2018-2019

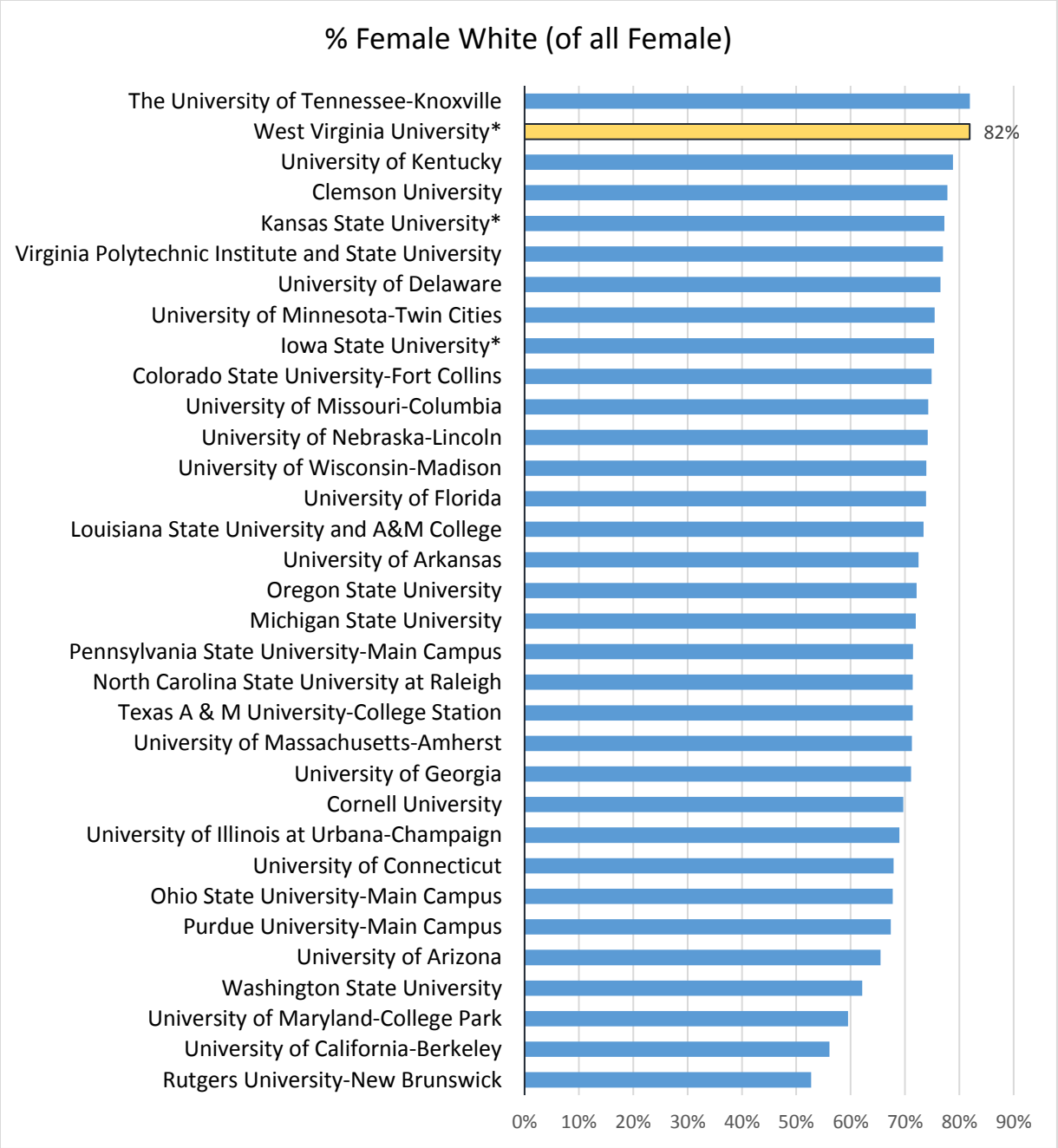

Full-Time Undergraduates--Women
50%
48%
46%
44%
42%
40%
48%
44%
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
2018-2019

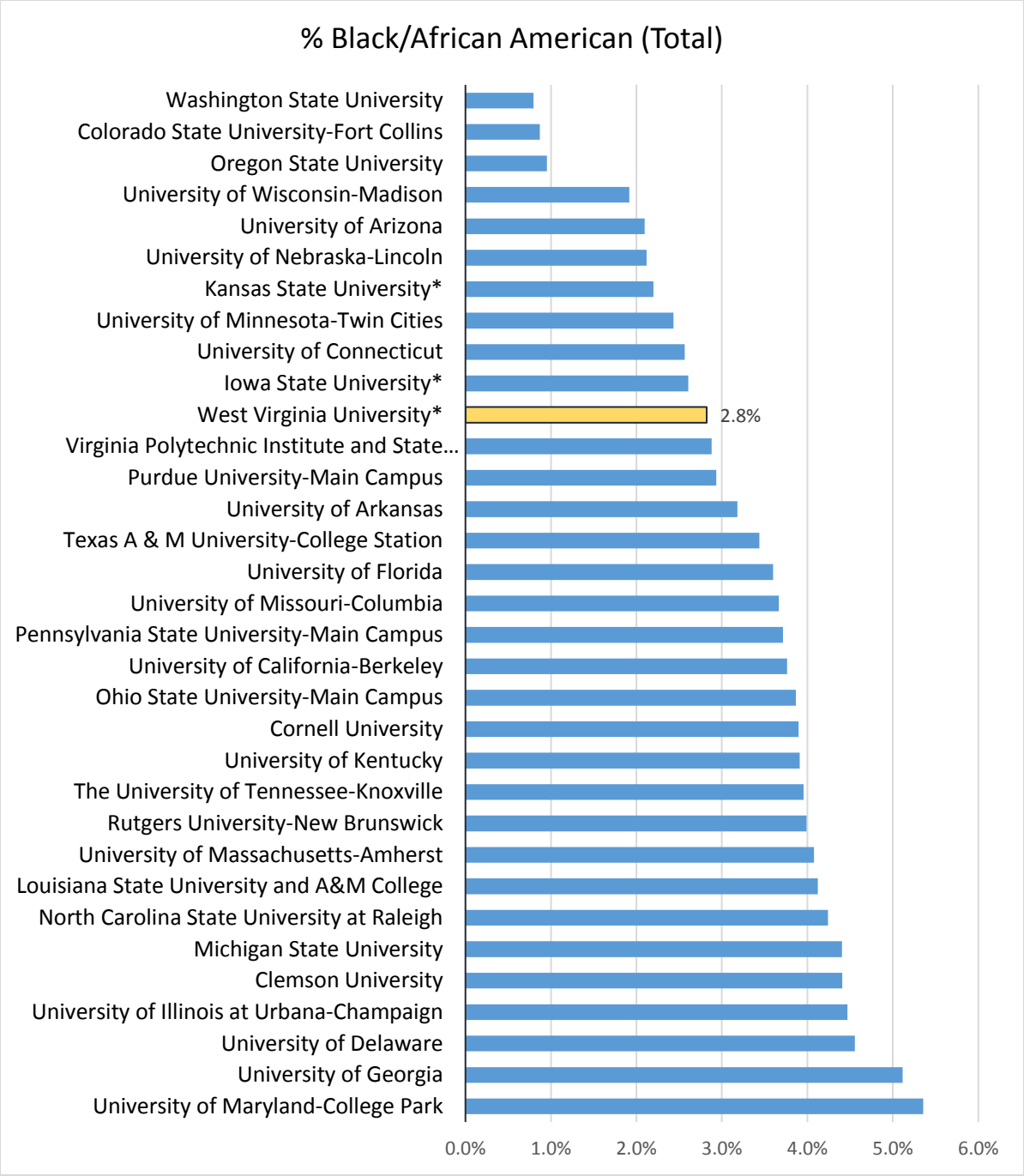
R1 Land Grant



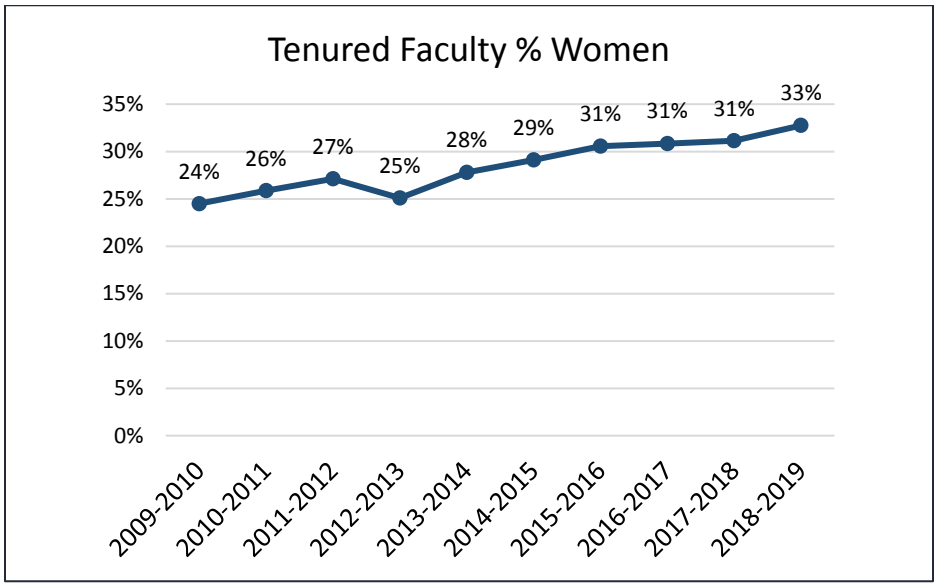

% White (Total)
The University of Tennessee-Knoxville
University of Kentucky
Clemson University
West Virginia University*
Colorado State University-Fort Collins
Kansas State University*
University of Delaware
Virginia Polytechnic Institute and State University
University of Nebraska-Lincoln
Cornell University
University of Wisconsin-Madison
University of Arkansas
University of Florida
University of Minnesota-Twin Cities
North Carolina State University at Raleigh
University of Georgia
Iowa State University*
University of Missouri-Columbia
Louisiana State University and A&M College
Michigan State University
University of Massachusetts-Amherst
Pennsylvania State University-Main Campus
Oregon State University
Texas A & M University-College Station
University of Illinois at Urbana-Champaign
University of Connecticut
Ohio State University-Main Campus
University of Arizona
Purdue University-Main Campus
University of Maryland-College Park
University of California-Berkeley
Rutgers University-New Brunswick
Washington State University
77%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%

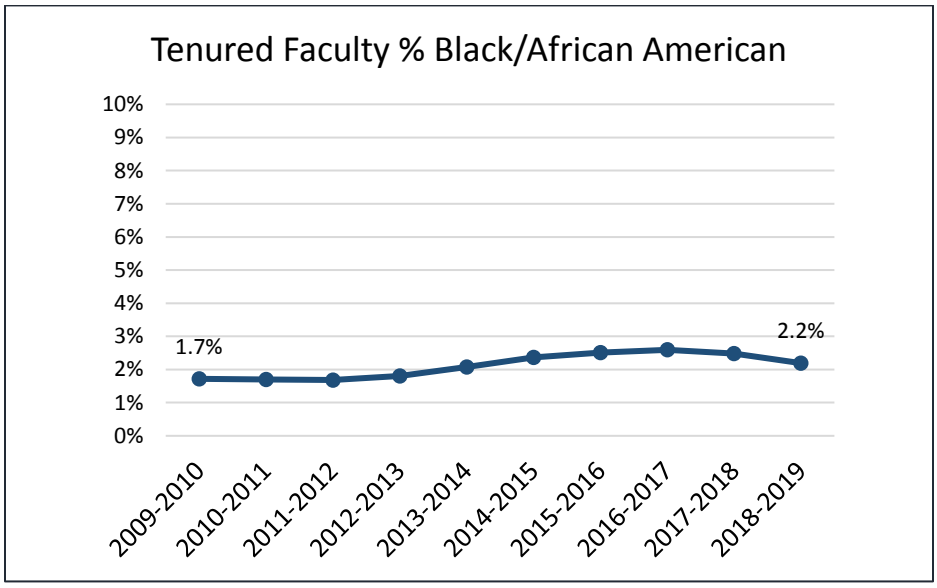

% Male White (of all Male)
Clemson University
University of Kentucky
The University of Tennessee-Knoxville
Colorado State University-Fort Collins
Cornell University
University of Delaware
Kansas State University*
Virginia Polytechnic Institute and State University
University of Nebraska-Lincoln
University of Arkansas
University of Wisconsin-Madison
West Virginia University*
73%
University of Georgia
North Carolina State University at Raleigh
University of Florida
University of Minnesota-Twin Cities
University of Massachusetts-Amherst
Michigan State University
Iowa State University*
Louisiana State University and A&M College
University of Missouri-Columbia
Pennsylvania State University-Main Campus
University of Illinois at Urbana-Champaign
Oregon State University
Texas A & M University-College Station
University of Maryland-College Park
Ohio State University-Main Campus
University of Connecticut
University of Arizona
Purdue University-Main Campus
University of California-Berkeley
Rutgers University-New Brunswick
Washington State University
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%

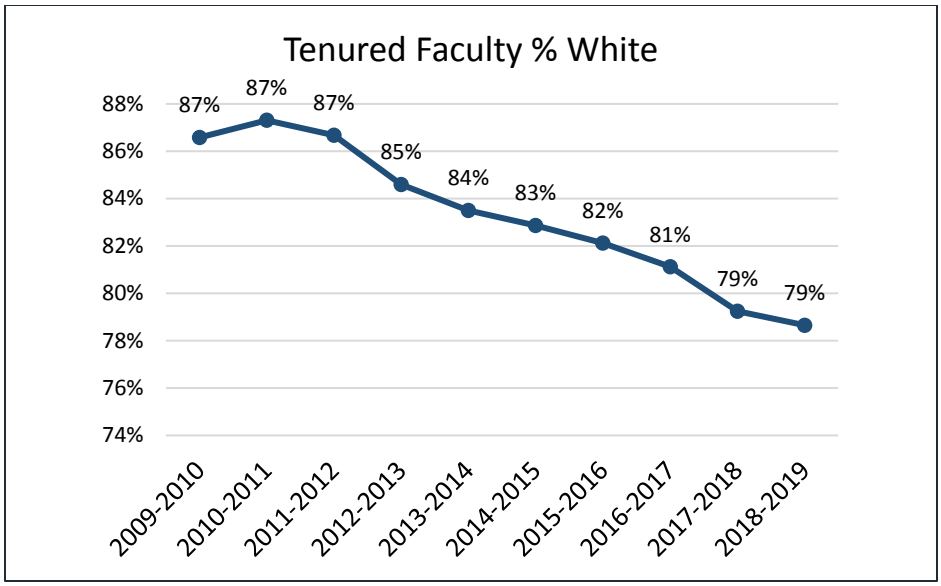

% Female White (of all Female)
The University of Tennessee-Knoxville
West Virginia University*
University of Kentucky
Clemson University
Kansas State University*
Virginia Polytechnic Institute and State University
University of Delaware
University of Minnesota-Twin Cities
Iowa State University*
Colorado State University-Fort Collins
University of Missouri-Columbia
University of Nebraska-Lincoln
University of Wisconsin-Madison
University of Florida
Louisiana State University and A&M College
University of Arkansas
Oregon State University
Michigan State University
Pennsylvania State University-Main Campus
North Carolina State University at Raleigh
Texas A & M University-College Station
University of Massachusetts-Amherst
University of Georgia
Cornell University
University of Illinois at Urbana-Champaign
University of Connecticut
Ohio State University-Main Campus
Purdue University-Main Campus
University of Arizona
Washington State University
University of Maryland-College Park
University of California-Berkeley
Rutgers University-New Brunswick
82%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%

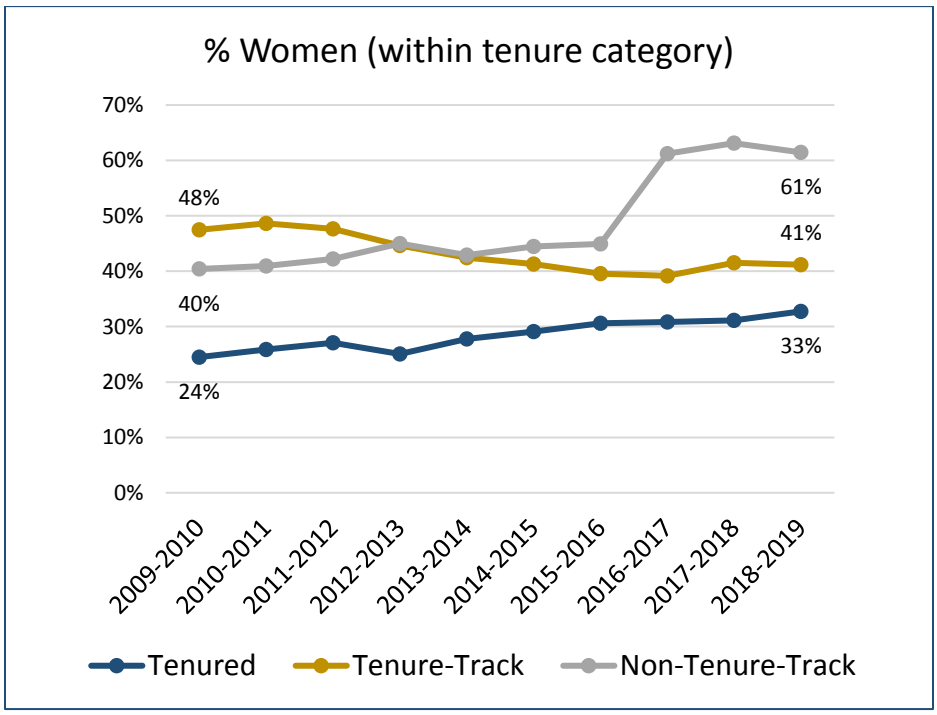

% Black/African American (Total)
Washington State University
Colorado State University-Fort Collins
Oregon State University
University of Wisconsin-Madison
University of Arizona
University of Nebraska-Lincoln
Kansas State University*
University of Minnesota-Twin Cities
University of Connecticut
Iowa State University*
West Virginia University*
2.8%
Virginia Polytechnic Institute and State...
Purdue University-Main Campus
University of Arkansas
Texas A & M University-College Station
University of Florida
University of Missouri-Columbia
Pennsylvania State University-Main Campus
University of California-Berkeley
Ohio State University-Main Campus
Cornell University
University of Kentucky
The University of Tennessee-Knoxville
Rutgers University-New Brunswick
University of Massachusetts-Amherst
Louisiana State University and A&M College
North Carolina State University at Raleigh
Michigan State University
Clemson University
University of Illinois at Urbana-Champaign
University of Delaware
University of Georgia
University of Maryland-College Park
0.0%
1.0%
2.0%
3.0%
4.0%
5.0%
6.0%

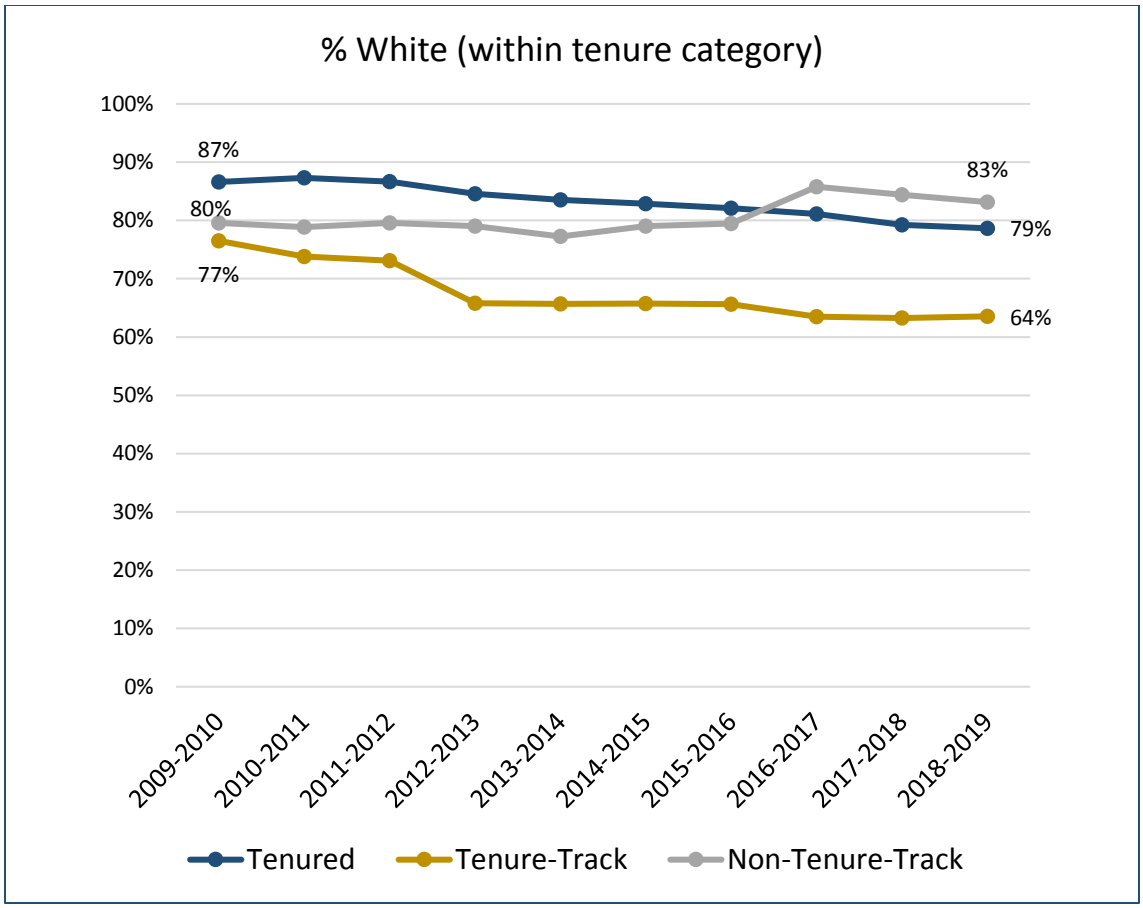
WVU Longitudinal

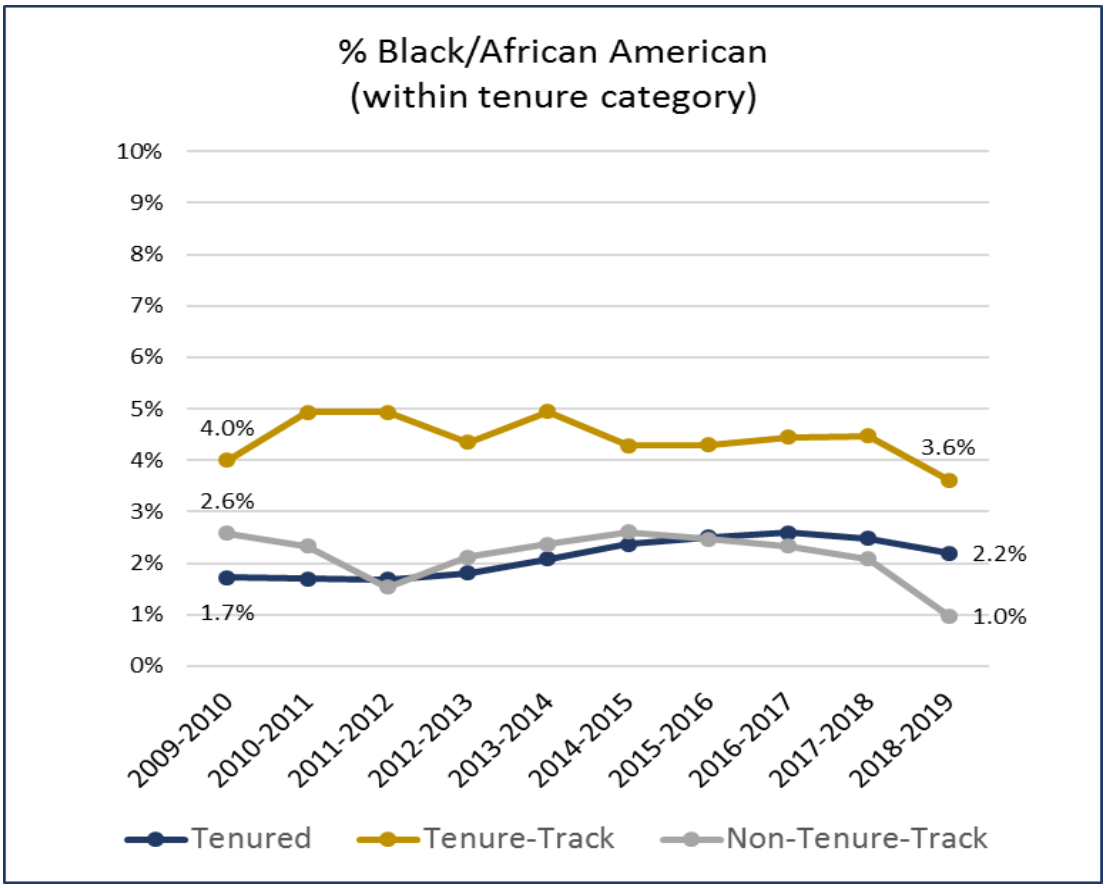




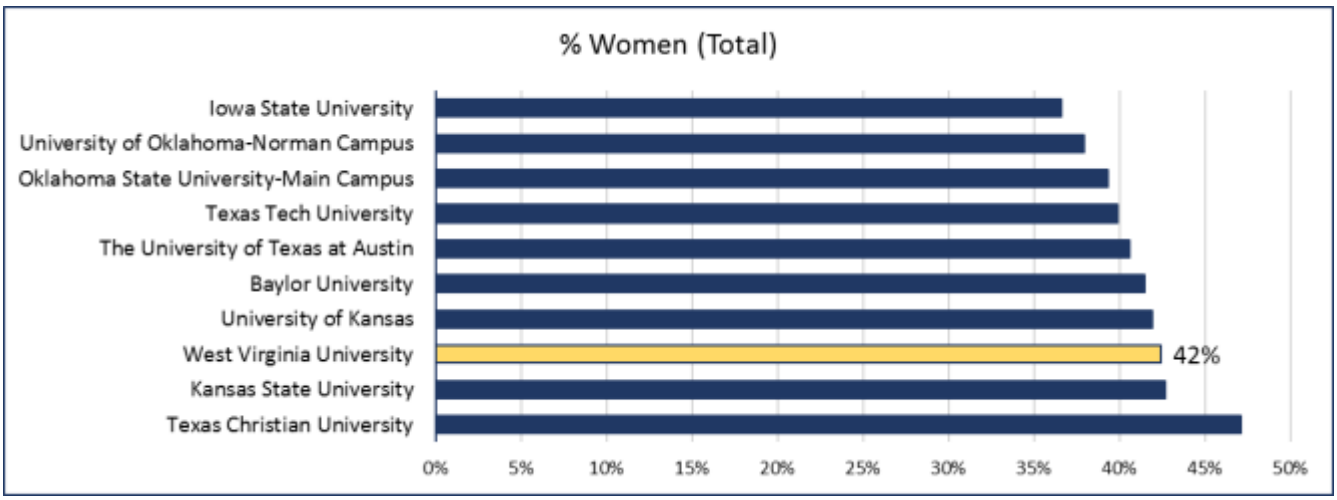

Tenured Faculty % White
88%
86%
84%
82%
80%
78%
76%
74%
87%
87%
87%
85%
84%
83%
82%
81%
79%
79%
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
2018-2019

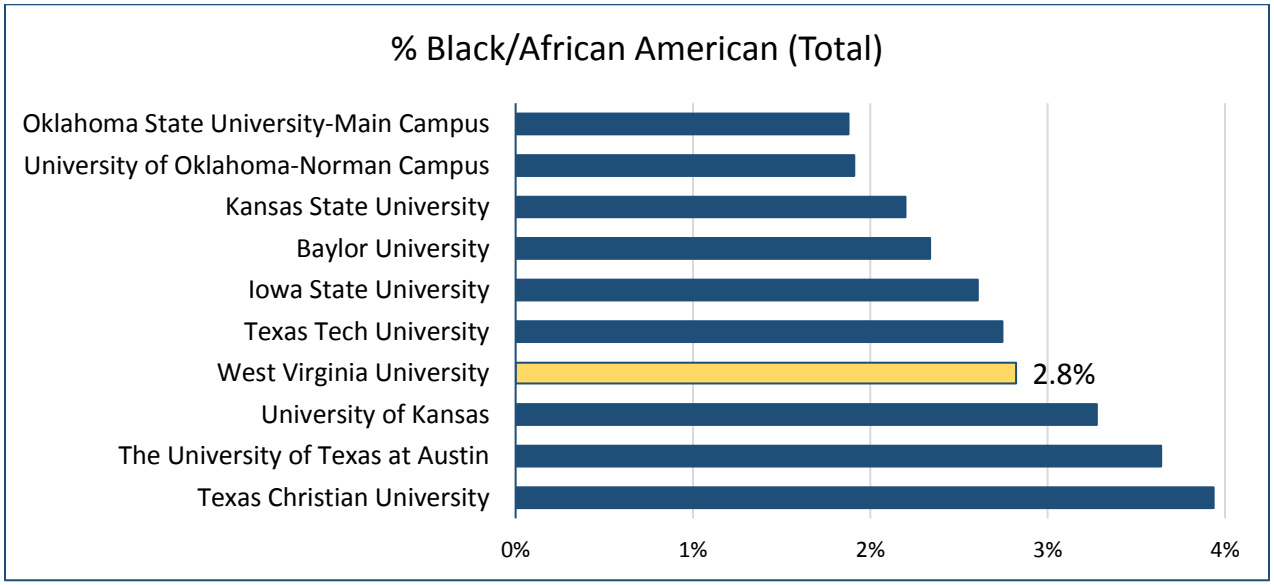

% Women (within tenure category)
70%
60%
50%
40%
30%
20%
10%
0%
48%
40%
24%
61%
41%
33%
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
2018-2019
Tenured
Tenure-Track
Non-Tenure-Track

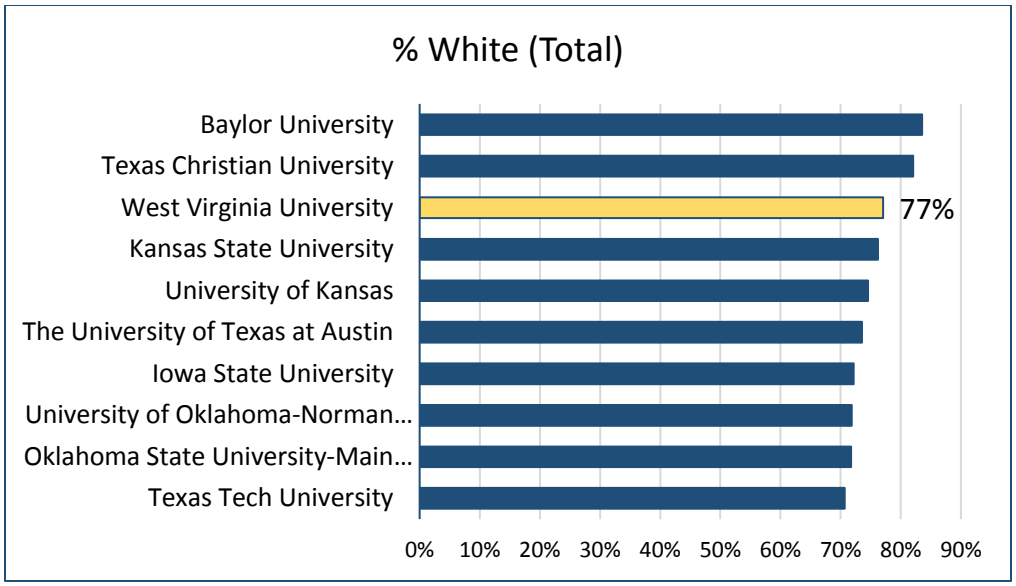

% White (within tenure category)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
87%
80%
77%
83%
79%
64%
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
2018-2019
Tenured
Tenure-Track
Non-Tenure-Track

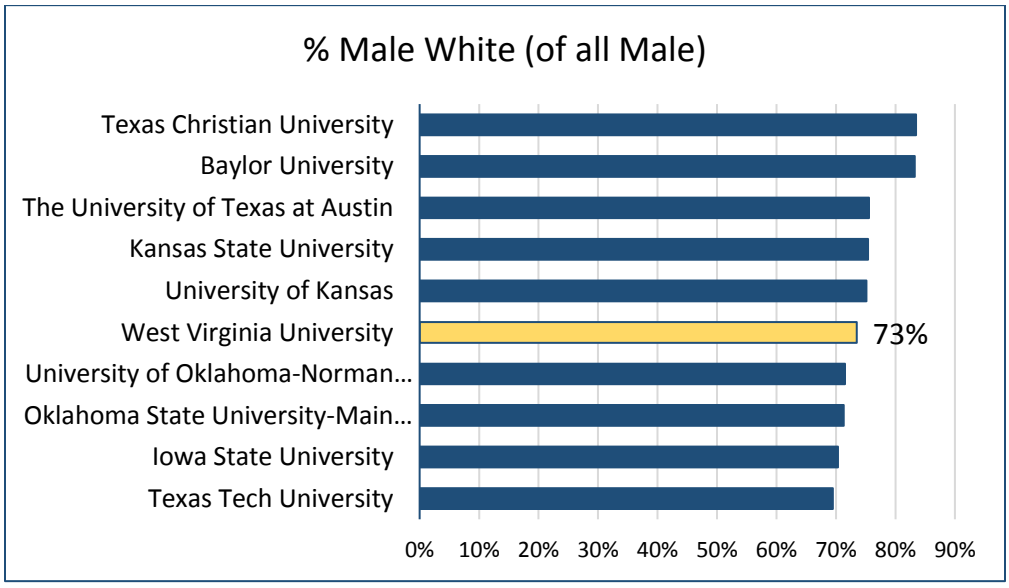

% Black/African American
(within tenure category)
10%
9%
8%
7%
6%
5%
4%
3%
2%
1%
0%
4.0%
3.6%
2.6%
2.2%
1.7%
1.0%
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
2018-2019
Tenured
Tenure-Track
Non-Tenure-Track

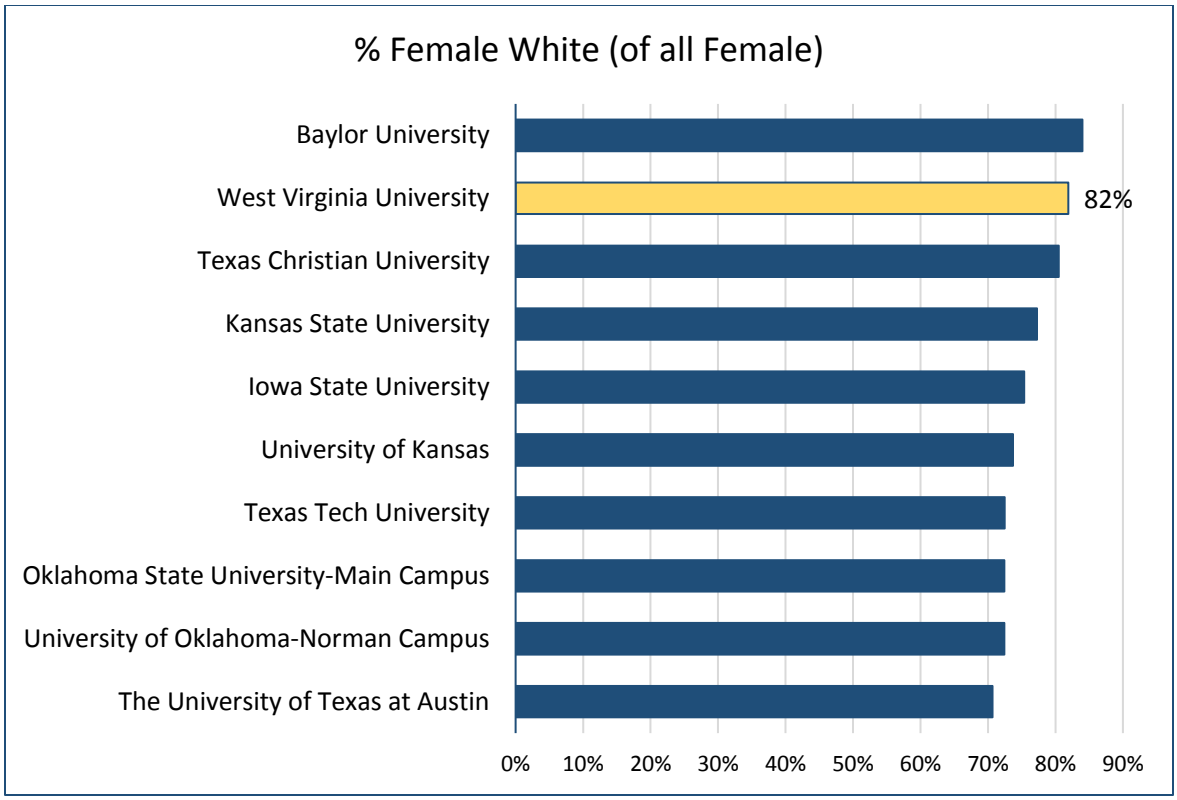
Big 12


% Women (Total)
Iowa State University
University of Oklahoma-Norman Campus
Oklahoma State University-Main Campus
Texas Tech University
The University of Texas at Austin
Baylor University
University of Kansas
West Virginia University
Kansas State University
Texas Christian University
42%
0%
5%
10%
15%
20%
25%
30%
35%
40%
45%
50%

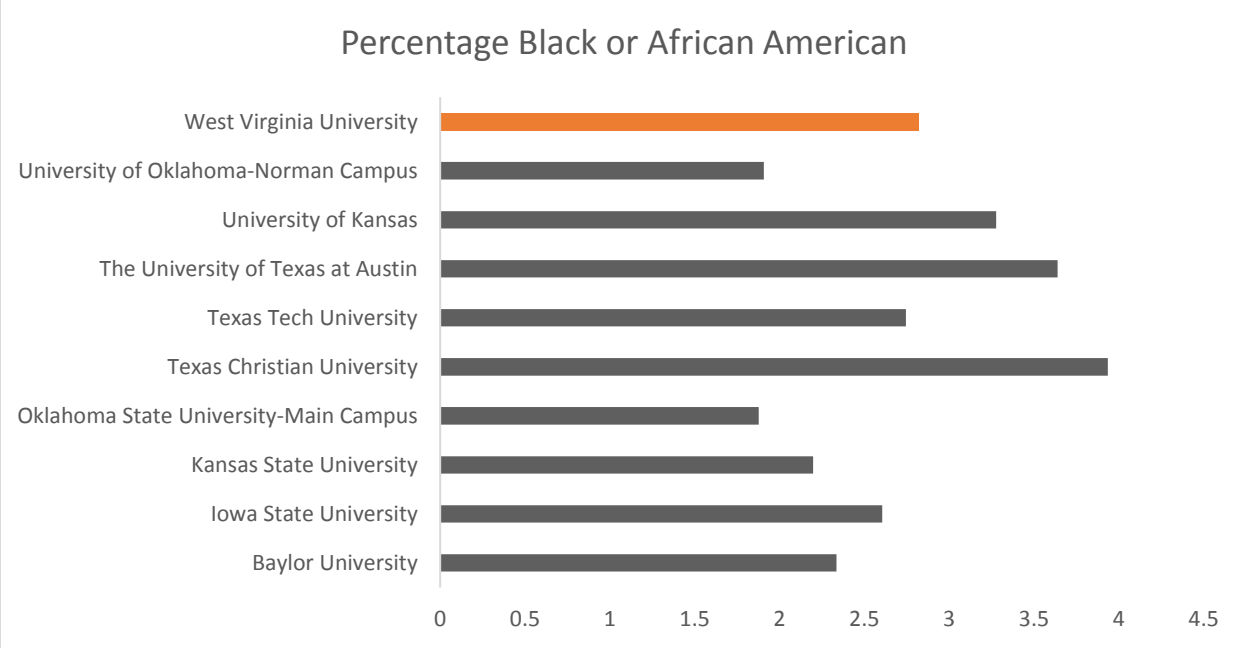

% Black/African American (Total)
Oklahoma State University-Main Campus
University of Oklahoma-Norman Campus
Kansas State University
Baylor University
Iowa State University
Texas Tech University
West Virginia University
University of Kansas
The University of Texas at Austin
Texas Christian University
2.8%
0%
1%
2%
3%
4%

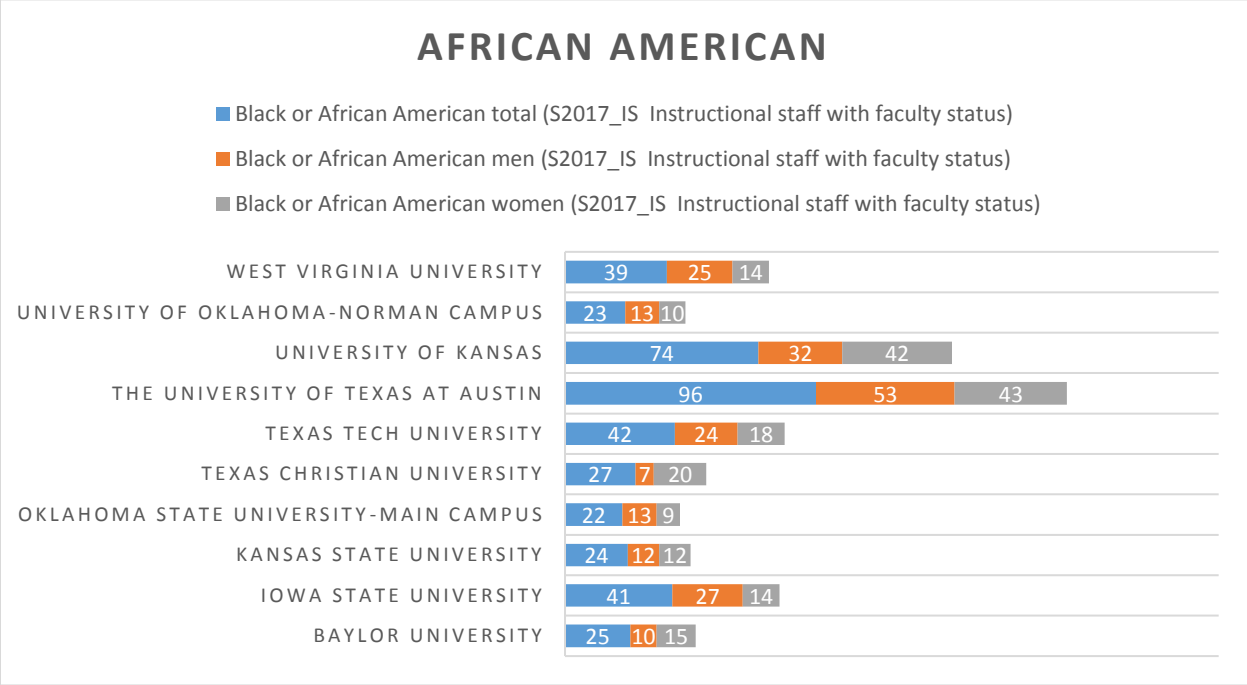

% White (Total)
Baylor University
Texas Christian University
West Virginia University
Kansas State University
University of Kansas
The University of Texas at Austin
Iowa State University
University of Oklahoma-Norman…
Oklahoma State University-Main…
Texas Tech University
77%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%

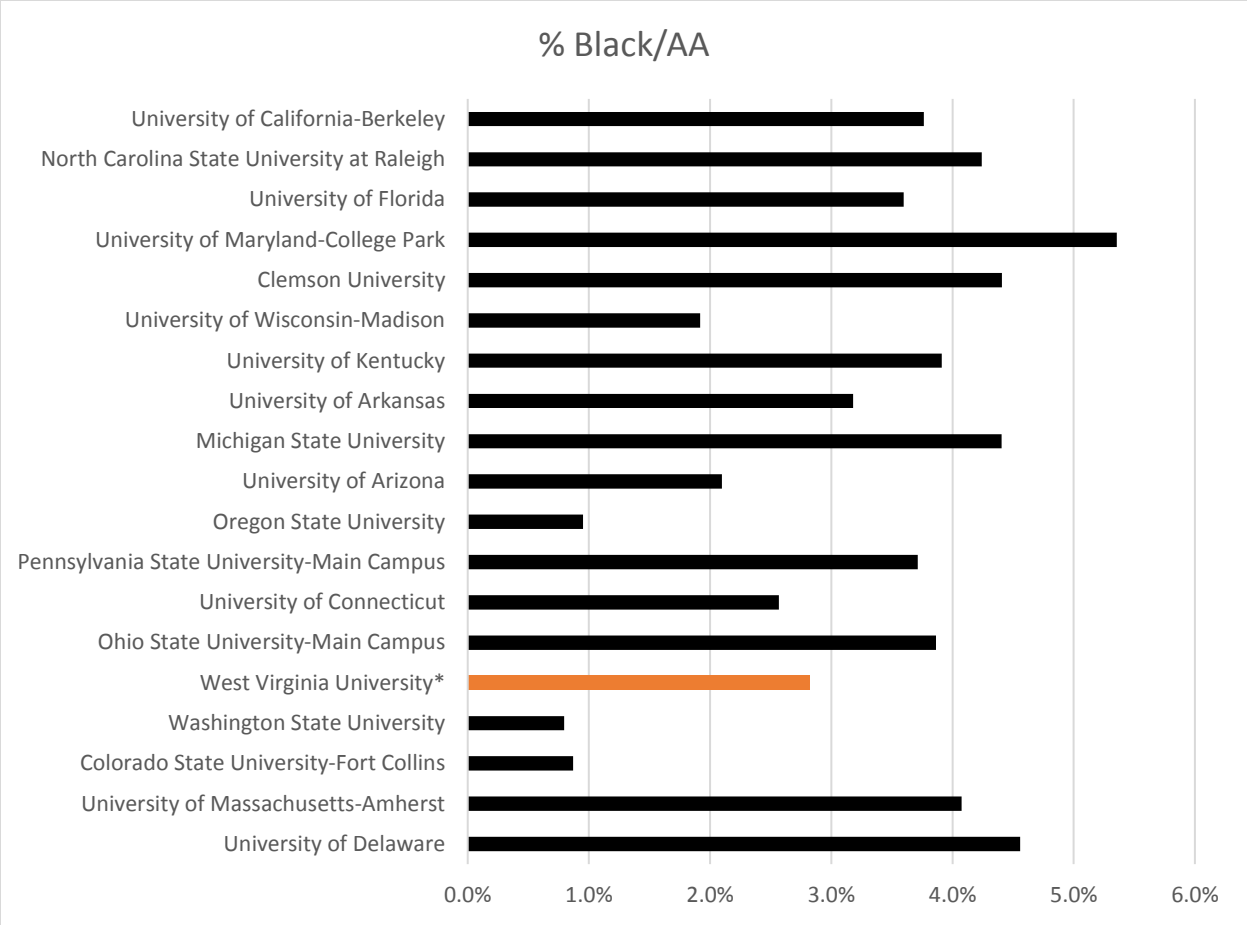

% Male White (of all Male)
Texas Christian University
Baylor University
The University of Texas at Austin
Kansas State University
University of Kansas
West Virginia University
University of Oklahoma-Norman…
Oklahoma State University-Main…
Iowa State University
Texas Tech University
73%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%


% Female White (of all Female)
Baylor University
West Virginia University
82%
Texas Christian University
Kansas State University
Iowa State University
University of Kansas
Texas Tech University
Oklahoma State University-Main Campus
University of Oklahoma-Norman Campus
The University of Texas at Austin
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%

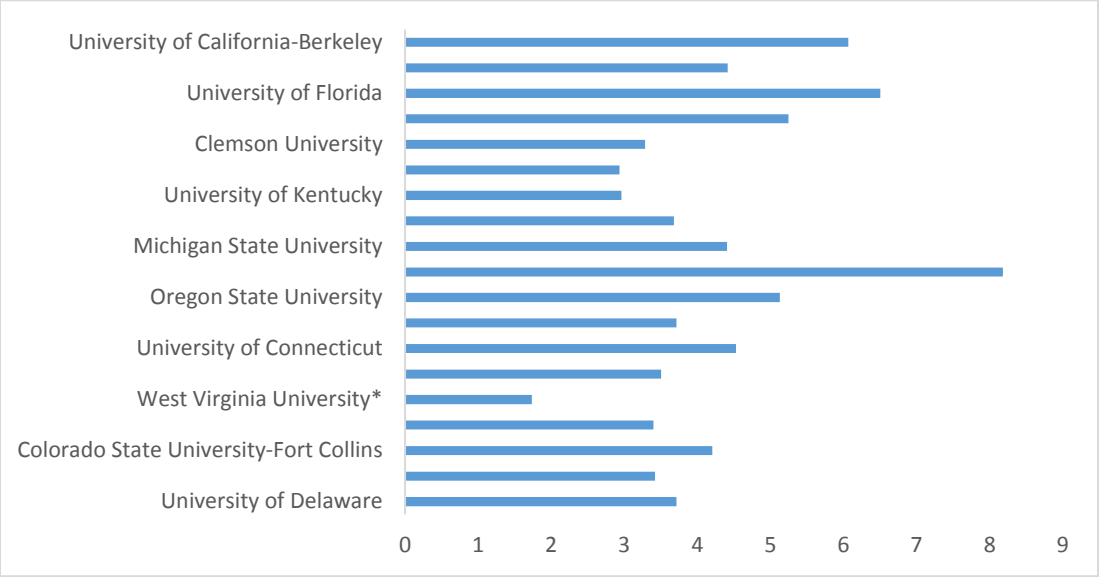
Black or African American

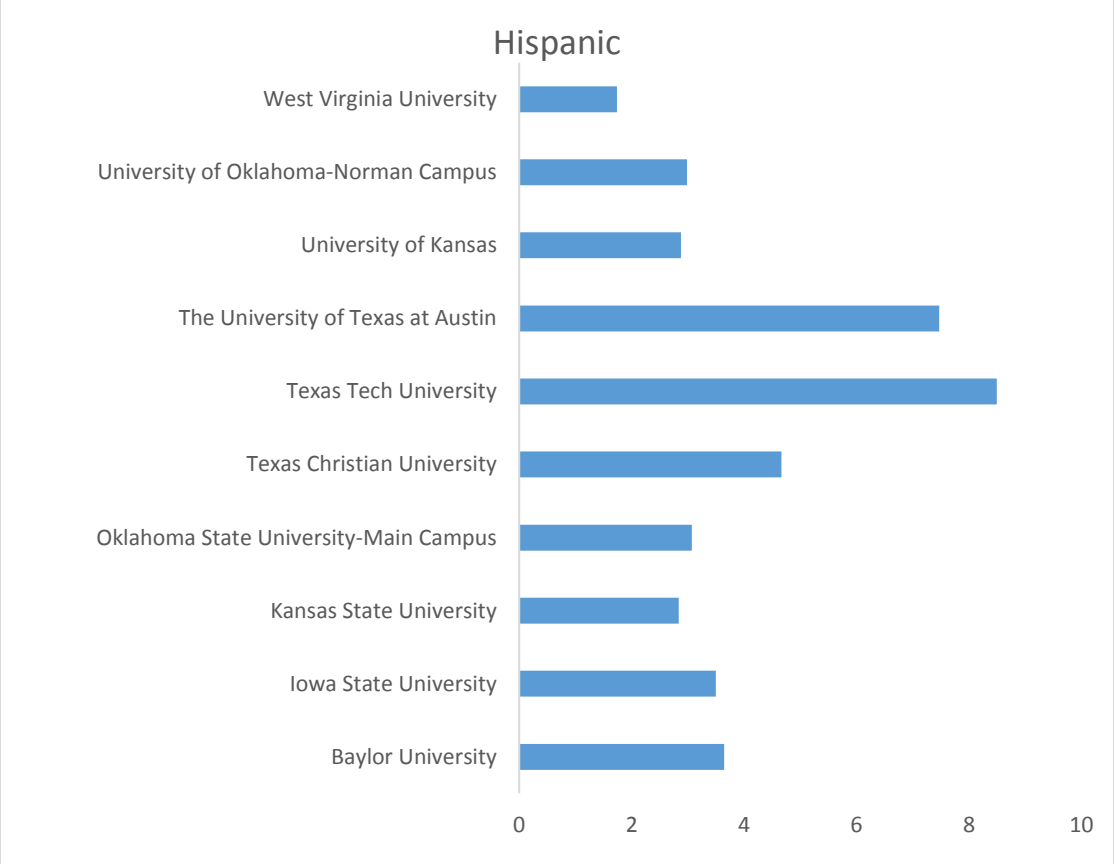


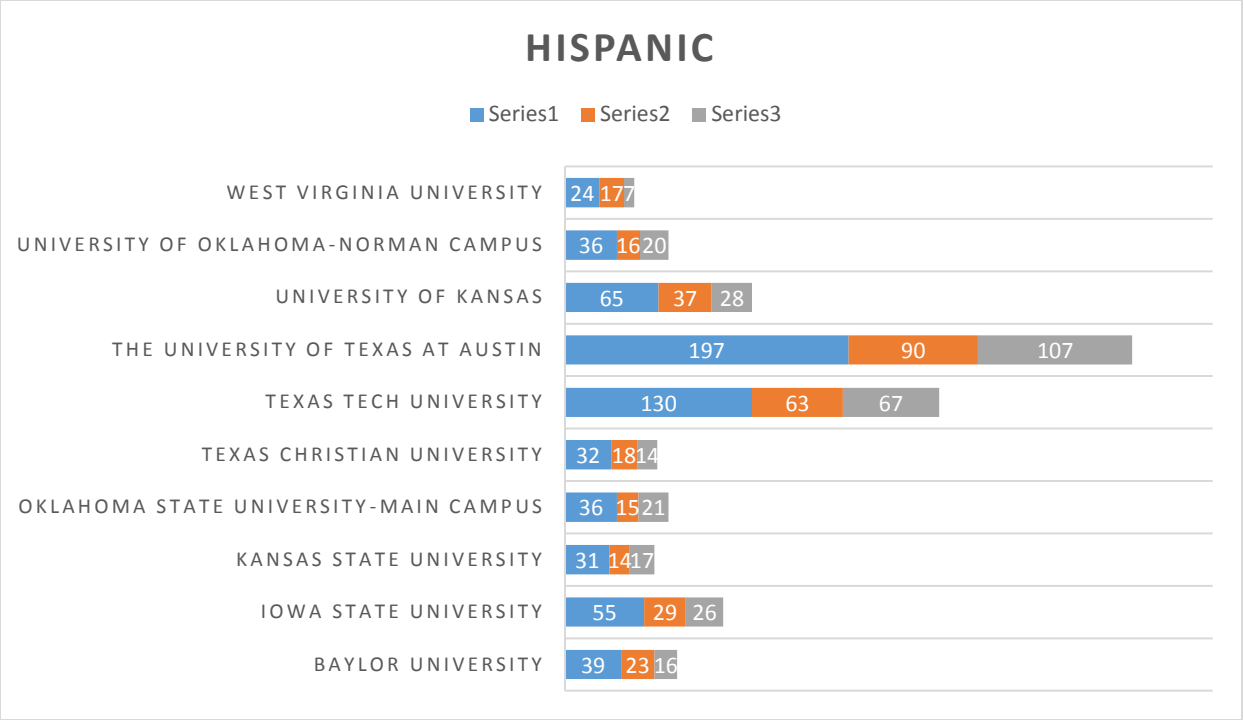



% Black/AA
University of California-Berkeley
North Carolina State University at Raleigh
University of Florida
University of Maryland-College Park
Clemson University
University of Wisconsin-Madison
University of Kentucky
University of Arkansas
Michigan State University
University of Arizona
Oregon State University
Pennsylvania State University-Main Campus
University of Connecticut
Ohio State University-Main Campus
West Virginia University*
Washington State University
Colorado State University-Fort Collins
University of Massachusetts-Amherst
University of Delaware
0.0%
1.0%
2.0%
3.0%
4.0%
5.0%
6.0%

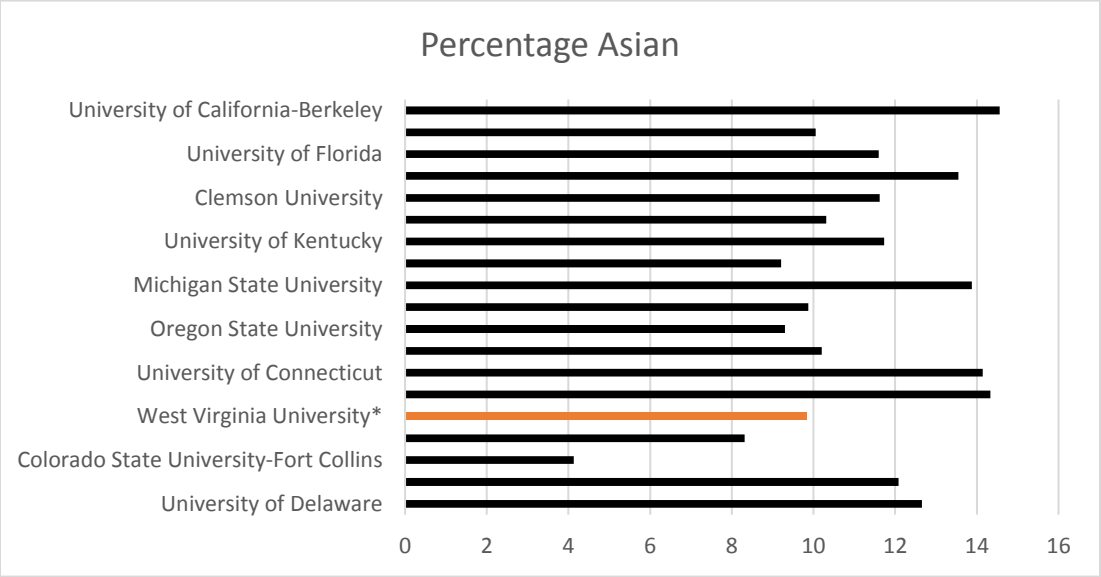
Hispanic

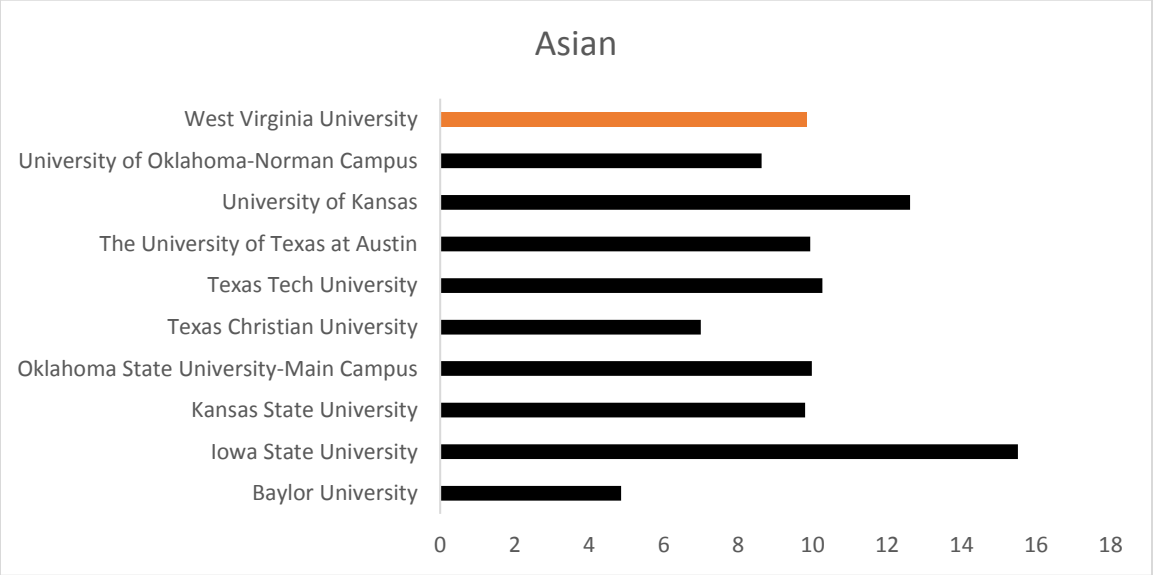

University of California-Berkeley
University of Florida
Clemson University
University of Kentucky
Michigan State University
Oregon State University
University of Connecticut
West Virginia University*
Colorado State University-Fort Collins
University of Delaware
0
1
2
3
4
5
6
7
8
9

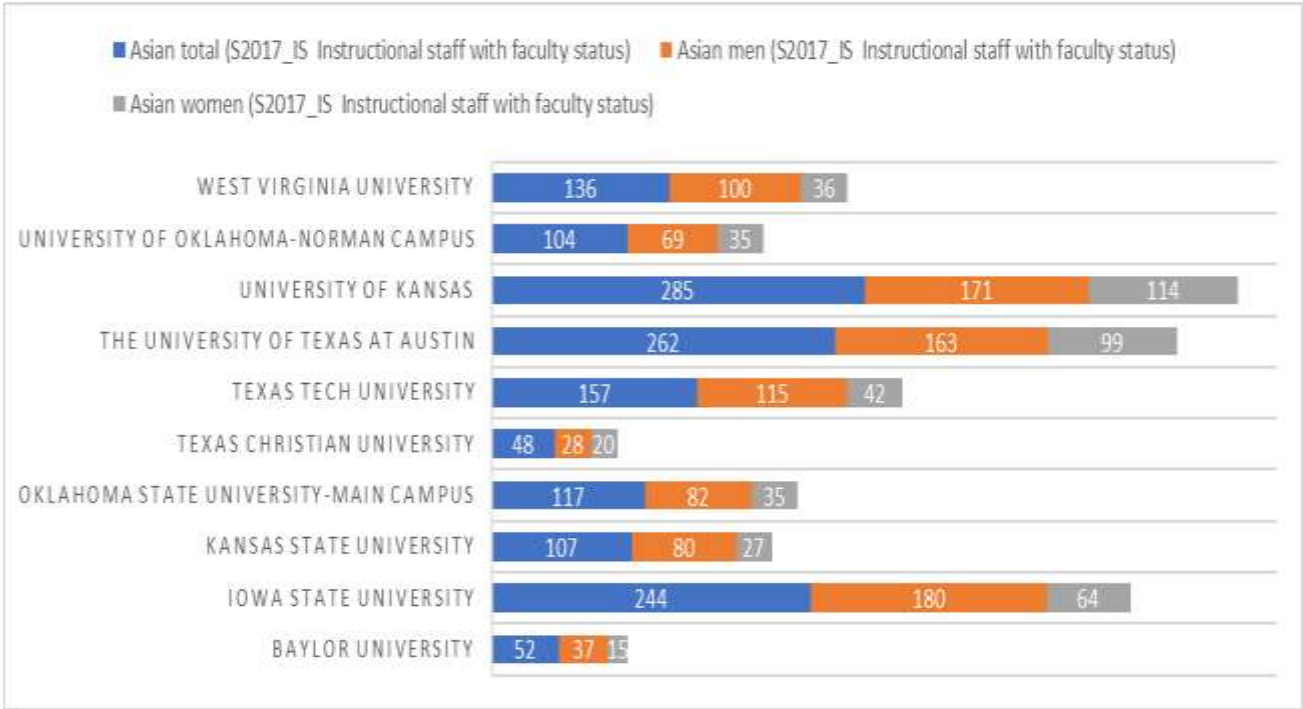

Hispanic
West Virginia University
University of Oklahoma-Norman Campus
University of Kansas
The University of Texas at Austin
Texas Tech University
Texas Christian University
Oklahoma State University-Main Campus
Kansas State University
Iowa State University
Baylor University
0
2
4
6
8
10


HISPANIC
Series1
Series2
Series3
WEST VIRGINIA UNIVERSITY
24
17
7
UNIVERSITY OF OKLAHOMA-NORMAN CAMPUS
36
16
20
UNIVERSITY OF KANSAS
65
37
28
THE UNIVERSITY OF TEXAS AT AUSTIN
197
90
107
TEXAS TECH UNIVERSITY
130
63
67
TEXAS CHRISTIAN UNIVERSITY
32
18
14
OKLAHOMA STATE UNIVERSITY-MAIN CAMPUS
36
15
21
KANSAS STATE UNIVERSITY
31
14
17
IOWA STATE UNIVERSITY
55
29
26
BAYLOR UNIVERSITY
39
23
16

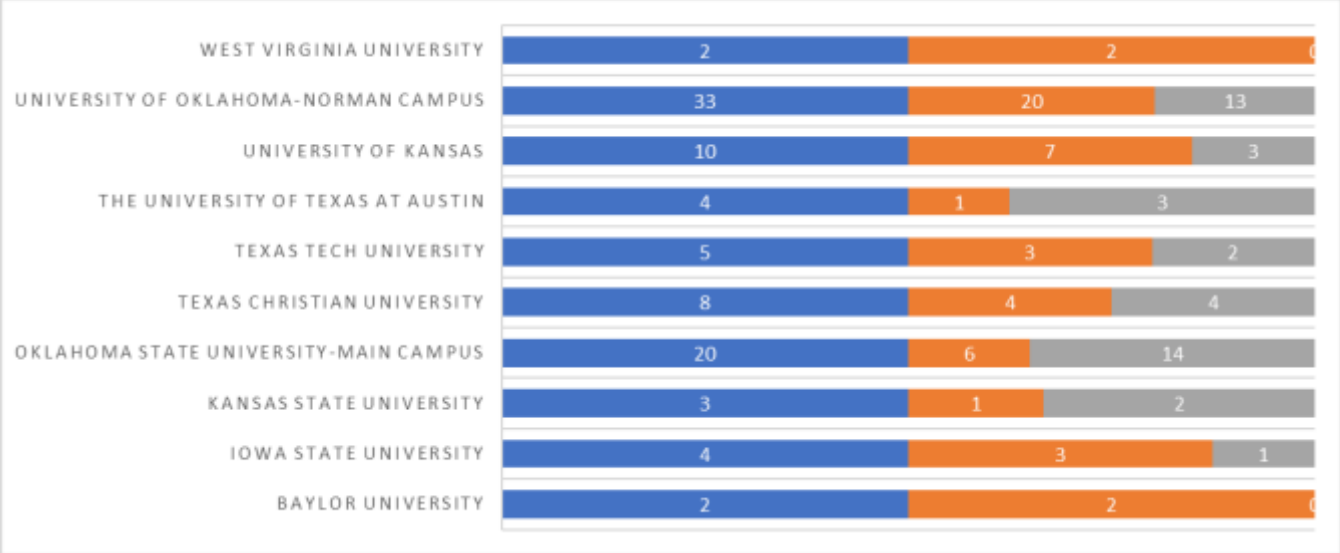
Asian

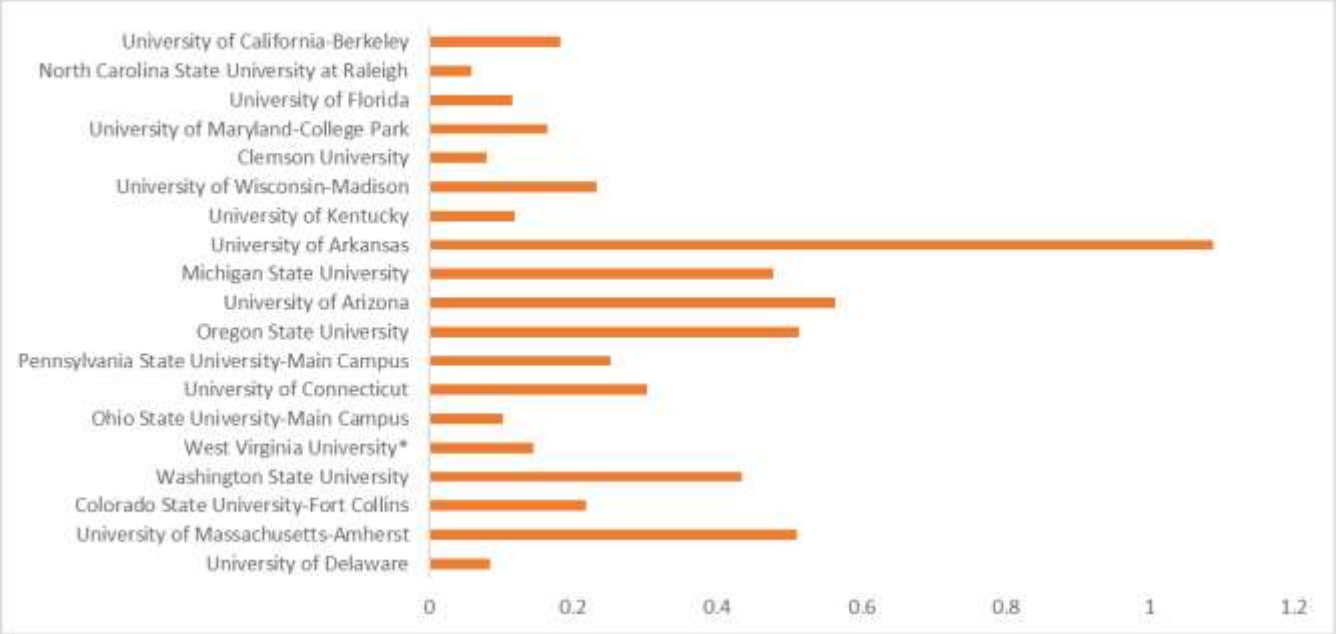

Percentage Asian
University of California-Berkeley
University of Florida
Clemson University
University of Kentucky
Michigan State University
Oregon State University
University of Connecticut
West Virginia University*
Colorado State University-Fort Collins
University of Delaware
0
2
4
6
8
10
12
14
16

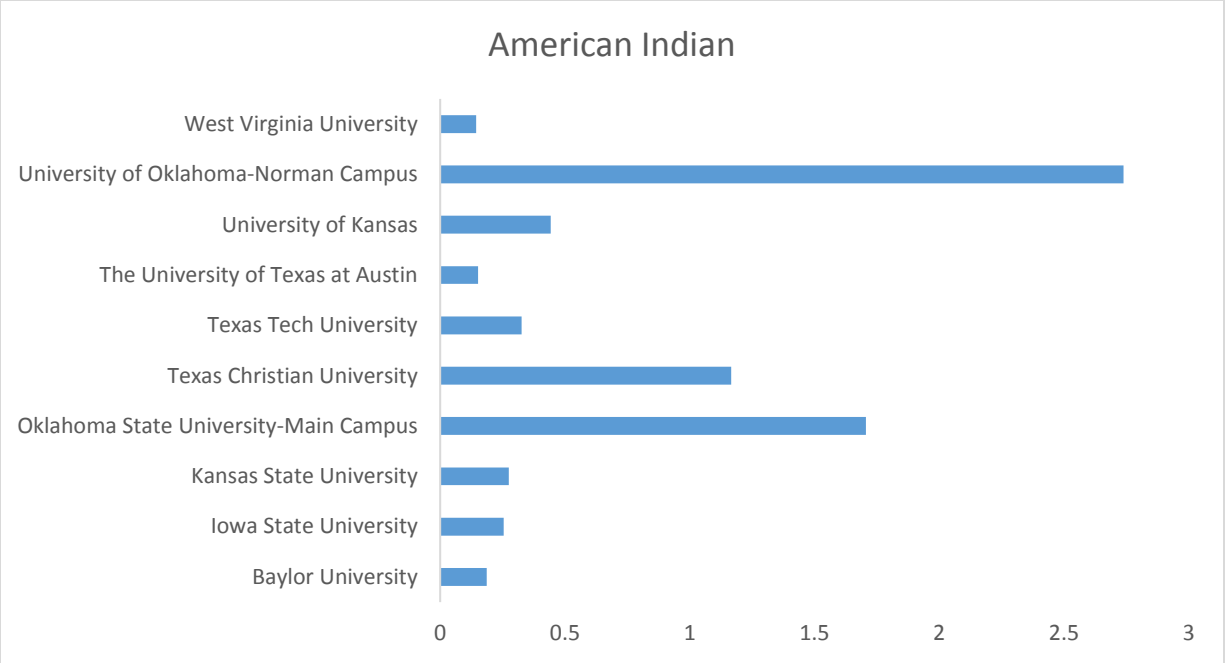

Asian
West Virginia University
University of Oklahoma-Norman Campus
University of Kansas
The University of Texas at Austin
Texas Tech University
Texas Christian University
Oklahoma State University-Main Campus
Kansas State University
Iowa State University
Baylor University
0
2
4
6
8
10
12
14
16
18


Asian total (S2017_IS Instructional staff with faculty status)
Asian men (S2017_IS Instructional staff with faculty status)
Asian women (S2017_IS Instructional staff with faculty status)
WEST VIRGINIA UNIVERSITY
136
100
36
UNIVERSITY OF OKLAHOMA-NORMAN CAMPUS
104
69
35
UNIVERSITY OF KANSAS
285
171
114
THE UNIVERSITY OF TEXAS AT AUSTIN
262
163
99
TEXAS TECH UNIVERSITY
157
115
42
TEXAS CHRISTIAN UNIVERSITY
48
28
20
OKLAHOMA STATE UNIVERSITY-MAIN CAMPUS
117
82
35
KANSAS STATE UNIVERSITY
107
80
27
IOWA STATE UNIVERSITY
244
180
64
BAYLOR UNIVERSITY
52
37
15

American Indian






American Indian
West Virginia University
University of Oklahoma-Norman Campus
University of Kansas
The University of Texas at Austin
Texas Tech University
Texas Christian University
Oklahoma State University-Main Campus
Kansas State University
Iowa State University
Baylor University
0
0.5
1
1.5
2
2.5
3

WVU Faculty Senate Library Committee Annual Report 2019-2020

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.

Goals for 2019-2020 from the previous year's committee were:

- Increased involvement of WVU Faculty Senate in supporting WVU Libraries movements into open access materials and publishing.
- Increased faculty involvement with WVU's research repository.
- Improved communications between faculty and library with respect to journal subscriptions and other library resources, perhaps with more communication through library liaisons.

Fall 2019:

(Committee Meeting 10/18/2020) Thirteen committee members and invited guests were present in person at the Downtown Library or by phone. The committee charge, goals, introductions, and discussion of invited WVU Libraries participants' work was covered. Priority agenda items centered on offering feedback on the some of the larger philosophical questions issues facing the library. After 3 previous years of budget cuts, faculty were interested in how selection for cuts were being made to journal subscriptions. Since the library is working with bundled packages, a challenge is hearing from individual faculty on title by title selection cuts versus a big picture view to systematically analyze which items should or should not be cut. Committee members gave advice and assistance for a hands on activity to gather input from the Senate during the November meeting. The committee members gave feedback and worked through the following topics. Topic 1: Journal Selection Criteria. Topic 2: Transformative Agreements. Topic 3: Sharing Scholarship Openly.

(Faculty Senate Activity 11/11/2019) This activity was an opportunity for WVU Libraries to gather information about faculty attitudes and priorities regarding the Libraries' scholarly communication challenges. One of the goals of this activity was to start campus conversations about collection development and scholarly communication at a conceptual level in order to inform decision making processes. WVUL Dean, Karen Diaz, gave a brief introduction, then the members of faculty senate had the opportunity to participate in an activity mapped to one of three discussion topics: Journal Selection Criteria, Library Contracts, and Sharing Scholarship Openly. (See attachment for summary report).

Spring 2020:

(Committee Meeting 3/4/2020). Nine committee members and invited guests were present in person at the Evansdale Library or by phone. Agenda items discussed included a proposal for an Advisory Board that is being considered by Libraries, the criteria Libraries uses for selecting journal subscriptions, and methods for communicating Libraries' information out to the campus community. Dean Karen Diaz shared details from the Faculty Senate Working Group Summary. Key findings from the summary include: Firstly, we found commonalities between the ways in

which Faculty Senate and the Libraries rank journals for purchase. Secondly, faculty are interested in having wider conversations about publishing practices as related to tenure and promotion. Thirdly, the Libraries must do more advocacy and engagement about topics such as open access and library contracts with the larger campus community. (See attachment for summary report).

From the year's meetings and workgroup feedback, we would suggest building on the current goals in the coming year in order to continue an increase in communication involving journal and resource selection as well as faculty understanding of open access materials involvement and WVU's research repository.

Working Group Summary: Libraries present Faculty Senate with Three Large Collections Issues

/ Spring 2020

West Virginia University LIBRARIES

Executive Summary

On November 8, 2019, the Libraries had 30 minutes to engage with members of the Faculty Senate around three major decision points we find ourselves in the midst of with regard to providing access to scholarly content for the campus. The three issues included journal criteria, library contracts, and open access publishing. While these three topics are distinct, they often become intermingled in our decision-making processes.

The primary goal of the exercise was to introduce new conversations regarding what type of input the library needs from faculty in shaping the collections. A secondary goal was to get preliminary feedback to help us determine how to move forward with faculty input on our work.

Firstly, we found commonalities between the ways in which Faculty Senate and the Libraries rank journals for purchase. Secondly, faculty are interested in having wider conversations about publishing practices as related to tenure and promotion. Thirdly, the Libraries must do more advocacy and engagement about topics such as open access and library contracts with the larger campus community.

Contact

For more information about this summary or if your academic unit is holding conversations about these topics, please contact:

Karen Diaz, Dean of the Libraries
Karen.Diaz@mail.wvu.edu.

COLLECTIONS ISSUE 1

How do we determine the criteria by which we prioritize journal purchases?

Due to steep increases in the costs of journal subscriptions and reductions in the libraries' materials budget, the library cannot subscribe to everything that scholars request. We can almost always get access to materials as requested, but how do we prioritize what we purchase?

The Libraries' Collections Advisory Committee (CAC) is an internal committee which advises the Libraries on resource allocations based on analyses of the materials budget and/or academic needs. CAC ranked an original list of 16 criteria. We asked participants at Faculty Senate to rank 13 criteria, which were refined for the time-limited nature of the working group exercise.

Faculty Senate	Collections Advisory Committee
Usage	**Cost Per Use**
Audience	**Audience**
Number of Faculty Requests	**Number of ILL Requests**
Number of Interlibrary loan Requests	New Academic Program Need
Cost	Number of Faculty Requests
Journal Metrics	Overlap
Interlibrary Loan Availability	Interlibrary Loan Availability
New Academic Program Need	Discoverability
Overlap	Usability
Faculty Request (Quality)	Previously Cut/Complaint
Accessibility	WVU Author/Editor
WVU Faculty Affiliation	Timeliness
WVU Affiliated Citations	Indexing
	Contractual Obligation
	Accessibility
	Review of the Item

Table: Comparison of journal selection rankings by Faculty Senate and Collections Advisory Committee rankings

Based on the exercise we found:

- Both groups ranked audience, cost, number of faculty requests, and number of Interlibrary Loan requests highly. Participants at Faculty Senate ranked usage the highest, where the definition provided was "the number of times articles from the journal have been downloaded by WVU users" (Appendix A). For the CAC, the criteria of usage was a combination of usage and cost. Essentially we found that the two groups are largely in sync.

- Participants at Faculty Senate ranked Faculty Request(Quality), WVU Faculty Affiliation, and WVU Affiliated Citations at the bottom or near the bottom of the list, much lower than the CAC or Library Administration expected. This information is helpful in validating some of the Libraries' unarticulated practices.

COLLECTIONS ISSUE 2

Should the Libraries be negotiating new types of library contracts?

The landscape in which we negotiate contracts with publishers is changing quickly. Big Deal contracts that offer large amounts of content for one price are inflating at rates that have put them out of reach for WVU along with many other institutions across the U.S. and Europe. In response, many libraries are working to flip the model of scholarly publishing toward open access to ensure that all scholars have access to materials they need. This flip involves a variety of complex economic concerns.

Participants in this exercise:

- in large part, but with some exception, did not think that how the libraries work with these contracts will affect their research;
- did not have a strong opinion in any one direction as to whether the library should be engaging in these new types of contracts – both as that question relates to cost as well as direct access to content.

Based on this exercise we found:

- a need for more information if faculty are to have a strong opinion around this issue and for the libraries to gain faculty support;
- a sense that such work would be better done by WVU in partnership with consortial partners;
- concerns that there are likely to be academic disciplinary differences around the issue;
- recognition that this could have impact on P&T issues. Any action needs to be careful to avoid dictating any P&T requirements.

COLLECTIONS ISSUE 3

Is WVU engaged in conversation about Open Access publishing as it relates to individual practice and P&T requirements?

If scholarly publishing is going to flip towards open access, there needs to be conversation around where WVU researchers stand on this issue as it relates to individual practices, P&T requirements, and culture.

Participants in this exercise:

- noted that their departments are not having conversations about publishing in open access journals;
- agree that there is value in having wider conversations about publishing practices as they relate to promotion and tenure;
- most frequently mentioned topical fit, prestige, and promotion and tenure when deciding where to publish their work;
- most frequently mentioned audience, impact factor, and prestige (in that order) when listing what factors OUGHT to determine the value of a publication in terms of promotion and tenure;
- most frequently mentioned impact factor, prestige, and audience (in that order) when listing what factors ACTUALLY determine the value of a publication in terms of promotion and tenure.

Based on this exercise we found:

- Reasons in favor of having conversations about publishing in OA journals include:
    - accessibility
    - demonstrating value of scholarship to the public
    - funding
    - increased leverage
    - parity between campuses
    - perceptions of open access

Appendix A

Topic 1 Criteria Description Provided to Faculty Senate

Accessibility: ADA compliance or web accessibility

Audience: How many potential faculty and students will be impacted by the purchase

Cost: Includes the cumulative cost and cost per usage

Faculty Request (Quality): When one faculty member says that the resource is critical to their research

Faculty Request (Quantity): The cumulative number of faculty requests

Interlibrary Loan Availability: The availability of an item to be requested via Interlibrary Loan. Articles requests are typically filled within 24 hours

Interlibrary Loan Requests: The number of times the articles for the journal have been requested through Interlibrary Loan

Journal Metrics: Impact Factor, for example

New Academic Program Need: In order to support a new academic program, WVU Libraries purchase or subscribe to relevant journals in the field

Overlap: When the same journal article can be found in multiple databases

Usage: The number of times articles from the journal have been downloaded by WVU users

WVU Affiliated Citations: The number of times WVU authors are cited in the journal

WVU Faculty Affiliation: If WVU faculty frequently publish in or are editors of a journal

Appendix B

Individual Questions

1. The terms of the Libraries' contracts with publishers significantly affect my ability to do research.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree

2. The Libraries should negotiate for new contract models in place of traditional contracts, regardless of cost.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree

3. The Libraries should hold out for new contract models with publishers, even if it means losing direct access to content.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree

Group Questions

1. As a group, how would you characterize the alignment of individual practices, departmental practices, and ideal practices regarding publishing practices at WVU?

1	2	3	4	5	6	7
All three are not at all aligned						All three are well aligned

2. Based on your alignment, do you think there is value in having wider conversations about publishing practices as they relate to promotion and tenure?
    a. Yes
    b. No

3. As a group decide which ONE of the following statements is true. If there were campus conversations about better aligning publishing practices, should the role of open access be part of that conversation?
    a. There is no need to include open access publishing in conversations regarding priorities in the P&T process.
    b. There is value in including open access publishing in conversations regarding priorities in the P&T process.

   c. We should prioritize open access publishing in conversations regarding priorities in the P&T process.

4. Please list reasons for including or not including OA as part of conversations regarding P&T requirements.

MEMORANDUM
5/18/20

TO: FACULTY SENATE EXECUTIVE COMMITTEE
FROM: Bob Bastress, Chair, 2019-20 Research Integrity Committee
RE: "Report" of the Research Integrity Committee

There were no issues or cases brought before the Research Integrity Committee during the 2019-20 academic year and, therefore, the Committee held no meetings and took no actions. In other words, the Committee had a great year.

The Committee's goal for 2020-21 is to repeat this year's "performance."

Report for Research & Scholarship Committee
Faculty Senate Executive Committee Meeting
(COVID-19 'Virtual' ZOOM)
May 18, 2020

Current Members of the Committee

General McArthur Hambrick, College of Creative Arts, Chair
Lesley Cottrell, School of Medicine, Chair-Elect
Thirimachos Bourlai, Statler College
Lynne Cossman, Eberly College
Danielle Emerling, University Librarians
Timothy Eubank, School of Medicine
Scott Fleming, Chambers College (New)
Jason Gossett, College of Creative Arts
Sarah Knox, School of Public Health
Bingyun Li, School of Medicine
Julie Lockman, School of Medicine
Jennifer Mallow, School of Nursing
Mark Nigrini, Chambers College
Charis Tsikkou, Eberly College
Melanie Page, Associate Vice President for Creative & Scholarly Activity- ex officio, non-voting

Overview

We started the year with 16 members. After two retired we were at 14, but Arron Scott Fleming agreed to come back on committee. He had been a member previously. So, we move into the new year with 15 members. We hope to increase that number by at least 6, making our roster 21. This year because of the overwhelming amount of applications, we recruited volunteers from all over the campus and gracefully accepted the challenge. A big 'Thank You' to Naomi Boyd, Helen Hartnett, Joseph Hodge, Jay Malarcher and Mark Tseytlin

Our plans for the future include:

- Rewording the applications for clearer understanding of the expectations when presenting a proposal whether seed or scholarship.
- Continue to search for a solution in the score discrepancy
- Continue to work with reviewers on appropriate behavior when it comes to comments
- Decide whether it is better to have two or three reviewers per application
- Increase the number and diversity of the Research and Scholarship Committee members

This year in Review:

- The Rubric was revised.
- Two members retired and one rejoined
- We funded a total of 43 Travel Grants in the Fall and 182 in the Spring in the amount of $375k
- We funded a total of 14 Research & Scholarship Grants in the amount of $150k

In this unprecedented time of COVID-19 we wait to see what the future holds and where any of us will be in the fall. We will continue to make this process and this committee a representation of all that is fair, good and forward-looking here at West Virginia University.

2019-202 WVU Faculty Senate Service Committee Report
Submitted by: Lori Ogden – Committee Chair

Committee Members:
Lori Ogden, Eberly, Chair
Toni Morris, Eberly, Chair-elect
Gregory Dahle, Davis College
Eloise Elliott, CPASS
Becca Fint-Clark, Extension Service
Colleen Lillard, School of Medicine
Ashley Martucci, CEHS
Mark Nigrini, Chambers College
Ramana Reddy, Statler College
Kym Scott, College of Creative Arts
Jennifer Thornton, Eberly College
Lindsey Rinehart, Eberly College
Lidiane Castro Gregory, ex officio, Center for Service and Learning
Melanie Page, ex officio, Associate Vice President for Creative and Scholarly Activity

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.

Committee Report: The WVU Faculty Senate Service Committee held a Community Engagement Grant Workshop in October to encourage grant submissions and answer questions. Sixteen individuals attended in person and 18 people attended online. In addition, the Teaching and Learning Commons recorded the session and posted a recording of the event on the TLC YouTube Channel. (https://youtu.be/inquHlfsY7s) Three past recipients participated as table anchors, leading conversations and sharing their own grant experiences.

The Committee received and reviewed 22 grant applications this year. A primary and secondary reviewer who entered their information in KC+ presented their report at the meeting this spring. Ten proposals were selected for full or partial funding for a total of $60,024. Titles of the funded projects are as follows:

Transforming Healthcare: Voices of Transgender and Gender Diverse Patients in West Virginia	$5,000
The West Virginia Impact Challenge	$7,500
West Virginia University, School of Dentistry's Certified Tobacco Treatment Program Scholarship grant	$6,600
Diabetes Screening in WV: A Collaborative Effort by a Multidisciplinary Team	$7,200
Undefeated: Canvas(s)ing the Politics of Voter Suppression Since Suffrage	$5,000

2021 Northeast Horn Workshop	$8,000
WVU School of Music's Community Music Program Harps Purchase for Community Use	$3,724
West Virginia Women Vote	$5,000
Community-based Exercise to Promote Healthy Aging in Rural Seniors	$5,000
Occupation-based community wellness groups	$7,000

Committee Goals:

1. Encourage all faculty to consider submitting competitive Community Engagement grants.
2. Continue to educate faculty members on the Community Engagement grant application process to ensure that the grants remain competitive.
3. Continue to review, discuss, and disseminate funds for future Community Engagement grants.

WVU Faculty Senate Committee on Shared Governance
Annual Report, 2019-2020

Membership

Given the late date of the creation of this committee (June 2019, after the Committee on Committees had wrapped up its work for the 2018-2019 year), the out-going Chair of the Committee on Committees suggested that each College within West Virginia University select one person to represent their College, and the Senate leadership selected one senator from each College to oversee that selection process. The following people were chosen. With one exception, they were all elected members of the Faculty Senate:

Ed Bernardes, Chambers College
Kristina Olson, Creative Arts (was replaced by Michael Vercelli)
Larry Hildebrand, Dentistry
Scott Crichlow, Eberly - Chair
Karen Haines, Education & Human Services (was replaced by Keri Valentine)
Sam White, Extension
Jessica McMillen, Libraries
Julia Fraustino, Media
Robert Brock, Medicine
Kari Sand-Jecklin, Nursing
Gonzalo Bravo, CPASS
Ruchi Bandari, Public Health
Jean Woloshuk, Retired Faculty
Andrew Nix, Statler
Paul Rakes, WVUIT

Neither the College of Law nor the Keyser campus chose to select a faculty member to represent them on the committee.

Committee Charge

This committee was created as a result of a Faculty Senate vote at its June 2019 meeting. A proposal to create this committee had been proposed at the May 2019 meeting of the Faculty Senate, and the senators present voted to support that. Between the May and June meetings, the Executive Committee of the Faculty Senate decided not to move forward with the creation of this committee, regardless of the Faculty Senate's vote. At the June meeting it was proposed again, and the full Senate voted in favor of the committee again on the basis of the following committee charge presented at the June meeting.

WHEREAS, the Faculty Constitution authorizes the Faculty Senate, by resolution, to establish special committees, and

WHEREAS, issues of shared governance are critical to the smooth functioning of research and education at West Virginia University, and

WHEREAS, the Faculty Senate seeks to assist the University in assessing and understanding issues of shared governance, and

WHEREAS, the Faculty Senate has not recently compared our processes and procedures of shared governance to other institutions, therefore be it

RESOLVED, that the Faculty Senate Shared Governance Committee is created as a special committee for the calendar year June 10, 2019 - May1, 2020 year, unless sooner altered or terminated by resolution of the Faculty Senate, and be it

FURTHER RESOLVED that the Faculty Senate Shared Governance Committee shall present a report to the Faculty Senate no less than annually, and be it

FURTHER RESOLVED that the Faculty Senate Shared Governance Committee be charged with undertaking the following set of actions

(1) Survey other institutions' governing documents to compare and contrast their definitions and processes of shared governance to that of West Virginia University, our Faculty Senate, and our Constitution.

(2) Determine the type and amount of input faculty normally have at other institutions have with respect to input on specific administrative positions/titles/job descriptions, such as Provost, Vice-Provost, Associate-Provost, and Dean positions, and compare faculty input at West Virginia University to that at other institutions.

(3) Examine the degree of input faculty normally have with respect to the people hired in administrative positions at West Virginia University, and compare that to other institutions.

(4) Generally examine variances between protocols of shared governance at West Virginia University and other institutions and determine what variance exists – if any – between those institutions and ours.

(5) Evaluate national trends and report on best practices related to shared governance in higher education, and consider making recommendations to appropriate University bodies including the Office of the President, the Office of the Provost, the West Virginia University Board of Governors, and other Centers, Colleges, Schools and programs affiliated with the University.

(6) Address in a timely fashion other issues pertinent to the charge of the committee.

Activities

The committee met for the first time on September 3, 2019, convened by David Hauser, who had recently stepped down as Faculty Senate Chair. Eleven committee members were in attendance. The general approach the committee would take was set – with a focus on governing structures and governing and personnel processes, committee members would investigate how peer institutions function. Committee members would collect relevant documents from peer institutions and write short analyses of their systems to share with fellow committee members. Peer institutions would mean flagship and/or public land-grant universities. Given that different institutions have different systems and vary a great deal in regards to the types of information they share publicly, the committee would collect a variety of types of data. Committee members highlighted the value looking particularly closely at matters discussed in AAUP documents about properly-functioning universities, so that we would be focused on comparable data points that allow for concise, easily understandable comparisons. The committee decided to work toward a goal of presenting a report to the Senate in the late Spring of 2020.

While that general approach was agreed upon in September the committee did not elect a Chair at that time which delayed its work moving forward. Faculty Senate Chair Emily Murphy organized a meeting held on December 10, 2019 that 10 committee members attended. At that meeting Scott Crichlow from the Eberly College was elected as the committee's Chair, and attendees finalized which relatively comparable universities would be examined. Committee members collected relevant documents from 14 universities by mid-January and began the process of refining a draft document to present to the Senate about proposed changes at West Virginia University, in order to bring us in line with systems, policies, and procedures at peer universities. The 14 universities were:

Iowa State University
University of Missouri
Kansas State University
The Ohio State University
University of Wisconsin
University of Texas
Oklahoma State University
University of Kentucky
University of Tennessee, Knoxville
University of Florida
University of Connecticut
Michigan State University
University of Maryland
Virginia Tech

In reviewing these documents (the committee started to do so formally at its January 24, 2020 meeting) two matters stood out – 1) there is a great deal of variation in the roles and powers university faculties have in setting university policies and in making university personnel and academic decisions, and 2) West Virginia University is clearly at the very low end on a continuum marking the influence faculty have over university decision making. The latter leaves faculty vulnerable in ways they are not at some peer institutions and is

not in line with AAUP guidelines. With that in mind, the committee began work on a "best practices" document that would move West Virginia University to being in line with peer institutions. There was considerable back-and-forth among committee members during the process of creating this document. A January draft was created, then, over a number of in-person meetings and group messaging exchanges a February draft was proposed, and then a final draft was agreed upon in March 2020. This draft, following peer-institution practices and AAUP recommendations, is focused on the different types of authority faculty have in the functioning of a large public university, and how that varies across a variety of policy domains and institutional functions. This is the committee draft:

DRAFT Shared Governance Policy Document
WVU Faculty Senate Special Committee on Shared Governance
March 9, 2020

Authority -- The faculty's authority, as delegated by the Board of Governors, is of three types: direct and primary, in which the faculty has essential decision-making authority; shared, in which the faculty participates with others; and advisory, in which the faculty counsels with the person or offices with ultimate decision-making authority (on those matters requiring multi-campus coordination, the faculty shall act through its appropriate bodies).

A. **Primary and Direct Authority** -- The WVU faculty has essential decision-making authority in matters directly affecting the educational program of WVU, including but not limited to:
(1) Articulation and maintenance of standards of academic performance-- this includes but is not limited to guidelines for appropriate research, service, and scholarships; and related matters.
(2) Construction and approval of courses of instruction and of curricula.
(3) Formulation of criteria determining professional standing of faculty -- including but not limited to such matters as faculty appointments, tenure, promotion, termination, guidelines for responsibility, faculty standing with regard to graduate faculty membership, faculty appointments, and doctoral dissertation supervision.
(4) Selection of awardees for honorary degrees.
(5) Determination of appropriate faculty committee structures and membership.

B. **Shared Authority** -- The WVU faculty has shared authority by which it participates cooperatively with other persons or offices in matters such as:
(1) Development and articulation of students' rights and responsibilities.
(2) Determination of an appropriate academic calendar.
(3) Determination of minimum admission requirements and graduation standards.
(4) Selection of awardees for academic scholarships.
(5) Application of criteria affecting professional standing of faculty.
(6) Selection of departmental, divisional, campus, and university-level administrators.

(7) Construction and approval of procedures governing educational support programs on the WVU campus.

C. **Advisory Authority** -- The WVU faculty has advisory authority and responsibility with other persons or offices in matters such as:
(1) Budget and resource allocation.
(2) Planning, including capital expenditures and physical facilities.
(3) Determination of campus committee structures or task forces and membership.
(4) Development and implementation of general business procedures which facilitate academic program excellence.
(5) Use of facilities for program activities.
(6) Periodic review of administrative personnel.

Moving Forward in 2020-2021

The committee's work ended unexpectedly early, given the COVID-19 pandemic. This is highly problematic given that the committee was approved to last for 2019-2020 academic year. Therefore, the committee's immediate priority is to be continued for another year, in order to move forward with the next stage in its work.

At the last committee meeting in the Spring the plan discussed was for the draft document be taken to the University's constituent colleges for discussion and debate that would precede discussion and presentation to the full Senate. This would include discussion about both the goals laid out in the draft document and discussion of procedural and systematic steps that could be taken to ensure these goals are met in practice, should the Faculty Senate vote in support of the document. The document is focused on roles and powers for faculty that are hoped to be achieved but leaves open the appropriate processes by which those goals would be reached. It is anticipated that much of what the committee would do next year would be to explore what is feasible toward implementation of the document.

Faculty Senate Sustainability Committee
Final Report 2019-2020

Dated: 5/4/2020
Contact: Amy Hessl, Chair of Faculty Senate Sustainability Committee (amy.hessl@mail.wvu.edu)
Approved (7-0) 5/4/20

Membership:

Name	**Voting Status**	**Constituency**
Amy Hessl	Voting	Eberly Arts and Science
Andrea Soccorsi	Voting	Eberly Arts and Science
Hillar Klansdorf	Voting	Davis Ag, Resources and Design
Jody Crosno	Voting	JCC Business and Economics
Kim Floyd	Voting	College of Education and Human Services
Kimberly Bailey	Voting	Medicine – Department of Surgery
Michael Sherwin	Voting	College of Creative Arts
Natasha Harrison	Voting	Medicine - Orthopedics
Ramana Reddy	Voting	Statler Engineering
Shawn Grushecky	Voting	Davis Ag, Resources and Design
Tracie Evans	Voting	College of Education and Human Services
Hailin Li	Voting	Statler Engineering
Brandon Rothrock	Ex-Officio	Student Government Association
Julie Black	Ex-Officio	Teaching and Learning Commons
Traci Knabenshue	Ex-Officio	WVU Sustainability, Facilities

Overview:
Faculty Senate Sustainability Committee, composed of 14 members (12 voting) met seven times during the 2019-2020 academic year. We elected Jody Crosno (JCC Business and Economics) Chair-Elect. Due to the broad charge of the committee from the Faculty Senate, we opted to form three working groups: curriculum review, organizational structure, and carbon audit. Reports from those working groups are provided below.

1. Curriculum Review (Julie Black, Jody Crosno, Andrea Soccorsi, Hillar Klansdorf, Michael Sherwin)

    a. Goal: Assess WVU's sustainability curriculum as it compares to peer institutions.

b. Summary Findings: WVU compares very well with peer institutions in terms of course offerings. WVU has over 300 courses that reflect a commitment to sustainability/environmental studies. Please see attached reports on sustainability degree programs at WVU and peer institutions (Appendix 1) and sustainability course offerings at WVU (Appendix 2).

c. Recommendations: Adopt Association for the Advancement of Sustainability in Higher Education (AASHE) suggestions for promoting sustainability curriculum including:

    1. Utilize the Office of Sustainability in course planning and activities
    2. Establish a sustainability representative to build student led programs
    3. Offer credit for internships in sustainability
    4. Conduct field trips on sustainability
    5. Invite speakers in the field of sustainability
    6. Use the campus as a laboratory

2. Organizational Structure (Ramana Reddy, Kim Floyd, Brandon Rothrock; Tracie Evans)
    a. Goal: Assess WVU's administrative structure in support of sustainability as it compares to peer institutions.
    b. Investigated Big 12 Sustainability Offices
    c. Summary Findings:
        i. All but four report to Association for the Advancement of Sustainability in Higher Education (AASHE) (WVU, Kansas State, Oklahoma, TCU)
        ii. Most have small Offices of Sustainability (1-3 full-time employees). Most include the Director of Operations, Director of Transportation, and a Provost in meetings.
        iii. Almost all of the universities had sustainability as a part of the University's Strategic Plan.
        iv. Committees included reps from across campus (students, faculty, staff), reporting up to VP or Provost.
        v. Universities had published goals on sustainability.
    d. Recommendations: Create a long-term and broad structure for sustainability with representation from across the university.
        i. Expand the WVU Office of Sustainability from 2 to 4 people including an educational coordinator (to support AASHE educational goals above) and facilities engineer (to support energy conservation).
        ii. Create a Sustainability Leadership Council, with representatives from across the university including faculty, students and staff. Council would operate at the top level of WVU administration and should be responsible for setting and publishing university goals on sustainability.
        iii. Create a Student Council on Sustainable Leaders in support of curriculum, activities on campus, and service.
        iv. Explore funding options to create a Green fund to support student initiatives.
3. Carbon Audit (Hailin Li, Amy Hessl, Traci Knabenshue, Shawn Grushecky)
    a. Goal: Determine best practices for a carbon audit at a land grant institution.
    b. Investigated carbon management at peer institutions, explored platforms and tools for conducting carbon audit and researched feasibility at WVU.
    c. Summary Findings:
        i. Peers and Land Grant Institutions:
            1. Big 12: Kansas State University: 80% reduction (relative to 2005) in university operations carbon footprint by 2050. Other peers have less aggressive targets. Iowa State: target of 25% renewable energy by 2025. University of Texas at Austin: reports emissions annually but has no published goals for emissions reductions.

2. Land Grant: 45 of 73 land grant institutions (62%) have published goals to achieve sustainability, reduce emissions, or reach carbon neutrality. Of the 24 land grants with readily available information, 71% pledged to meet their goals by 2050 (Table 1). Also see Appendix 3 Land Grant Carbon Policies.

ii. Carbon Audit tools: SIMAP, a carbon and nitrogen accounting platform designed for institutions of higher education, is used by 90% of US colleges and Universities that publicly report emissions. The cost ranges from free to $400/year and it provides excellent resources to get the institution started.

iii. Data are available. Committee met with Daniel Lemasters. WVU engineer, and Samuel Taylor, WVU Energy Institute, who confirmed that data from main campus and WVU Medicine are available.

iv. Carbon reductions goals help build research capacity. Progress made towards diversifying WVUs energy portfolio has the potential to support future research proposals at the Energy Institute and across campus.

d. Recommendations:

i. Conduct a full carbon audit for fiscal year 2018 (July 1 2017 - June 30th 2018).

ii. Scope of the carbon audit should be WVU main campus, Health Sciences Campus and all regional campuses where data collection and access are feasible.

iii. Committee recommends that the carbon audit should be completed with SIMAP and repeated every three years.

iv. Committee recommends setting clear, ambitious and near-term emissions targets to propel the university's teaching, research and land grant role toward a sustainable future. We suggest: WVU makes a commitment to reduce carbon emissions by half of 2018 levels by 2030 and reach carbon neutrality by 2050

4. Further Recommendations

a. This committee commends WVU for beginning its submission to the AASHE STARS program. Sustainability Tracking, Assessment, and Rating System (STARS) is an international reporting framework specific to higher education for colleges and universities to measure their sustainability performance. Currently, over 900 institutions report to STARS.

i. As part of the assessment, STARS evaluates 17 sustainability "impact areas," including transportation, purchasing, dining, construction, energy, grounds maintenance and curriculum.

ii. AASHE reviews all submissions and assigns institutions a rating of reporting, Bronze, Silver, Gold, or Platinum and that rating is valid for three years.

iii. In addition to helping WVU establish clear sustainability goals, the STARS designation also will help legitimize WVU's sustainability efforts among peer institutions.

iv. At WVU, 25 different departments across the university will collaborate to complete all categories by the end of July. The first submission will apply to the Morgantown campus only.

b. Faculty senate sustainability committee recommends continuing to maintain the committee for one additional academic year in order to ensure that progress towards recommendations are made.

Table 1 Number of land grant institutions with pledges to meet sustainability goals for three date ranges. Data were gathered from institution websites as well as http://reporting.secondnature.org.

Sustainability Goal	**Number of Land Grant Schools**
Now - 2035	5
2036-2050	17
2051-2065	2

Appendices:

Appendix 1. Peer Institution and WVU Programs in Sustainability
Appendix 2. WVU Sustainability and Climate Change Courses
Appendix 3. Land Grant Carbon Policies

Peer Institution	Major/Minor	Degree	College/School/Department	Area of Emphasis/Sample Coursework
Baylor University	Environmental Studies	B.A.	Arts and Sciences	
Iowa State	Environmental Studies Environmental Science(Interdisciplinary) Sustainability Minor (Interdisciplinary) Wind Energy (Interdisciplinary) Design in Sustainable Environments (Masters) Sustainable Agriculture (Masters and Doctorate) Urban Design (Masters) Wind Energy Science, Engineering and Policy (Doctorate)	Secondary Major or Minor B.S. M.A. PhD	Arts and Sciences College of Agriculture and Life Sciences Arts and Sciences	
Kansas State	Environmental Studies	B.A. and B.G.S	Arts and Sciences	
Oklahoma State	Environmental Science	Major and Minor BSAG	Agricultural Sciences and Natural Resources	Environmental Policy Natural Resources Water Resources

Texas Christian	Environmental Science Sustainability	B.S. M.S. M.E.M Minor M.A.	College of Science & Engineering Department of Environmental Sciences	• Ecology and the Environment • Understanding the Earth • Geomorphology • Soils in the Environment • Water and Wastewater Technology • Environmental Compliance
Texas Tech	Wind Energy Environmental Sustainability and Natural Resources (Natural Resources Management concentration)	B.S. M.A.		
University of Kansas	Environmental Geology Environmental Engineering Environmental Studies	B.A. B.G.S B.S. Minor Graduate Certificate	Arts and Sciences Engineering	
University of Oklahoma	Environmental Studies Environmental Sustainability Environmental Science International and Area Studies Major Area: Global Energy, Environment and Resources	B.S. B.A B.S. B.A B.S. B.A B.S. B.A B.S. B.A B.S. B.A B.A.	College of Atmospheric and Geographic Sciences/ School of Civil Engineering and Environmental Science College of International Studies	 Global Energy, Environment, and Resources

UT Austin	Environmental Science Sustainability Studies	B.S. B.A. in Geography	Arts and Sciences Department of Geography and the Environment	

HOME Institution	**Major/Minor**	**Degree**	**College/School/Department**	**Area of Emphasis/Sample Coursework**
West Virginia University	**Environmental, Soil and Water Sciences Sustainability Studies**	**B.S.**	**Davis College of Agriculture, Natural Resources and Design School of Agriculture and Food**	**Environmental Assessment and Reclamation Soil and Water Sciences**
	Agroecology	**BSAgr**	**Davis College of Agriculture, Natural Resources and Design School of Agriculture and Food**	**Crop Science Soil Health Plant Health Management Entrepreneurship/Agriculture Business**
	Environmental Geoscience	**BA**	**Eberly College of Arts and Sciences Department of Geology and Geography**	
	Environmental and Energy Resources Management	**BS**	**Davis College of Agriculture, Natural Resources and Design School of Natural Resources**	**Energy**
	Environmental and Community Planning	**BS**	**Davis College of Agriculture, Natural Resources and Design School of Design and Community Development**	**Landscape Architecture Community Environment**
	Environmental Protection	**Minor**	**Davis College of Agriculture, Natural Resources and Design School of Design and Community Development**	
	Sustainable Design	**Minor**	**Davis College of Agriculture, Natural Resources and Design School of Design and Community Development**	
	Conservation Ecology	**Minor**	**Davis College of Agriculture, Natural Resources and Design School of Natural Resources**	
	Environmental Protection	**Minor**		

	Geography	**BA**	**Davis College of Agriculture, Natural Resources and Design** **School of Natural Resources** **Eberly College of Arts and Sciences** **Department of Geology and Geography**	**Global Environmental Change**

Subject	Course	Course Title	Course Text
AEM	401	Environmental Microbiology	AEM 401. Environmental Microbiology. 4 Hr. PR: AEM 341 or Consent. Microbiology as applied to soil, water, wastewater, sewage, air, and the general environment. Occurrence, distribution, ecology, and detection of microorganisms in these environments. (Also listed as ENVP 401.)
AEM	420	Soil Microbiology	AEM 420. Soil Microbiology. 3 Hr. PR: AEM 341. Microbiology and biochemistry of the soil environment. Occurrence, distribution, ecology, and detection of micro-organisms in soil. (Also listed as AGRN 420 and ENVP 420.)
AGEE	460	Engr Tech Urban Watrshd/Irrgat	AGEE 460. Engineering Technology for Urban Watersheds and Irrigation. 3 Hr. Soil and water management; analysis of small watersheds and design of waterways, culverts, ponds, sediment basins, and turf irrigation systems. (3 hr. lec.)
AGEE	461	Waste Management-Composting	AGEE 461. Waste Management-Composting. 3 Hr. Both present and alternative waste management strategies will be examined. Students will learn how to analyze the waste stream and be able to develop management concepts which are both economically and environmentally sound. Lectures by waste management professionals will be integrated into the class to expose the students to the very latest practices and technology.
AGRN	120	Principles of Agroecology	AGRN 120. Principles of Agroecology. 3 Hr. Agroecology is the study of interactions among organisms and the environment in agricultural systems and broader interactions with the biosphere to meet human needs and provide ecosystem services while minimizing their ecological footprint. We will explore the structure and function of agroecosystems across a range of climate, landscape/soil, and crop and animal components.
AGRN	202	Principles of Soil Science	AGRN 202. Principles of Soil Science. 3 Hr. PR: CHEM 111 or equivalent and PR or CONC: AGRN 203. Introductory course. Soils as a natural resource emphasizing physical, chemical, and biological properties in relation to plant growth and production, land use and management, soil and water pollution, and environmental protection. (Regional campus concurrent.)
AGRN	420	Soil Microbiology	AGRN 420. Soil Microbiology. 3 Hr. PR: AEM 341. Microbiology and biochemistry of the soil environment. Occurrence, distribution, ecology, and detection of micro-organisms in soil. (Also listed as AEM 420 and ENVP 420.)
AGRN	425	Environmental Soil Management	AGRN 425. Environmental Soil Management. 3 Hr. PR: AGRN 202 and AGRN 203. This course provides a foundation for utilizing creative solutions and technical knowledge in preserving and enhancing soil and water quality. Soil conservation, precision agriculture and nutrient management for protection of soil and water quality are covered. (Also listed as ENVP 425.)
AGRN	430	Soil Physics	AGRN 430. Soil Physics. 3 Hr. PR: AGRN 202 and AGRN 203. Physical properties of soils; water and air relationships and their influence on soil productivity.
ARE	187	Energy Resource	ARE 187. Energy Resource Economics. 3 Hr. Dilemmas posed for developing and modern societies by rising energy demands amid concerns for the world's environment. Economics of fuel sources and technologies, and historical and new concerns over resource scarcities.
ARE	201	Principle Resource & Energy	ARE 201. Principles of Resource and Energy. 3 Hr. PR: Third-year standing. Analyzes problems important or peculiar to mineral industry economics; exhaustion, externalities, risks, production cycle, industry structure, pricing, role of minerals in development and trade, resource planning. Energy, metals, industrial minerals. (3 hr. lec.)
ARE	220	Intro Envirnmntl/Resource Econ	ARE 220. Introductory Environmental and Resource Economics. 3 Hr. Economic analysis of environmental pollution, natural resource conservation and management, outdoor recreation, public land use, wildlife resources, water use, property rights, and benefit-cost issues.
ARE	382	Agri and Natural Resources Law	ARE 382. Agricultural and Natural Resources Law. 3 Hr. Introduction to legal concepts, principles and practices related to environmental, natural resource, and agricultural issues; in the context of the legal system within which statues are enacted, administered and enforced.
ARE	401	Applied Demand Analysis	ARE 401. Applied Demand Analysis. 3 Hr. Consumer demand economics applied to environmental, natural resource, and agricultural issues; analysis of factors that influence demand and determine prices; special applications to non-market, environmental, and natural resource amenities.
ARE	410	Environmentl/Resource Economcs	ARE 410. Environmental and Resource Economics. 3 Hr. PR: (ARE 401 and ARE 402) or ECON 301 or consent. Economic analysis of natural resource and environmental problems; management of renewable and non-renewable resources and environmental amenities; market failure, externalities, benefit-cost and risk analysis; property rights and the "taking" issue.
ARE	445	Energy Economics	ARE 445. Energy Economics. 3 Hr. Analysis of the energy sector and its relationship to the rest of the economy; energy security, deregulation, full cost pricing, substitutability among energy sources, transmission, new technologies, environmental considerations.
ARE	450	Agr/Envrmntl & Resource Policy	ARE 450. Agriculture, Environmental and Resource Policy. 3 Hr. PR: ARE 150 or ECON 201 or consent. Economic analysis of agricultural, natural resource and environmental policies; problems of externalities and market failure, and alternative policies for addressing such problems; benefits and cost of alternative policies.
ARE	485	Econ of Water Res and Energy	ARE 485. Economics of Water Resources and Energy. 3 Hr. PR: Calculus with a grade of B- or better or consent, introductory micro economics with a C- or consent. Allocation under scarcity, water institutions and management, risk, pricing, marketing, demand and supply estimation, interdependence between energy and water resources (Credit cannot be received for both ARE 485 and ARE 585).
ARE	580	Energy Industry Economics	ARE 580. Energy Industry Economics. 3 Hr. PR: Graduate standing. Technical production and consumption methodologies, environmental concerns, and national and global economics and politics in making energy decisions.
ARE	585	Econ of Water Res and Energy	ARE 585. Economics of Water Resources and Energy. 3 Hr. PR: Calculus with a grade of B- or better or consent, introductory micro economics with a C- or better or consent. Allocation under scarcity, water institutions and management, risk, pricing, marketing, demand and supply estimation, interdependence between energy and water resources (Credit can not be received for both ARE 485 and ARE 585).
ARE	600	Research Methods	ARE 600. Research Methods. 1 Hr. Research methods in agricultural, environmental, and resource economics. The application of scientific thinking in developing research proposals and critiquing published research.

Subject	Course	Course Title	Course Text
ARE	601	Applied Microeconomics	ARE 601. Applied Microeconomics. 4 Hr. PR: ARE 401 or equiv. Consumer and production economics applied to resource, environmental, and agricultural analysis.
ARE	621	Quantitative Methds-Resrc Econ	ARE 621. Quantitative Methods in Resource Economics. 3 Hr. PR: ARE 601 and ECON 421 or equivalents. Optimization techniques in economic analysis of natural resources; environmental and agricultural management problems; linear, nonlinear, and dynamic programming.
ARE	624	Econometric Methds-Resrc Econ	ARE 624. Econometric Methods in Resource Economics. 3 Hr. PR: ECON 425. Application methods to natural resource, environmental, and agricultural economic problems; single and simultaneous equation models, specification problems, topics in time series, and cross-sectional analysis.
ARE	632	Natrl Res/Environmental Econ	ARE 632. Natural Resource and Environmental Economics. 3 Hr. PR: ARE 600 and ARE 621 or equivalent. Theory and institutions; market failure, externalities and property rights issues; renewable and nonrenewable resources, common property, environmental and resource management, and intergenerational decisions.
ARE	633	Natural Resource Policy Analys	ARE 633. Natural Resource Policy Analysis. 3 Hr. PR: ARE 600 and ARE 621, or equiv. Welfare economics applied to the analysis and evaluation of natural resources, environmental, agricultural, and energy policy issues.
ARE	703	Adv Naturl Resourc Econ Theory	ARE 703. Advanced Natural Resource Economic Theory. 3 Hr. PR: ECON 710 and ARE 632. Allocation and distribution of natural resources in static and dynamic contexts; welfare economics, cost-benefit analysis, and optimal control approaches; applications to resource valuation, exhaustion, taxation, and regulation in theory and practice.
ARE	710	Adv Environmental Economics	ARE 710. Advanced Environmental Economics. 3 Hr. PR: ECON 701 and ARE 632 or Consent. Theory, efficient environmental design and analysis, modeling of economic and environmental systems, evaluation of non-market benefits and costs, and risk assessment.
ART	380	Art and Environment	ART 380. Art and Environment. 3 Hr. PR: Must pass freshman review and complete 6 hours of 200-level coursework in area of emphasis or consent. Interdisciplinary studio/seminar course investigating art's relationship to the environment through readings, field trips, presentations and studio practice.
ART	580	Art and Environment	ART 580. Art and Environment. 3 Hr. PR: Registered graduate student. Interdisciplinary studio/seminar course investigating art's relationship to the environment through readings, field trips, presentations, and studio practice.
BIOL	105	Environmental Biology	BIOL 105. Environmental Biology. 3 Hr. (Intended for non-biology majors.) Population growth and human impacts on the environment, including ecosystem destruction, biological diversity, pollution, and global climate change are explored to obtain the concepts necessary to understand complex environmental issues of our time.
BIOL	106	Environmental Biology Lab	BIOL 106. Environmental Biology Laboratory. 1 Hr. Field and laboratory exercises explore fundamental ecological concepts and environmental problems, such as biodiversity, pollution, and natural resource utilization.
BIOL	318	Writing Appalachian Ecology	BIOL 318. Writing Appalachian Ecology. 3 Hr. This course encourages students to think about the long-term future of our planet. What could our world be like in 200 years? How will current environmental problems change the future? How will relationships with the natural world change? Students address questions like these in creative nonfiction essays they write about research being conducted at the Fernow Experimental Forest in WV.
BIOL	338	Behavioral Ecology	BIOL 338. Behavioral Ecology. 3 Hr. PR: BIOL 112 or BIOL 221. Consideration of the influences of environmental factors on short-and long-term regulation, control, and evolution of the behavior of animals. Students on the Morgantown campus will be required to complete BIOL 221.
BIOL	352	Plant Anatomy/Development	BIOL 352. Plant Anatomy and Development. 4 Hr. PR: BIOL 117 or PLSC 206. How plants (especially angiosperms) develop, stand up, defend themselves, transport food and water, and reproduce; also evolution and uses of wood and bark. Students observe development from spores, seeds, and cuttings. (Two local field trips.)
BIOL	365	Conservation Biology	BIOL 365. Conservation Biology. 3 Hr. PR: BIOL 221 or WMAN 313. Review of literature, research, and application of topics including biodiversity, endangered species, population biology, extinction, invasive species, conservation, restoration, and sustainability.
BIOL	446	Freshwater Ecology	BIOL 446. Freshwater Ecology. 4 Hr. PR: (BIOL 101 and BIOL 102 and BIOL 103 and BIOL 104) or BIOL 115 or WMAN 224 or consent. Physical, chemical, and biological characteristics of inland waters with emphasis on the structure and function of stream ecosystems. (Also listed as WMAN 446.)
BIOL	463	Global Ecology	BIOL 463. Global Ecology. 3 Hr. PR: BIOL 221. The Earth viewed as a changing biogeochemical system. Topics include the structure, composition and dynamics of the ecosphere, nutrient cycles, changing atmospheric composition, climate change, ozone depletion, land-use change, biological invasions, and changes in biodiversity.
BIOL	466	Ecology	BIOL 466. Ecology. 4 Hr. PR: BIOL 112 and CHEM 116. Principles of environmental biology, population dynamics and evolution. Field trips and lab work.
BIOL	752	Physiological Plant Ecology	BIOL 752. Physiological Plant Ecology. 3 Hr. PR: BIOL 350 and consent. Advanced studies on the interactions between plants and their environment focusing on whole-plant carbon exchange, water relations, and nutrient uptake, with reference to specific biomes.
BIOL	753	Water/Nutrient Relations-Plant	BIOL 753. Water and Nutrient Relations of Plants. 3 Hr. PR: BIOL 350 and consent. Advanced studies on water and nutrient acquisition, use, and transformation in plants with focus on plant-soil interactions, symbiotic associations, and acclimation and adaption mechanisms operating in plants.
CHEM	312	Environmental Chemistry	CHEM 312. Environmental Chemistry. 3 Hr. PR: CHEM 215 and CHEM 234 and physical chemistry. Study of the nature, reactions, transport, and fates of chemical species in the environment. (2 hr. lec., 1 hr. demonstration.)
CHEM	512	Environmental Chemistry	CHEM 512. Environmental Chemistry. 3 Hr. PR: CHEM 215 and CHEM 234 and CHEM 348. Study of the nature, reactions, transport and fate of chemical species in the environment.

Subject	Course	Course Title	Course Text
DSGN	280	Sustainable Design & Develop	DSGN 280. Sustainable Design and Development. 3 Hr. An overview of social, environmental and economic aspects of the built environment. Site considerations, infrastructure, green buildings, marketing, financing, community. (Local field trips possible.)
DSGN	293C	SPTP:Green Built Environment	DSGN 293C. Special Topics. 1-6 Hr. PR: Consent. Investigation of topics not covered by regularly scheduled courses.
DSGN	293G	SPTP:Applied Sustainabl Living	DSGN 293G. Special Topics. 1-6 Hr. PR: Consent. Investigation of topics not covered in regularly scheduled courses.
DSGN	340	Design for Energy Efficency	DSGN 340. Design for Energy Efficiency. 3 Hr. An overview of energy efficiency in residential and small commercial settings. Energy, building shell, air leakage, insulation, hvac, lighting, appliances, water heating, indoor air quality. (Local field trips possible.)
DSGN	470	LEED Green Building Systems	DSGN 470. Leadership in Energy and Environmental Design Green Building Systems. 3 Hr. PR: DSGN 280. A detailed study of the LEED green building certification systems, including the various green systems, codes and standards referenced by LEED.
DSM	550	Precision Drawing and Modeling	DSM 550. Precision Drawing and Modeling. 3 Hr. PR: Consent. Develops student's working knowledge of the opportunities and constraints associated with using advanced digital representational instruments for precise design, visualization and construction of architectural environments.
DSM	693C	SPTP:Planning Sustainbl Cities	DSM 693C. Special Topics. 1-6 Hr. A study of contemporary topics selected from recent developments in the field.
DSM	693L	SPTP:Plan Sustainable Cmmunts	DSM 693L. Special Topics. 1-6 Hr. A study of contemporary topics selected from recent developments in the field.
EE	434	Alternitive Energy Resources	EE 434. Alternative Energy Resources. 3 Hr. PR: EE 335 and EE 336. Working principles of alternative distributed energy technologies. Modeling, control, interconnection methords, and applications of modern alternative power generation resources. Future directions of alternative energy.
EE	493X	SPTP:Alterntv Energy Resources	EE 493X. Special Topics. 1-6 Hr. PR: Consent. Investigation of topics not covered in regularly scheduled courses.
ENGL	338	Environmental Criticism	ENGL 338. Environmental Criticism. 3 Hr. PR: ENGL 102 or ENGL 103. This course provides methods for exploring connections between literature and the environment. Topics include nature writing; animal studies; environmental justice; urban ecocriticism; literary cartography; ecological theory.
ENGL	393B	SPTP:Environmental Criticism	ENGL 393B. Special Topics. 1-6 Hr. PR:Consent. Investigation of topics not covered in regularly scheduled courses.
ENTR	416	Social Entrepreneurship	ENTR 416. Social Entrepreneurship. 3 Hr. PR: ENTR 400. This course will expose students to the topics and concepts in the emerging field of social entrepreneurship. The primary topic - how social entrepreneurs use business models to create sustainable enterprises.
ENVP	119	Soil in the City	ENVP 119. Soil in the City. 3 Hr. Study of soil as a natural resource in urban environments; influence of soils on urban development; study of environmental problems related to soils in urban land uses.
ENVP	155	Elements-Environmtl Protection	ENVP 155. Elements of Environmental Protection. 3 Hr. An introduction to land and water resources and their management and protection. An evaluation of the relationships between human activities and natural environments and the interaction between natural resource utilization and development.
ENVP	255	Elements of Environ Mngmt	ENVP 255. Elements of Environmental Management. 3 Hr. PR: 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.
ENVP	325	Principles of Water Resources	ENVP 325. Principles of Water Resources. 3 Hr. PR: MATH 124 or higher. This course provides students an opportunity to increase their knowledge pertaining to the role(s) that water plays in human and environmental systems by examining the geographic distribution/redistribution, quantity, and quality of water resources. Students are introduced to water management evaluation policies, law and economics used to explore the decision-making challenges surrounding water resources.
ENVP	355	Environmentl Sampling/Analysis	ENVP 355. Environmental Sampling and Analysis. 3 Hr. PR: BIOL 101 and BIOL 102 and BIOL 103 and BIOL 104 and CHEM 115 and CHEM 116. Introduction to environmental sampling methods and analysis. Lecture and hands-on experience will include sampling plan development, sample point selection, sampling equipment use, containers and preservatives, sample analysis, chain-of-custody and protective equipment.
ENVP	401	Environmental Microbiology	ENVP 401. Environmental Microbiology. 4 Hr. PR: AEM 341 or consent. Microbiology as applied to soil, water, wastewater, sewage, air, and the general environment. Occurrence, distribution, ecology, and detection of microorganisms in these environments. (Also listed as AEM 401.)
ENVP	420	Soil Microbiology	ENVP 420. Soil Microbiology. 3 Hr. PR: AEM 341. Microbiology and biochemistry of the soil environment. Occurrence, distribution, ecology, and detection of microorganisms in soil. (Also listed as AEM 420 and AGRN 420.)
ENVP	425	Environmental Soil Management	ENVP 425. Environmental Soil Management. 3 Hr. PR: AGRN 202 and AGRN 203. This course provides a foundation for utilizing creative solutions and technical knowledge in preserving and enhancing soil and water quality. Soil conservation, precision agriculture and nutrient management for protection of soil and water quality are covered. (Also listed as AGRN 425).
ENVP	460	Environmental Impact Assessmnt	ENVP 460. Environmental Impact Assessment. 3 Hr. PR: BIOL 101 and BIOL 102 and BIOL 103 and BIOL 104 and CHEM 115 and CHEM 116. Application of physical, biological and social science principles to assess environmental impacts. Review and prepare environmental assessments, permits, site assessments and ecological risk assessments for environmental decision-making.
ENVP	525	Principles of Water Resources	ENVP 525. Principles of Water Resources. 3 Hr. Geographic distribution/redistribution, quantity, and quality of water resources and their roles in human and environmental systems. Applies alternative policy frameworks to explore the decision-making challenges surrounding water resources.
ENVP	555	Erviron. Sampling and Analysis	ENVP 555. Environmental Sampling and Analysis. 3 Hr. PR: ENVP 155 or consent. Introduction to environmental sampling ans analysis. Lecture and hands-on experience will include sampling plan development, sampling point selection, sampling equipment use, containers, preservatives sample analysis, chain-of-custody, protective equipment and technical report development.

Subject	Course	Course Title	Course Text
FDM	412	Fashion Sourcing and SCM	FDM 412. Fashion Sourcing and Supply Chain Management. 3 Hr. PR: FDM 360 or FDM 361 with a minimum grade of C- or consent. This course evaluates key issues facing fashion businesses in the global marketplace. It includes an examination of internal and external forces affecting political, economic, social, environmental and ethical production, and distribution of textile and apparel products.
FDM	460	Sustainability in Fashion	FDM 460. Sustainability in Fashion. 3 Hr. PR: FDM 411 with a minimum grade of C- or consent. This course examines sustainability in the context of cultural, economic, environmental, social, and technological policies and procedures of fashion industries. Factors analyzed include ethics, government policies, international labor standards, environmental regulations, company priorities, consumer responsibilities, economic impact, and worker rights.
FHYD	444	Watershed Management	FHYD 444. Watershed Management. 3 Hr. PR: FMAN 212 and FMAN 311. (Primarily for forest management majors.) Influences of silvicultural practices and forest management activities on the hydrology of forested catchments.
FHYD	454	Field Watershed Hydrology	FHYD 454. Field Watershed Hydrology. 3 Hr. PR: FHYD 444. A quantitative understanding of measurement theory, field techniques, instrumentation, and data analysis including technical computational programming used to study hydrologic systems including climate, streams, riparian areas, hill slopes, shallow groundwater, and watersheds.
FHYD	655	Watershed Hydrology	FHYD 655. Watershed Hydrology. 3 Hr. PR: Prior course work/experience in hydrology, water, earth and atmospheric sciences or permission by the instructor. A qualitative and quantitative understanding of principles governing the occurrence, distribution, and cirulation of water near the Earth's surface. Emphasis is on the physical understanding and parameterization of hydrologic processes and the water cycle.
FMAN	212	Forest Ecology	FMAN 212. Forest Ecology. 3 Hr. PR: FOR 205. Forest and environment factors; site and type characteristics.
FMAN	433	Forest Management	FMAN 433. Forest Management. 3 Hr. PR: FMAN 400 and FMAN 311 and FMAN 330. Principles of sustained yield forest management: organization of forest areas, selection of management objectives, application of silvicultural systems, and regulation of cut. Principles of sustainable forestry and ecosystem management.
FMAN	440	Forestry Consulting	FMAN 440. Forestry Consulting. 3 Hr. PR: FMAN 311 and FMAN 330 or consent. The application of forest management principals and business concepts to the consulting forestry profession. Topics include: natural resource inventories, timberland appraisals, timber sale administration, and forest management planning.
FMAN	540	Current Issues-Forest Managmnt	FMAN 540. Current Issues in Forest Management. 3 Hr. PR: Consent. Analysis of environmental issues in forest management and current controversies surrounding the management of forested lands. Emphasis on traditional and ecosystem-based forest management policy, philosophy, and practices.
FMAN	693H	SPTP:Fld Mthds-Watershd Hydrlg	FMAN 693H. Special Topics. 1-6 Hr. A study of contempary topics selected from recent developments in the field.
FMAN	694A	SEM:Natural Resource Science	FMAN 694A. Seminar. 1-6 Hr. Seminars arranged for advanced graduate students.
FOR	101	Careers-Natrl Resourcs Mang 1	FOR 101. Careers in Natural Resources Management 1. 1 Hr. (Required only for students who rank as freshman in the Division of Forestry.) An introduction to professional activities in forest resources management, recreation and parks management, wildlife and fisheries management, and wood science and utilization. Survey of major issues in natural resources management and conservation.
FOR	140	W Va Natural Resources	FOR 140. West Virginia's Natural Resources. 3 Hr. Survey of policies and practices in development and use of soil, water, forest, wildlife, mineral, and human resources in West Virginia.
FOR			
FOR	240	Intro Computing -Ntrl Resource	FOR 240. Introduction to Computing in Natural Resources. 3 Hr. Introduction to computer applications in natural resource management. Emphasis on MS Excel statistical analysis tools, MS Access, Visual Basic Programming, hand held PCs and application examples.
FOR	293E	SPTP:Intro-Energy Land Manag	FOR 293E. Special Topics. 1-6 Hr. PR: Consent. Investigation of topics not covered in regularly scheduled courses.
FOR	326	Remote Sensing of Environment	FOR 326. Remote Sensing of Environment. 3 Hr. PR: (MATH 126A or MATH 126B or MATH 126C) and MATH 128. Measurement and interpretation of natural resources and environment from photography and radar, infrared, and microwave imagery.
FOR	340	Nat Resources Entrepreneurship	FOR 340. Natural Resource Entrepreneurship. 3 Hr. Principles of small business start-up, organization, marketing, finance, and management with an emphasis on natural resource-based enterprises.
FOR	421	Renwabl Resourcs Policy/Govrnc	FOR 421. Renewable Resources Policy and Governance. 3 Hr. PR: Consent. Forest, wildlife, fisheries, and recreation resource policies of world, with an emphasis on the U.S.: important federal and state laws; governance of public and private lands and renewable natural resources. (Crosslisted with WMAN 421.)
FOR	425	Global Forest Resources	FOR 425. Global Forest Resources. 3 Hr. Significance of renewable natural resources on a global scale and the ecological, economic, and social contexts in which they are managed. Emphasis is on world forest resources, including timber, wildlife, and social uses.
FOR	438	Human Dimensions Nat Rsrc Mang	FOR 438. Human Dimensions Natural Resource Management. 3 Hr. This class is designed to provide junior-and-senior level forestry and natural resource management majors with a repertoire of social and communication knowledge and skills such as public facilitation, public participation, social impact assessment, conflict management, and collaborative planning techniques.
FOR	470B	Prblms:Freshwater Fishing	FOR 470B. Problems in Forestry, Wood Science, Wildlife, or Recreation. 1-4 Hr. PR: Forestry senior or consent.
FOR	575	Forest Soils:Ecology-Managment	FOR 575. Forest Soils: Ecology and Management. 3 Hr. PR: AGRN 410 or AGRN 425 or consent. Properties, nutrient cycling processes, and sustainable management of forest soils, with examples from the most important wood fiber producing regions of the U.S.: the southeast, Pacific Northwest, and the central hardwood forest.

Subject	Course	Course Title	Course Text
FOR	650	Econ,Environ & Education in WV	FOR 650. Economics, Environment and Education in West Virginia. 3 Hr. This course is designed for K-12 classroom teachers with little previous background in economics. We introduce the principles of economics using the WV forest products industry to provide examples.
FOR	670	Human Dimnsions-Natl Rsrc Mang	FOR 670. Human Dimensions of Natural Resource Management. 3 Hr. PR: Grad standing. This course applies social science theory and methods to solving natural resource management problems.
FTEC	204	Forest Harvesting	FTEC 204. Forest Harvesting. 3 Hr. PR: MATH 124. Fundamentals of forest harvesting systems, occupational safety and health, environmental issues, equipment evaluation and selection, and trucking of forest products.
GEOG	106	Physical Geography Laboratory	GEOG 106. Physical Geography Laboratory. 1 Hr. PR or CONC: GEOG 107. Introduction to global environmental systems operating on the earth's surface, emphasizing weather and climate, soils, natural vegetation, and geomorphology, and examination of human interaction with these natural processes.
GEOG	107	Physical Geography	GEOG 107. Physical Geography. 3 Hr. Introduction to global environmental systems operating on the earth's surface, emphasizing weather and climate, soils, natural vegetation, and geomorphology, and examination of human interaction with these natural processes.
GEOG	110	Environmental Geoscience	GEOG 110. Environmental Geoscience. 3 Hr. Physical aspects of the earth with emphasis on natural resources, environmental degradation and hazards. Registration in GEOG 111 meets requirements for a 4-hr. credit in laboratory science. (Also listed as GEOL 110.) (Students may not receive credit for GEOG 110 and GEOL 101 or GEOL 110.)
GEOG	111	Environmental Geoscience Lab	GEOG 111. Environmental Geoscience Laboratory. 1 Hr. PR or Conc: GEOG 110. (Also listed as GEOL 111.) (Students not receive credit for GEOG 111 and GEOL 102 or GEOL 111.)
GEOG	150	Digital Earth	GEOG 150. Digital Earth. 3 Hr. PR or CONC: GEOG 149. Recent advances in technology and data availability have increased our knowledge about the world. This class surveys key concepts of geospatial technologies (GIS, remote sensing, spatial analysis) in the context of social and environmental change.
GEOG	205	Natural Resources	GEOG 205. Natural Resources. 3 Hr. Introduces the concept of natural resources and surveys such topics as land, soil, rangeland, forests, water, atmosphere, minerals, and energy. Emphasis is on the United States within the context of the global environment.
GEOG	207	Climate And Environment	GEOG 207. Climate and Environment. 3 Hr. Examination of atmospheric processes and the impact of human activity on climate.
GEOG	302	Political Geography	GEOG 302. Political Geography. 3 Hr. Examines the interrelationship between politics and the environment, human territoriality, the political organization of space, geopolitical aspects of the nation-state and international problems.
GEOG	303	Cultural Geography	GEOG 303. Cultural Geography. 3 Hr. This course engages students in current research in cultural geography. What does a geographic approach contribute to understandings of culture? These perspectives are relevant to analyzing the politics of race, gender, the environment, and our place in it. Cultural geographers critically and creatively explore the ways humans develop a sense of place and their struggles over place and culture.
GEOG	321	Geomorphology	GEOG 321. Geomorphology. 3 Hr. PR: GEOL 101 and GEOL 102. An examination of earth-surface processes and landforms, with emphasis on environmental geomorphology, streams, floods, glaciers, and landslides. (Required field trip at student's expense; also listed as GEOL 321.)
GEOG	407	Environmental Field Geography	GEOG 407. Environmental Field Geography. 3 Hr. PR: GEOG 107 and GEOG 307. An introduction to field methods used in environmental and physical geography. Course uses a problem based approach.
GEOG	415	Global Environmental Change	GEOG 415. Global Environmental Change. 3 Hr. PR: GEOG 107 or equivalent or consent. A geographic analysis of the Earth system emphasizing the interdependence and feedback mechanisms of the hydrologic cycle, ecosystems, climate, and human activities.
GEOG	443	African Environment & Devlpmnt	GEOG 443. African Environment and Development. 3 Hr. Detailed examination of the intersection of environmental and development studies in sub-Saharan Africa with critical assessments of current practice.
GEOG	454	Environmental GIS	GEOG 454. Environmental Geographic Information Systems. 3 Hr. Provides background and hands-on experience needed to answer scientific questions about the environment within a raster-based GIS framework. Students should have introductory-level GIS background.
GEOG	461	Web GIS	GEOG 461. Web GIS. 3 Hr. PR: GEOG 350. The World Wide Web has become a valuable means to display, collect, and share geographic data and maps. This course will explore the use of web technologies for developing web map applications. Students will learn to produce audience appropriate maps in the web environment using a variety of technologies and methods.
GEOG	494Q	SEM:Environmental Conflict	GEOG 494Q. Seminar. 1-3 Hr. PR:Consent. Presentation and discussion of topics of mutual concern to students and faculty.
GEOG	499	GLobal Service Learning	GEOG 499. Global Service Learning. 1-3 Hr. PR: Consent. Theory and practice of global service learning. The main objective will be to pair the experiential aspects of meaningful and sustained service in the host community with work from the student's anchor course by offering a methodological framework for cultural immersion and community service as well as adding to the content of the anchor course.
GEOG	654	Environmental GIS Modeling	GEOG 654. Environmental Geographic Information Systems Modeling. 3 Hr. Provides background and hands-on experience needed to answer scientific questions about the environment within a raster- based GIS Framework. Students should have introductory level GIS background.
GEOG	692H	Dir St:WV Watershed Dynamics	GEOG 692H. Directed Study. 1-6 Hr. Directed study, reading, and or research.
GEOL	111	Environmental Geoscience Lab	GEOL 111. Environmental Geoscience Laboratory. 1 Hr. PR or CONC: GEOL 110. (Also listed as GEOG 111.) (Students may not receive credit for GEOG 111 and GEOL 102 or GEOG 111.)
GEOL	200	Geology for Environ Scientists	GEOL 200. Geology for Environmental Scientists. 4 Hr. PR: (GEOL 110 and GEOL 111) or (GEOG 110 and GEOG 111) or (GEOL 101 and GEOL 102 and GEOL 103 and GEOL 104). Fundamentals of mineralogy, sedimentation, stratigraphy, petrology, and structural geology needed by environmental scientists to understand earth materials. (Required field trips partial student expense.) (3 hr. lec., 1 hr. lab.)

Subject	Course	Course Title	Course Text
GEOL	203	Physical Oceanography	GEOL 203. Physical Oceanography. 3 Hr. (Not open to upper division geology majors.) The geography and geology of ocean basins and margins, the chemical and physical properties of sea water, and the examination of the source and location of resources in the sea.
GEOL	321	Geomorphology	GEOL 321. Geomorphology. 3 Hr. PR: (GEOL 101 and GEOL 102) or (GEOL 110 and GEOL 111) or (GEOG 110 and GEOG 111). An examination of earth-surface processes and landforms, with emphasis on environmental geomorphology, streams, floods, glaciers, and landslides. (Required field trip at student's expense; also listed as GEOG 321.)
GEOL	351	Geomathematics	GEOL 351. Geomathematics. 3 Hr. PR: GEOL 101 and (MATH 154 or MATH 155). Mathematical methods and applications in geology, geochemistry, geophysics, and environmental science. Review of basic mathematics, differential and integral calculus. Use of computers (Excel) as geological problem-solving tools.
GEOL	365	Environmental Geology	GEOL 365. Environmental Geology. 3 Hr. PR or CONC: GEOL 321. Principles, practice, and case histories in application of earth science to environmental problems. Includes: water quality; landslides; subsidence; waste disposal; legal aspects; and geological aspects of land-use planning. (Field trips and independent field project required.)
GEOL	376	Research Methods	GEOL 376. Research Methods. 3 Hr. PR: Completion of Introductory Geology sequence, GEOL 101 and GEOL 102 and GEOL 103 and GEOL 104. Research Methods is a one-semester, three-hour course in the required WVUteach sequence. It is one of several content courses specially designed to meet the needs of future teachers. WVUTeach students pursuing degrees in Geology or Environmental Geoscience should register for the GEOL section of BIOL/CHEM/GEOL/PHYS 376.
GEOL	400	Environmental Practicum	GEOL 400. Environmental Practicum. 1 Hr. PR: GEOL 200 and PR or CONC: GEOL 331 or GEOL 365 or GEOL 376 or GEOL 411 or GEOL 455 or GEOL 463 or GEOL 472 or GEOL 486 or GEOG 317 or GEOG 443 or GEOG 454 or GEOG 455 or GEOG 456 or GEOG 461. Capstone Seminar. Students prepare for a career as Environmental Geoscientists; critically reflect on the curriculum in the major; orally present their research projects carried out in the co-requisite. Research-intensive Geology and Geography course.
GEOL	454	Environmtl/Explratn-Geophys 1	GEOL 454. Environmental and Exploration of Geophysics 1. 3 Hr. PR: PHYS 102 and (MATH 156 or GEOL 351). Basic theory, computer modeling, and use of gravitational, magnetic, resistivity, and electromagnetic methods in the evaluation or shallow targets of interest to environmental, hydrological, and hazardous waste site investigations.
GEOL	462	Introductory Hydrogeology	GEOL 462. Introductory Hydrogeology. 3 Hr. PR: (GEOL 101 and GEOL 102) or (GEOL 110 and GEOL 111) or (GEOG 110 and GEOG 111) and (MATH 126 and MATH 128) and (CHEM 110 or (CHEM 110A and CHEM 110B) or CHEM 111 or CHEM 115). Basic principles of hydrogeology, emphasizing geologic occurrence of ground water, vadose (soil) water, wells, springs, ground water interaction with streams, and ground-water chemistry, pollution, and pollution restoration.
GEOL	463	Physical Hydrogeology	GEOL 463. Physical Hydrogeology. 3 Hr. PR: GEOL 101 and MATH 126. Principles of ground-water hydrology, emphasizing the physical occurrence and movement of ground water. Topics include aquifer properties, flow net analysis, and hydraulic aquifer testing.
GEOL	472	Energy Geology	GEOL 472. Energy Geology. 3 Hr. PR: GEOL 101 and GEOL 102 and GEOL 103 and GEOL 104. Energy needs will continue to increase as the human population grows and the quality of life increases for the world. To provide these energy needs, humans draw on a wide portfolio of renewable and nonrenewable energy resources. Examination of the geologic aspects and science of energy and present a balanced view of humanity's past, present and future energy resource options.
GEOL	484	Minerals and the Environment	GEOL 484. Minerals and the Environment. 3 Hr. PR: GEOL 284 or GEOL 200. Study of the importance of minerals in human health and the environment. Includes examples of environmental problems that are caused by minerals and solutions to environmental problems that involve minerals.
GEOL	486	Environmental Isotopes	GEOL 486. Environmental Isotopes. 3 Hr. PR: CHEM 111 or CHEM 115. Isotopes are excellent natural tracers and integrators of important environmental, geological and ecological processes. Topics include basic principles of stable isotope geochemistry and their applications in environmental sciences, hydrology, plant/animal ecology, climate reconstruction, and energy.
GEOL	488	Environmental Geochemistry	GEOL 488. Environmental Geochemistry. 3 Hr. PR: GEOL 351 and CHEM 116. Basic review of physical and aqueous chemistry, discussion of basic geochemical processes; calcium carbonate chemistry, digenetic processes, weathering, the silicate and iron system.
GEOL	493Y	SPTP:Isotopes in Environment	GEOL 493Y. Special Topics. 1-6 Hr. PR: Consent. Investigation of topics not covered in regularly scheduled courses.
GEOL	564	Environmental Hydrogeology	GEOL 564. Environmental Hydrogeology. 4 Hr. PR: GEOL 101 and GEOL 102 and GEOL 463 and (PR or CONC: GEOL 562). Seminar reviewing groundwater occurrence, flow, quality, and exploration in various geologic terrains; groundwater pollution and dewatering; and groundwater technology. Includes topical literature review.
GEOL	580	Organic Contaminant GeoChem	GEOL 580. Organic Contaminant Geochemistry. 3 Hr. This course focuses on fundamental chemical properties and structures of organic contaminants that control their functionality, fate, and transport in the environment. Natural organic matter and inorganic phases are discussed relative to contaminant mobility.
GEOL	586	Advanced Isotope Geochemistry	GEOL 586. Advanced Isotope Geochemistry. 3 Hr. PR: GEOL 486. Advance the understanding of isotopic systems by comprehensive discussion of selected research publications. Laboratory exercises will provide hands-on training in stable isotope measurement techniques. Study topics will focus on use of isotopes to address research questions in variety of fields, including geology, biology, forensics, environmental sciences and energy.

Subject	Course	Course Title	Course Text
GEOL	588	Aqueous Geochemistry	GEOL 588. Aqueous Geochemistry. 3 Hr. PR: GEOL 101 and CHEM 112 or CHEM 116, or Consent. Review of basic chemical principles as they apply to aqueous geochemical environments. Properties of water and the types, sources, and controls of the common and environmentally significant chemical species dissolved in water.
GEOL	591Y	ADTP: Environmental Geochem	GEOL 591Y. Advanced Topics. 1-6 Hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.
HIST	785	Readings-Environmental History	HIST 785. Readings in Environmental History. II. 3 Hr. Examines broad themes including settlement patterns, attitudes toward nature, the rise of ecological science, and agricultural and industrial practices. Explores historiographical and methodological issues. (May be repeated once.) (Alternate years.)
HIST	786	Seminar-Environmental History	HIST 786. Seminar in Environmental History. II. 3 Hr. Directed research involving primary and secondary sources. Will focus on regional case studies and examination of broad intellectual and policy themes. (May be repeated once.) (Alternate years.)
IENG	433	Energy Efficiency/Sustainablty	IENG 433. Energy Efficiency and Sustainability. 3 Hr. Principles of energy efficiency for large industrial and large commercial building systems. Determination of energy usage, use of energy analysis and diagnostic equipment, and the development of energy efficiency measures including the economics related to implementation. Review of energy generation, renewable energy, smart grid, energy management, ASHRAE standards, and LEED. Sustainability aspects of energy efficiency.
IENG	493J	SPTP:Energy Efficiency/Sustain	IENG 493J. Special Topics. 1-6 Hr. PR: Consent. Investigation of topics not covered in regularly scheduled courses.
IMC	693V	SPTP:Environmental Marketing	IMC 693V. Special Topics. 1-6 Hr. A study of contemporary topics selected from recent developments in the field.
LARC	105	Intro:LandArch/EnvDes/Planning	LARC 105. Introduction to Landscape Architecture, Environmental Design and Planning. 3 Hr. A general overview of the field of landscape architecture, environmental design and planning. The course reviews the practices of design and planning professionals and their connections to society. An emphasis is placed on past development traditions and current sustainable development methods, strategies, and impacts of planning and design through the review of past and current projects.
LARC	120	Landscape Architecturl Drawing	LARC 120. Landscape Architectural Drawing. 3 Hr. PR: For landscape architecture majors only. Introduction to elements of visual techniques in drafting, basic design, and environmental systems. (Two 3-hr. studios.)
LARC	493Y	SPTP:Environmental/Public Art	LARC 493Y. Special Topics. 1-6 Hr. PR: Consent. Investigation of topics not covered in regularly scheduled courses.
LARC	494	Sem:Environmental Design	LARC 494. Seminar. 1-3 Hr. PR: Consent. Presentation and discussion of mutual concern to students and faculty.
LARC	565	Sustainable Cities: Best Pract	LARC 565. Sustainable Cities: Best Practices. 3 Hr. Surveys basic concepts, theories, and metrics of measuring and evaluating the trends of urban sustainability; it profiles influential urban design and planning visionaries; and examines best practices in developing sustainable, smart, and resilient human-made space at the scale of a site, neighborhood, community, city, and region.
LARC	570	Meanings of Place	LARC 570. Meanings of Place. I. 3 Hr. PR: Consent Study of place as a psychological and social phenomenon with implications for community development, historic preservation, interpretation, design, management, natural and cultural sustainability, and human well-being. (equivalent to RPTR 570)
LARC	593G	SPTP:Adv Envirnmntl/Public Art	LARC 593G. Special Topics. 1-6 Hr. A study of comtemporary topics selected from recent developments in the field.
LARC	650	Land and Env. Planning&Design	LARC 650. Land and Environment Planning and Design. 5 Hr. PR: LARC 550 with a minimum grade of B-. Introduction to and understanding of environmental planning, design and management of natural and social landscape systems at a regional, watershed, or ecosystem scale. Studies focus on systems inventory, analysis and impact assessment. GIS and 3D modeling applications will be integrated into this course.
LAW	604	Natural Resources	LAW 604. Natural Resources. 3 Hr. A survey course that includes law, theory, and practical management challenges of natural resource policy, with a strong substantive foundation in a broad range of resources, including water, timber, minerals, and wildlife.
LAW	613	International Environmentl Law	LAW 613. International Environmental Law. 2-3 Hr. An issue- based approach to IEL, identifying pressing problems such as global climate change, ozone depletion, biodiversity, and studying some of the instruments and tools that have been created to deal with them.
LAW	627	Land Use/Sustnbl Devlp Clnc 1	LAW 627. Land Use/Sustainable Development Clinic 1. 7 Hr. A clinical course offered to selected, upper level law students, who with faculty supervision, will provide transactional pro bono representation to clients regarding land and water protection.
LAW	628	Land Use/Sustnbl Devlp Clnc 2	LAW 628. Land Use/Sustainable Development Clinic 2. 7 Hr. PR: LAW 627. A continuation of LAW 627, presenting an opportunity for a higher level of responsibility, finalization of matters, and continued assistance for actual clients regarding land and water protection.
LAW	663	Renewable Energy & Alt Fuels	LAW 663. Renewable Energy & Alternative Fuels. 3 Hr. This course examines the convergence of energy and environmental issues, and includes a review of renewable and low-carbon energy sources as well as the various incentives to encourage development of renewable energy and alternative fuels.
LAW	689D	Sem:Environmental Law	LAW 689D. Seminar: Environmental Law. 2 Hr. This seminar provides a practical setting for environmental law in a litigation context that uses a case study method.
LAW	689I	Sem:Environmental Justice	LAW 689I. Seminar: Environmental Justice. 2 Hr. A broad view of environmental justice issues and their impact on minorities and disempowered citizens and communities.
LAW	689W	Sem:Issues in Energy Law	LAW 689W. Seminar:Issues in Energy Law. 2 Hr. This seminar provides an understanding of a variety of issues regarding energy law and policy, both past and present, in the United States. A research paper on an energy law issue is required

Subject	Course	Course Title	Course Text
LAW	689Y	Sem:Sustainable Development	LAW 689Y. Seminar in Sustainable Development. 2 Hr. Consideration and further development of concepts and methods relating to sustainable development, including methods for incorporating consideration of economic development, environmental conservation, and social equity in decision-making at the regional, national and global level.
LAW	789	Law-Environmental Protection	LAW 789. Law of Environmental Protection. 3 Hr. Problems of identifying and evaluating scientific evidence of air and water pollution; weighting the benefits of economic and technological progress against resulting harm to the quality of life; choice among alternative forms of litigation and public regulation as methods of social control.
MAE	493R	SPTP:Renewable Energy Engr	MAE 493R. Special Topics. 1-6 Hr. PR: Consent. Investigation of topics not covered in regularly scheduled courses.
MAE	593S	SPTP:Vehicle Energy Efficiency	MAE 593S. Special Topics. 1-6 Hr. A study of contemporary topics selected from recent developments in the field.
MAE	593V	SPTP:Renewable Energy Engr	MAE 593V. Special Topics. 1-6 Hr. A study of contemporary topics selected from recent developments in the field.
MKTG	425	Sustainable Marketing	MKTG 425. Sustainable Marketing. 3 Hr. 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.
MKTG	426	Sustainability Strategy	MKTG 426. Sustainability Strategy. 3 Hr. PR: 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.
OEHS	691B	ADTP: Environmental Policy	OEHS 691B. Advanced Topics. 1-6 Hr. PR: Consent. Investigation in advanced topics that are not covered in regularly scheduled courses.
PLSC	140	Sustainable Living	PLSC 140. Sustainable Living. 3 Hr. Explores the personal, social, economic, and environmental aspects of making sustainable choices. Sustainability principles and practices are discussed along with assessments of consumption and lifestyle decisions. Also listed as DSGN 140 and RESM 140.
POLS	338	Environmental Policy	POLS 338. Environmental Policy. 3 Hr. Explores the formulation and implementation of environmental policy, using both a policy process approach and policy analysis. Includes a discussion of the scientific, technological, risk, economic, and political variables which affect policy making in this area.
POLS	593J	SPTP:Energy/Envrnmntl Politics	POLS 593J. Special Topics. 1-6 Hr. A study of contemporary topics selected from recent developments in the field.
PUBA	593A	SPTP:Sustainable Devlop/China	PUBA 493A. Special Topics. 1-6 Hr. A study of contemporary topics selected from recent developments in the field.
PUBA	755	Sustainable Community Dvlpmnt	PUBA 755. Sustainable Community Development. 3 Hr. Explores the theory, principles, and ethics of economic, environmental, and social sustainability as applied to community and economic development activities, with a focus on project and program implementation.
PUBA	791I	ADTP:Sustainable Comm/Econ Dev	PUBA 791I. Advanced Topics. 1-6 Hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.
PUBA	791P	ADTP:US Environmental Policy	PUBA 791P. Advanced Topics. 1-6 Hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.
PUBH	243	Issues in Environmental Health	PUBH 243. Issues in Environmental Health. 3 Hr. PR: PUBH 101. Provides an overview of environmental and occupational issues relating to air, water, and solid waste as they relate to human health. Basic environmental health concepts, technologies and underlying data will be examined to better understand local, national and global solutions to environmental health problems.
RESM	140	Sustainable Living	RESM 140. Sustainable Living. 3 Hr. Explores the personal, social, economic and environmental aspects of making sustainable choices. Sustainability principles and practices are discussed along with assessments of consumption and lifestyle decisions. Also listed as DSGN 140 and PLSC 140.
RESM	460	Energy Project & Program Mgmt	RESM 460. Energy Project and Program Management. 3 Hr. PR: Junior or Senior Standing. The concepts and best practices of modern project management as applied to manage activities that meet the requirements of energy and environmental resource industry related programs and projects.
RESM	480	Environmental Regulation	RESM 480. Environmental Regulation. 3 Hr. Course focusing on laws and policies applicable to the environment. Students will learn to read and interpret statutes, regulations and cases that impact water, air, toxic substances, land and endangered species.
RESM	493R	SPTP:Energy Operations/Policy	RESM 493R. Special Topics. 1-6 Hr. PR: Consent. Investigation of topics not covered in regularly scheduled courses.
RESM	493U	SPTP: Watershed Analysis	RESM 493U. Special Topics. 1-6 Hr. PR: Consent. Investigation of topics not covered in regularly scheduled courses.
RESM	493X	SPTP:Appld Envirnmntl Protect	RESM 493X. Special Topics. 1-6 Hr. PR: Consent. Investigation of topics not covered in regularly scheduled courses.
RPTR	239	Sustainable Tourism Developmnt	RPTR 239. Sustainable Tourism Development. 3 Hr. This course will introduce students to the phenomenon and significance of global tourism and teach them how to apply tourism principles to support community economic development.
RPTR	242	Environmentl/Culturl Interpret	RPTR 242.Environmental and Cultural Interpretation. 3 Hr. This course is about people, communication and natural resource management. It focuses on theory and application of communication methods for natural resource settings and topics, including communication of technical information to lay publics.
RPTR	351	Sustainable Tourism	RPTR 351. Sustainable Tourism. 3 Hr. PR or CONC: RPTR 352. The purpose of this course is to provide students of all majors with an understanding of both theory and practical applications of concepts surrounding sustainable tourism development in the South Pacific.
RPTR	353	Sust. Tourism in Patagonia	RPTR 353. Sustainable Tourism in Patagonia. 3 Hr. PR: RPTR 150; Winter Break excursion in Patagonia, Chile. This course will provide a theoretical and applied study of sustainable tourism and the ecosystems and culture of the Aysen region of Patagonian Chile. Alongside local guides and entrepreneurs, students will explore nature-based tourism and investigate how this tourism can be an agent of sustainable development. Student will investigate contemporary controversial issues in Chilean Patagonia.
RPTR	434	Wilderness American Society	RPTR 434. Wilderness in American Society. 3 Hr. PR: RPTR 433 or consent. A seminar examining political, sociological, and environmental aspects of American wilderness. A discussion on articles concerning wilderness preservation, management, and aesthetics.

Subject	Course	Course Title	Course Text
RPTR	448	Ecotourism Development	RPTR 448. Ecotourism Development. 3 Hr. Covers applied approaches to the development and operation of nature-based tourism businesses. Sustainable tourism principles, business planning, marketing strategies, and management issues are thoroughly examined.
RPTR	450	Social Research Methods-NRM	RPTR 450. Social Research Methods in Natural Resource Management. 3 Hr. Social research methods in natural resource management with concentration on problem identification and solving. Data collection methods and applications specific to natural resource management social settings will be studied.
RPTR	472	Tourism System/Destinatn Mang	RPTR 472. Tourism System and Destination Management. 3 Hr. Analysis of the demand and supply components of the tourism system and identification of destination management approaches to manage this tourism system in-order to build and maintain a competitive and sustainable destination.
RPTR	570	Meanings of Place	RPTR 570. Meanings of Place. 3 Hr. Study of place as a psychological and social phenomenon with implications for community development, historic preservation, interpretation design, management, natural and cultural sustainability, and human well-being. (Equivalent to LARC 570.)
RPTR	718	Participatory Approaches NRM	RPTR 718. Participatory Approaches Natural Resource Management. 3 Hr. This seminar style class focuses on the adoption of more participatory approaches to managing natural resources. Specific topics will include the use of advisory committees, mediating conflicts, facilitation skills, management partnerships and public participation plans.
RPTR	738	Tourism Planning	RPTR 738. Tourism Planning. 3 Hr. Use of natural settings; integration of tourism development with respect to environmental protection concerns. (Field trip required; some transportation and food costs.)
RPTR	752	Tourism & Natural Resourc Mktg	RPTR 752. Tourism and Natural Resources Marketing. 3 Hr. Apply the principles of marketing to tourism and natural resources emphasizing the convergence of increasing tourism demand and destination/resource competitiveness and sustainability.
SAFM	502	Control Envrmntl/Persnl Hazard	SAFM 502. Controlling Environmental and Personnel Hazards. 3 Hr. Investigation of hazard control principles relating to environmental facilities and equipment including control procedures recommended by authorities from the fields of engineering, medicine, and public health as well as from the field of safety.
SAFM	580	Fundamentls-Environmental Mang	SAFM 580. Fundamentals of Environmental Management. 3 Hr. An introductory but comprehensive overview of topics related to environmental technology as it applies to safety management. Focuses on regulation and technology relative to environmental management. Includes field trip.
SOCA	458	Environmental Anthropology	SOCA 458. Environmental Anthropology. 3 Hr. Critical ethnographic analysis of environmental problems, activism, and potential solutions, including issues related to biodiversity conservation, sustainability, natural disasters, industrial contamination, environmental knowledge, risk perception, and nature/culture dynamics among Western and non-Western peoples.
SOCA	693R	SPTP:Adv Environmntl Anthropgy	SOCA 693R. Special Topics. 1-6 Hr. A study of contemporary topics selected from recent developments in the field.
WDSC	320	Sustainable Construction	WDSC 320. Sustainable Construction. 3 Hr. Introduction to common building practices used in residential construction with emphasis on sustainable, "green" construction.
WDSC	422	Harvesting Forest Products	WDSC 422. Harvesting Forest Products. 3 Hr. PR: MATH 128 or equivalent and WDSC 232. Analysis of ground-based and cable harvesting systems, including time and motion studies, productivity and cost analysis, occupational safety and health, environmental issues, equipment evaluation and selection, and trucking of forest products. (2 hr. lec., 1 hr. lab.)
WDSC	444	Bio-based Energy Systems	WDSC 444. Bio-based Energy Systems. 3 Hr. Introduction to biomass feedstock production for bioenergy application, preprocessing and characterization, biofuel conversion technologies, economic and environmental impacts, and greenhouse gas emissions.
WDSC	470	Marketing Forest Products	WDSC 470. Marketing Forest Products. 3 Hr. This course will examine techniques used by the forest products industry to market commodity, value-added specialty, and sustainable (i.e., "green") products.
WDSC	540	Adv Physical Behavior of Wood	WDSC 540. Advanced Physical Behavior of Wood. 3 Hr. PR: WDSC 340 or equivalent or consent. Physical relationships of water and wood; fluid flow through wood; thermal, electrical, and acoustical behavior of wood. Theories of wood drying and their application.
WDSC	644	Adv. Bio-Based Energy Systems	WDSC 644. Advanced Bio-Based Energy Systems. 3 Hr. Introduction to biomass feedstock production for bioenergy applications, preprocessing and characterization, biofuel conversion technologies, economic and environmental impacts, and green house gas emissions.
WMAN	175	Intro to Wildlife & Fisheries	WMAN 175. Introduction to Wildlife and Fisheries. 3 Hr. Introduction to the study and management of wildlife and fisheries resources of the Appalachians. Includes an overview of resource management history, career opportunities, natural resources policy, and the basic life of birds, mammals, and fishes.
WMAN	260	Waterfowl Ecology	WMAN 260. Waterfowl Ecology. 3 Hr. Intensive field-trip and on-line material emphasizing the ecology of waterfowl and management of wetland habitats.
WMAN	421	Renwabl Resourcs Policy/Govrnc	WMAN 421. Renewable Resources Policy and Governance. 3 Hr. PR: Consent. Forest, wildlife, fisheries, and recreation resource policies of the world, with an emphasis on the U.S. important federal and state laws; governance of public and private lands and renewable natural resources. (Crosslisted with FOR 421.)
WMAN	445	Intro/Fisheries Management	WMAN 445. Introduction to Fisheries Management. 3 Hr. PR: WMAN 224 or consent. Basic principles of management of fishery resources, with an emphasis on freshwater stocks. Includes current environmental and management issues, concepts, and methods used in management of commercial and recreational fisheries.
WMAN	446	Freshwater Ecology	WMAN 446. Freshwater Ecology. 4 Hr. PR: (BIOL 101 and BIOL 102 and BIOL 103 and BIOL 104) or BIOL 115 or WMAN 224 or consent. Physical, chemical, and biological characteristics of inland waters with emphasis on the structure and function of stream ecosystems.

Subject	Course	Course Title	Course Text
WMAN	449	Stream Ecosystem Assessment	WMAN 449. Stream Ecosystem Assessment. 3 Hr. Self-paced lectures and exercises culminating in a one-week trip to the mountains of West Virginia for hands-on study of stream fishes, invertebrates, water and habitat quality, geomorphology, and ecology.
WMAN	536	Ecology/Mangmnt Wetland Wildlf	WMAN 536. Ecology and Management of Wetland Wildlife. 4 Hr. PR: Consent. Ecology and management of waterfowl and wetland fur bears with emphasis on recent research and management literature.
WMAN	550	Fish Ecology	WMAN 550. Fish Ecology. 3 Hr. PR: WMAN 445. Study of the interrelations between fish and the biotic and abiotic environment and the influence of these interactions upon fisheries. Includes trophic dynamics, reproductive ecology, predatory-prey interactions, and anthropogenic factors.
WMAN	641	Aquatic Toxicology	WMAN 641. Aquatic Toxicology. 3 Hr. Class will cover toxicity testing, the environmental fate of contaminants and toxicological assessment. The class will emphasize fish toxicity.
WMAN	693	SPTP:Environmental Genomics	WMAN 693. Special Topics. 1-6 Hr. A study of contemporary topics selected from recent developments in the field.
WMAN	693O	SPTP:Climate Change/Ecol Systm	WMAN 693O. Special Topics. 1-6 Hr. A study of contemporary topics selected from recent developments in the field.
WMAN	693U	SPTP:GIS Watershed Anlyss/Mdlg	WMAN 693U. Special Topics. 1-6 Hr. A study of contemporary topics selected from recent developments in the field.

Obs	State	University	Websites	Administrative Office	Summary of Carbon Policy	Year Declaring Carbon Neutrality	CarbonNeutralYear	Some Sustain Policy	ACUPCC* Signature	
1	Alabama	Alabama A&M University (HBCU)	https://www.aamu.edu/		No directly stated/published carbon policy					
2	Georgia	Auburn University	http://wp.auburn.edu/sustainability/wp-content/uploads/2019/11/AU_CAP_v1.1.pdf	Auburn Univeristy Office of Sustainability12/19/2019: http://wp.auburn.edu/sustainability/practices/policies-plans/	In 2010, over 150 Stakeholders created Auburn University's Climate Action Plan (CAP), Refined in 2019	Declares "Climate Neutrality" by 2050 (Declearead this in 2010)	2050	Y		
3		Tuskegee University (HBCU)			None					
4	Alaska	University of Alaska, Fairbanks	https://uaf.edu/mastplan/files/other-campus-mp/SustainabiltyPlan-UAF-2015.pdf	University of Alaska Fairbanks Office of Sustainability: https://www.uaf.edu/sustainability/	The University's 2015 Sustainability Plan sets a goal to achieve a 25% carbon footprint reduction by 2025.	25% reduction in carbon footprint by 2025		Y		
5	Arizona	University of Arizona	https://sustainabilitymap.arizona.edu/activities/7260/reducing-cost-energy-and-space-consumption-for-biological-sample-storage	University of Arizona Office of Sustainability: https://directory.arizona.edu/office-sustainability	Reduce carbon emissions	no date directly stated		Y	4/6/2007	10/5/2015
6	Arkansas	University of Arkansas	https://sustainability.uark.edu/climate/index.php	University of Arkansas Office for Sustainability	Address emission issues from University-direct sources, university electricity generation, emissions from indirect sources	The university plans to achieve carbon neutrality by 2040	2040	Y		
7	California	University of California	https://www.ucop.edu/sustainability/policy-areas/climate-change-and-clean-energy/index.html	University of California Office of the President, Sustainability	The University breaks down three scopes for climate neutrality.	Scope 1 & 2: Achieve neutrality by 2025; All three scopes by 2050 or sooner.	2050	Y		
8	Colorado	Colorado State Univeristy	https://green.colostate.edu/	Colorado State University, State of Sustainability	Sustainability Strategic Plan, https://green.colostate.edu/media/sites/50/2016/10/CSU-Sustainability-Strategic-Plan-oct-27.pdf	climate neutrality by 2050, 75% reduction in greenhouse gas emissions by 2030	2050	Y		
9	Connecticut	University of Connecticut	https://uconn.edu/	University of Connecticut Office of Sustainability	Sustainability Framework Plan, https://ecohusky.uconn.edu/wp-content/uploads/sites/2041/2017/01/Development-Sustainability-Framework-Plan.pdf	Carbon neutrality by 2050	2050	Y		
10	Delaware	Delaware State University (HBCU)	https://www.desu.edu/		2011- First state entity in President Barack Obama's Better Biulding Challenge.	No date stated, but the University is working to implement Carbon-neutral policies.			2011	
11	Deleware	University of Delaware	https://www.udel.edu/	UD Green Liaisons	https://sites.udel.edu/green/?page_id=165	cut emissions by 20% by the year 2020		Y		
12	District of Columb	University of the District of Columbia	https://www.udc.edu/		Campus Sustainability Plan			Y		
13	Florida	Florida A&M University (HBCU)	http://www.famu.edu/	The Sustainability Institute	Forever Forward Strategic Plan, Sustainabilty Action Plan https://www.famu.edu/BOT/FAMU%20Forever%20Forward%20Strategic%20Plan.pdf	Pursuing net zero greenhouse gas emissions by 2050	2050	Y		
14	Florida	University of Florida	https://sustainable.ufl.edu/	Office of Sustainabilty	Climate Action Plan	Goal of Carbon Neutrality by 2025		Y	2006	
15	Georgia	Fort Valley State University (HBCU)	https://www.fvsu.edu/		No directly stated/published carbon policy					
16	Georgia	University of Georgia	https://www.uga.edu/	Office of Sustainability	Campus Climate Action Plan https://climateandsociety.uga.edu/climate-action-uga/uga-carbon-footprint/	Does not directly state plan of action		Y		
17	Guam	University of Guam	https://www.uog.edu/		Strategic Plan (Para Hulo, Ever Upward) https://www.uog.edu/parahulo/mission-vision-values	Lists values but no direct campus plan or date specified				
18	Hawaii	University of Hawaii	https://www.hawaii.edu/	Office of Sustainability	https://www.hawaii.edu/sustainability/	Not Specified				
19	Idaho	University of Idaho	https://www.uidaho.edu/	Office of Sustainability	Climate Action Plan https://www.uidaho.edu/-/media/Uidaho-Responsive/Files/current students/sustainability/Reports/UI-CLIMATE-ACTION-PLAN-JAN-15-2010.pdf?la=en&hash=495AA29B3CDFE81DC2AB85B4A9462032A4EDE523	the 2010 Climate Action Plan aims for Climate Neutrality by 2030.	2030	Y	March, 2007	
20	Illinois	University of Illinois	https://illinois.edu/index.html	Institute for Sustainability, Energy, and Environment	Illinois Climate Action Plan (iCAP)	Carbon Neutrality as soon as possible and no later than 2050	2050	Y	2008	
21	Indiana	Purdue University	https://www.purdue.edu/sustainability/	Campus Planning and Sustainability	Purdue University Sustainability Strategic Plan (April 2010) https://www.purdue.edu/sustainability/documents/sustainability_strategicplan.pdf	Goals are focused on first monitoring greenhouse gas emissions. No date specified		Y		
22	Iowa	Iowa State University	https://www.livegreen.iastate.edu/	Office of Sustainability	Energy and Climate https://www.livegreen.iastate.edu/campus-initiatives/energy-climate	No date given for carbon neutrality. A 2010 goal states that the university is aiming to meet the Culver/Judge Energy Legislation Initiative for a 25% renewable standard by 2025		Y		
23	Kansas	Kansas State University	https://www.k-state.edu/sustainability/	Office of Sustainability	Sustainability Strategic Action Plan https://www.k-state.edu/2025/documents/2025-Sustainability-Strategic-Action-Plan-FINAL-8-21-14.pdf	A 2014 Goal aims for an 80% reduction to the University operation's carbon footprint levels (those benchmarks recorded for the year 2005) by the year 2050.		Y		
24	Kentucky	Kentucky State University (HBCU)	https://kysu.edu/			No Policy outside of educational instruction				
25	Kentucky	University of Kentucky	https://www.uky.edu/sustainability/	Office of Sustainability	Sutainability Strategic Plan https://www.uky.edu/sustainability/sites/www.uky.edu.sustainability/files/UK%20Sustainability%20Strategic%20Plan.v.2.26.2019_0.pdf	25% reduction from 2010 greenhouse gas emission levels by 2025		Y		
26	Louisiana	Louisiana State University	https://www.lsu.edu/sustainability/index.php	LSU Campus Sustainability	Campus Master Plan (2017) https://www.lsu.edu/pdc/files/2017_lsu_master_plan.pdf	Campus goals are focused on increasing energy efficiency and switching to renewables. No date specified for carbon neutrality		Y		
27	Louisiana	Southern University (HBCU)	http://www.subr.edu/			No mention of a carbon policy or sustainability within the campus master plan		N		
28	Maine	University of Maine	https://umaine.edu/sustainability/	Office of Sustainability	Campus Master Plan (2008/2009) https://umaine.edu/campusplanning/wp-content/uploads/sites/195/2010/04/UMaine_report_150dpi.pdf	Emissions reductions from 2005 levels: 30% reduction by 2030, 80% recuction by 2050		Y	February, 2007	Yes
29	Maryland	University of Maryland	https://sustainability.umd.edu/	Office of Sustainability	Climate Action Plan https://sustainability.umd.edu/progress/climate-action-plan	From 2005 levels, the University cut its net greenhouse gas emissions in half by 2018, earlier than the goal detailed in their Climate Action Plan, Aims for carbon neutrality by 2050	2050	Y	2007	
30	Massachusetts	Massachusetts Institute of Technology	https://sustainability.mit.edu/	Office of Sustainability	Plan for Action on Climate Change https://climate.mit.edu/users/mit-climate-action	Reduce greenhouse gas emissions by 32% by 2030 from 2016 values, and achieve carbon neutrality as soon as possible		Y		
31	Massachusetts	University of Massachusetts	https://www.uml.edu/sustainability/	Office of Sustainability	Climate Commitment & Action Plan https://www.uml.edu/sustainability/Planning/Climate-Commitment-and-Action-Plan/default.aspx	Achieve climate neutrality by 2050	2050	Y	2007	
32	Michigan	Michigan State University	https://sustainability.msu.edu/	Office of Sustainability	Climate Action Plan https://sustainability.msu.edu/discover/discover-C-wh-climate-action.html	Reduce greenhouse gas emissions by 45% by 2020, no date set for carbon neutral		Y	Yes	
33	Minnesota	University of Minnesota	https://italladdsup.umn.edu/	Office of Sustainability	Sustainabilty webpage "It all Adds Up" https://italladdsup.umn.edu/	Cut emissions in half by 2021, and be carbon neutral by 2050	2050	Y	2008	2015
34	Mississippi	Alcorn State University (HBCU)				Not addressed outside classroom instruction				
35	Mississippi	Mississippi State University	https://www.sustainability.msstate.edu/	Office of Sustainability	Climate Action Plan https://www.opdca.msstate.edu/files/cap_plan.pdf	Plans to be carbon neutral by 2042	2042	Y	2009	
36	Missouri	Lincoln University (HBCU)	https://www.lincolnu.edu/			Not addressed outside classroom instruction				

Obs	State	University	Websites	Administrative Office	Summary of Carbon Policy	Year Declaring Carbon Neutrality	CarbonNeutralYear	Some Sustain Policy	ACUPCC* Signature	
37	**Missouri**	University of Missouri	https://sustainability.missouri.edu/	Sustainability Office	2016 Master Plan, Leaders in Stewardship & Climate Action Plan https://masterplan.missouri.edu/wp-content/uploads/sites/10/2018/08/2017_annual_report_web.pdf	Aims to achieve carbon neutrality by 2050	2050	Y		
38	**Montana**	Montana State University-Bozeman	http://www.montana.edu/sustainability/	Office of Sustainability	2011 Climate Action Plan	Aiming for a 20% reduction from 2009 levels by 2025		Y	2009	
39	**Nebraska**	University of Nebraska	https://sustainability.unl.edu/	Office of Sustainability	https://sustainability.unl.edu/greenhouse-gas-emissions	Adresses greenhouse gas emissions but does not have a set date or detailed plan		Y		
40	**Nevada**	University of Nevada, Reno	https://www.unr.edu/nvis	Nevada Institute for Sustainability		Does not directly state plan of action				
41	**New Hampshire**	University of New Hampshire	https://sustainableunh.unh.edu/	Sustainability Institute	https://sustainableunh.unh.edu/sites/su	1990 baseline		Y	February, 2007	
42	**New Jersey**	Rutgers- the State University of New Jersey	https://sustainability.rutgers.edu/	University Committee for Sustainability		Does not directly state plan of action				
43	**New Mexico**	New Mexico State University	https://sustainability.nmsu.edu/	Sustainability at NMSU	Climate Action Plan https://sustainability.nmsu.edu/climate-action-plan/	Site is being updated				
44	**New York**	Cornell University	https://sustainability.cornell.edu/	Sustainability	Commitment to Campus Sustainability https://sustainability.cornell.edu/assets/doc/Cornell%20Committment%20to%20Sustainability.pdf	Aims for carbon neutrality and full renewable energy by 2035	2035	Y		
45	**North Carolina**	North Carolina A&T State University (HBCU)	https://www.ncat.edu/index.php			Does not directly state plan of action				
46	**North Carolina**	North Carolina State University	ersity-sustainability-office/	University Sustainability Office	https://sustainability.ncsu.edu/wp-	by 25% from the 2008 baseline between 2017 and		Y		
47	**North Dakota**	North Dakota State University	https://www.ndsu.edu/staff_senate/environmental_sustainability/	Environmental Sustainability Committee	None	Not specified.				
48	**Ohio**	Ohio State Univeristy	https://www.osu.edu/initiatives/sustainability/	Sustainability at Ohio State	https://fod.osu.edu/sites/default/files/ohio_state_climate_action_plan.pdf	Carbon neutrality by 2050	2050	Y	2008	
49	**Oklahoma**	Langston University (HBCU)				Not specified.				
50		Oklahoma State University	stainability/operations.html			Not specified.				
51	**Oregon**	Oregon State University	https://fa.oregonstate.edu/sustainability/	Sustainability at OSU	http://reporting.secondnature.org/	Carbon neutrality by 2025 according to secondnature.org	2025	Y	Apr. 13, 2007	
52	**Pennsylvania**	Pennsylvania State University	https://sustainability.psu.edu/	Sustainability Institute	http://sustainability.psu.edu/climate-action	gas emissions by 32% since 2005. The current goal is 35% by 2020.		Y		
53	**Puerto Rico**	University of Puerto Rico				Not specified.				
54	**Rhode Island**	University of Rhode Island	https://web.uri.edu/sustainability/	Sustainability @ URI	http://reporting.secondnature.org/med	Climate neutrality target year: 2065	2065	Y	Jan. 11, 2007	
55	**South Carolina**	Clemson University	http://www.clemson.edu/sustainability/	Sustainability	http://www.clemson.edu/sustainability/net-zero.html	"The ultimate goal of the Sustainability Action Plan and the Clemson University Commission on Sustainability is to make the University **carbon neutral by the year 2030**"	2030	Y	Apr. 25, 2007	
56		South Carolina State University (HBCU)				Not specified.				
57	**South Dakota**	South Dakota State University	https://www.sdstate.edu/sustainability			Not specified.				
58	**Tennessee**	Tennessee State University (HBCU)	http://www.tnstate.edu/sustainabilitypgm/	Sustainability Department		Not specified.				
59	**Tennessee**	University of Tennessee	https://sustainability.utk.edu/	Office of Sustainability	http://sustainability.utk.edu/wp-content/uploads/sites/69/2019/05/483852-Environmental-Impact-Report-vFINALspreads.pdf	Climate neutrality by 2061	2061	Y	Dec. 20, 2006	
60	**Texas**	Prairie View A&M University (HBCU)				Not specified.	specified			
61	**Texas**	Texas A&M University	http://sustainability.tamu.edu/	Office of Sustainability	es/1/downloads/2018SMP.PDF	campus user by 2050	2050	Y		
62	**Utah**	Utah State University	http://www.sustainability.usu.edu/	Sustainability at USU	http://www.sustainability.usu.edu/sustainability-council/GHGcommittee	Carbon neutrality by 2050	2050	Y	Jan. 22, 2007	
63	**Vermont**	University of Vermont	https://www.uvm.edu/sustain/sustainability-uvm/climate-action-plan	Office of Sustainability	ault/files/uvm_climate_action_plan_summary_presentation_20171106.pdf	Climate neutrality by 2025	2025	Y	23-May-07	
64	**Virgin Islands**	University of the Virgin Islands				Not specified.	specified			
65	**Virginia**	Virginia Polytechnic Institute & State University	https://www.facilities.vt.edu/sustainability.html	Office of Sustainability	https://www.facilities.vt.edu/sustainability/climate-action-commitment.html	No word on carbon neutrality but they have committted to reducing carbon dioxide emissions by 80 percent below 1990 levels by 2050.		Y		
66		Virginia State University (HBCU)				Not specified.	specified			
67	**Washington**	Washington State University	https://sustainability.wsu.edu/	WSU Pullman and Statewide Research and Extension Centers/Units	384/2017/07/WSU-Pullman-Research-and-Extension-CAP-signed-	57.5% reduction of 2005 levels by 2050		Y		
68	**West Virginia**	West Virginia University	https://sustainability.wvu.edu/	Sustainability @ WVU		Not specified.	specified			
69		West Virginia State College (HBCU)				Not specified.	specified			
70	**Wisconsin**	University of Wisconsin- Madison	https://sustainability.wisc.edu/	Office of Sustainability	https://sustainability.wisc.edu/uw-madison-signs-resilience-commitment/	In Nov. 2019 they announced they were signing the second nature resilience commitment which requires a climate action plan be put in place but there is no offical link to that thus far.		Y		Nov. 14, 2019
71	**Wyoming**	University of Wyoming	http://www.uwyo.edu/sustainability/	Campus Sustainability Committee	http://www.uwyo.edu/sustainability/_files/documents/climate_action_plan_09152009%20final.pdf	Carbon neutrality by 2050	2050	Y		

(ACUPCC) American College and University President's Climate Commitment

(HBCU) Historically Black College/University

Terms

carbon
carbon neutral
carbon emissions
emissions
sustainability
sustainability plan
climate
climate plan
office of sustainability
climate action plan
climate neutral

Site with a lot of information regarding Universities and their carbon policies:

http://reporting.secondnature.org/

State	CarbonNeutralYear	Some Carbon Policy			
Georgia	2050	Y			
Alaska		Y			
Arizona		Y			
Arkansas	2040	Y			
California	2050	Y			
Colorado	2050	Y		**Row Labels**	**Count of CarbonNeutralYear**
Connecticut	2050	Y		2025	2
Deleware		Y		2030	2
District of Columbia		Y		2035	1
Florida	2050	Y		2040	1
Florida		Y		2042	1
Georgia		Y		2050	14
Idaho	2030	Y		2061	1
Illinois	2050	Y		2065	1
Indiana		Y		(blank)	
Iowa		Y		**Grand Total**	**23**
Kansas		Y			
Kentucky		Y			
Louisiana		Y			
Louisiana		N		Carbon Neutral	Number of Land Grants
Maine		Y		Now - 2035	5
Maryland	2050	Y		2036-2050	17
Massachusetts		Y		2051-2065	2
Massachusetts	2050	Y			
Michigan		Y			
Minnesota	2050	Y			
Mississippi	2042	Y			
Missouri	2050	Y			
Montana		Y			
Nebraska		Y			
New Hampshire		Y			
New York	2035	Y			
North Carolina		Y			
Ohio	2050	Y			
Oregon	2025	Y			
Pennsylvania		Y			
Rhode Island	2065	Y			
South Carolina	2030	Y			
Tennessee	2061	Y			
Texas	2050	Y			
Utah	2050	Y			
Vermont	2025	Y			
Virginia		Y			
Washington		Y			
Wisconsin		Y			
Wyoming	2050	Y			

WVU Faculty Senate Teaching Assessment Committee (TACo)

Annual Report 2019-2020

Committee Members:

Voting Members:

- Ashlee Sowards, Chair
- Jessica Vanderhoff (chair-elect)
- Donna Ballard
- Ilkin Bilgesu
- Kimberly Floyd
- Gretchen Garofoli
- Shawn Grushecky
- Ashley Martucci
- Catherine Mezera
- Toni Morris
- Yogen Panta
- Nathalie Singh-Corcoran
- Rachel Stein
- Leslie Tower

Non-Voting Members:

- Robert Hastings
- Kathy Fletcher
- David Hauser
- Vicki Huffman
- Lena Maynor
- Sean McGowan
- Brian Meredith
- Lou Slimak
- Robynn Shannon
- Erin Kelley
- Travis Rawson (student representative)

Committee Charge:

The Teaching and Assessment Committee is charged with:

- Overseeing the electronic student evaluation of instruction (eSEI), conducting analysis of the resulting data, and making recommendations to the university community based upon those analyses;
- Reviewing section syllabi in support of faculty professional development, harmonized courses, and program review;
- Initiating and making recommendations for documentation of teaching effectiveness;
- Making recommendations to the Teaching Learning Commons as to faculty needs related to instructional and assessment processes
- Collaborating with the General Education Foundations Committee, the Senate Curriculum Committee, the Assessment Council, and the Graduate Council to recommend practices for course and curricula assessment methods;
- Addressing in a timely fashion other issues pertinent to Teaching and Assessment.

Goals for 2019-2020 Academic Year from Previous Committee:

As the course review was a pilot process, there will be some revisions of the process for 2019- 2020. In summer 2019, we plan to develop the portal for reporting unprofessional SEIs in partnership with Student Conduct. This will need to pass through Executive Committee and the Faculty Senate. The unprofessional SEI reporting workflow will need to be finalized. This has already been reviewed at the Provost Office. It will also need to move through the Executive Committee and then Faculty Senate. The SEI letters/emails that faculty and students receive will need to be revisited. Finally, it is recommended that TACO look at other SEI tools.

2019-2020 Meeting Dates:

September 5, 2019
October 3, 2019
November 7, 2019
January 9, 2020
February 6, 2020
March 5, 2020
April 2, 2020 (virtual meeting)
May 14, 2020 (virtual meeting)

TACo's Accomplishments for the 2019-2020 academic year:

- Finalized workflow of reporting eSEIs to the Office of Student Conduct that violated Student Conduct Code
- Modified language appearing to both students and faculty in emails regarding eSEIs
- Began a collaboration with the Curriculum Committee to assist with syllabus format/information
- Explored other options to the traditional eSEI format – process is ongoing
- Approved to begin move of syllabi to repository
- Suggested faculty provide survey to students after transition to remote learning to gauge atmosphere
- Created "Midterm Assessment Working Group" to design tool for gathering teaching assessment data earlier in semester which would allow for faculty to make appropriate changes to enhance student learning. The work of this subcommittee is ongoing.
- Voted in favor of removing the option of assigning +/- grades in STAR
- Suggested need for altering summer SEIs due to remote learning – ongoing

Goals for 2020-2021 Academic Year:

- Finalize any necessary alterations to eSEIs distributed in Summer 2020
- Complete adoption of Midterm Assessments and pilot to sample courses/faculty
- Review and analyze reports of eSEIs that violated Student Conduct Code – revise if needed