

Minutes  
West Virginia University Faculty Senate  
Monday, June 11, 2018

1. Matthew Valenti, Faculty Senate Chair, called the meeting to order at 3:19 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Ameri, S.	Cossman, L.	Hauser, D.	Murphy, E.	Smith, M.
Atkins, C.	Costas, M.	Hibbert, A.	Myers, S.	Soccorsi, A.
Ballard, D.	Cronin, A.	Hileman, S.	Nicholson, R.	Sowards, A.
Bastress, R.	Cui, A.	Hornsby, G.	Olfert, M.	Tapia, J.
Bergner, G.	Culcasi, K.	Jacobson, G.	Plein, C.	Trickett Shockey, A.
Bernardes, E.	Di Bartolomeo, L.	Kitchen, S.	Proudfoot, C.	Tu, S.
Bilgesu, I.	Dickman, B.	Knight, J.	Prucz, J.	Tudorascu, A.
Billings, H.	Eschen, E.	Kolar, M.	Robertson-Honecker, J.	Utzman, R.
Blobaum, R.	Estep, C.	Krause, M.	Rockett, I.	Valenti, M.
Bonner, D.	Feaster, K.	LaBarbara, J.	Rowlands, A.	Vona-Davis, L.
Bravo, G.	Fleming, S.	Lockman, J.	Ryan, E.	Wietholter, J.
Bryner, R.	Fraustino, J.	Martucci, A.	Schaeffer, P.	Wilcox, G.
Burnside, J.	Garofoli, G.	Matak, K.	Scott, D.	Yocke, R.
Burt, A.	Goff, N.	Maynor, L.	Shapiro, R.	
Cohen, S.	Haines, K.	McCombie, R.	Shrader, C.	
Connors, J.	Harrison, N.	Mucino, V.	Singh-Corcoran, N.	

Members Excused:

Anderson, K.	Famouri, P.	Knox, S.	McTeer, M.	Thomas, J.
Benedito, V.	Floyd, K.	Lee, S.	Montgomery-Downs, H.	Walter, S.
Brooks, R.	Gilleland, D.	Li, B.	Murray, J.	Widders, E.
Casey, F.	Harris, T.	Lieving, G.	Nath, C.	
Collins, A.	Hodge, J.	M'bayo, T.	Nutter, R.	
Cottrell, L.	Kiefer, A.	McCrory, J.	Reymond, R.	
Eller, W.	Kirby, B.	McCusker, B.	Scott, H.	

Members Absent:

Barko, C.	Criser, A.	Hambrick, G.	Kuhlman, J.	Schimmel, C.
Bishop, J.	Davis, D.	Hartley, D.	Law, K.	Tobin, G.
Bowman, N.	Dietz, M.	Hartnett, H.	Rakes, P.	Wilson, M.
Brock, R.	Elliot, E.	Hessl, A.	Rice, T.	
Carpenter, R.	Gannon, K.	Kiefer, C.	Schaefer, G.	

Faculty Senate Officers Present:

Hauser, D.	Hileman, S.	Maynor, L.	Proudfoot, C.	Valenti, M.
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2. Chair Valenti moved for approval of the minutes from the Monday, May 14, 2018 meeting.  
Motion carried following a minor correction to the attendance record.
3. President E. Gordon Gee reported the following:
- He thanked Matt Valenti for his service as Faculty Senate chair and as a Board of Governors representative.
  - The University has taken the lead in terms of improving the quality of healthcare in this state.

- Karen Bowling, former DHHR Secretary and now with WVU Medicine, is serving as the interim director of Summersville Regional Medical Center.
- We broke ground on a \$150 million hospital that will revolutionize care for women and children. The tower will be serviced through the core hospital, which will provide tremendous cost savings when compared to a freestanding facility.
- The School of Public Health received funding from the U.S. Department of Health and Human Services to establish a new Public Health and General Preventive Medicine residency and expand the existing Occupational Medicine residency. These two-year programs are the only preventive medicine residencies in the Appalachian region and are aimed at training physicians skilled in public and occupational health who are committed to serving rural and underserved populations across Appalachia.
- We are attempting to aggressively address the opioid epidemic in West Virginia. This is a crisis of hopelessness and despair. The most vulnerable population in terms of the opioid crisis are white males, age 40-55. Creating jobs is an important component in combating the epidemic.
- Our campus at Beckley is a beacon of high hope. We thought we would have 1100-1200 students, but we had to cut off enrollment at 1750 and we are building residence halls. He believes that providing a University-based education in that part of West Virginia will prove to be one of the most transformative things we have done recently.
- We are fulfilling our land grant mission through WVU Extension. Our Extension Service is continuing to do remarkable work in all 55 counties.
- Three Morgantown census tracts will now be eligible for a federal tax incentives program designed to encourage private investors to make capital investments. The three are among fifty-five opportunity zones announced by Governor Justice and Senator Capito.
- The Board voted to increase tuition by about 5.7 percent across the University system. Although our budget is stable, we took a \$40 million reduction over the last three years. Our costs continue to go up, but we have moderated those dramatically. We continue to meet the financial needs of our students thanks to our \$1.2 billion fundraising campaign.

4. Provost Joyce McConnell reported the following:

- We have been working very hard in partnership with the Secretary of Commerce and Marshall University on West Virginia Forward. Examples include Renee Nicholson working with critically ill patients to use expressive writing to come to terms with their illness; science, engineering, and health sciences programs applying their research results to improve lives by advancing the health and prosperity of the state; Extension Service programming running full-tilt in all 55 counties of the state throughout the summer; and volunteer master's degree students in accounting working closely with the state auditor to audit small, local governments who cannot afford to hire paid accountants. Our partnerships allow us to deliver on the land grant mission and are beginning to make a difference in West Virginia.
- Our honors enrollment has tripled to 1004 students. Seventy percent of those students are residents of West Virginia. We need to create prosperity so our students can remain and have a place to work in this state.
- WVU Teach graduated its first cohort this year. Research has demonstrated that students who remain embedded in their discipline make much better pre-K through 12 teachers in that discipline.

- Extension Service is partnering with Green Bank Observatory and the Pocahontas County Libraries and the Morgantown Public Library System to develop Leap Into Science for children ages 3 to 10.
- We partnered with the technology company Revature, which is providing free opportunities for our students who want to acquire coding expertise.
- The employment rate for the WVU Law Class of 2017 is higher than the national average.
- Our strategic plan expires in 2020, so we will begin thinking about strategic planning again when everyone returns in August.

5. Chair Valenti reported the following:

- Stan Hileman was elected to serve as the BOG representative from the extension service or the health sciences. He will serve a two-year term beginning July 1, 2018.
- The following Senators were elected to serve on the 2018-19 Faculty Senate Executive Committee: Bob Bastress, Anne Cronin, Lisa Di Bartolomeo, Scott Fleming, Nicklaus Goff, Karen Haines, and Greg Lieving.
- He provided a summary of this year's accomplishments, including:
  - Working with Administration to replace old BOG policies with new rules in the areas of faculty and academics. This included formalizing some recently developed policies, such as modification of duties for faculty with significant personal circumstances and longer-term contracts for teaching faculty at associate and full teaching professor ranks.
  - The unveiling of a new Dependent Education Scholarship Program.
  - Increased oversight of graduate programs, implemented as a graduate programs report.
  - Introduction of a new app-based procedure for tracking attendance at meetings.
  - Reports from the following members of the University community:
    - Our ombudsman, Tom Patrick.
    - Cris DeBord, concerning the culture survey.
    - David Fryson, on Diversity, Equity, and Inclusion. Later, we were introduced to his successor, Meshea Poore.
    - Athletic Director Shane Lyons and Deputy Director Keli Zinn.
    - Rocky Goodwin and Rob Alsop, on WV Forward.
    - Barb Dawson, our CIO and Associate Provost for Information Technology.
    - The Dean of Honors (Ken Blemings), student body president (Blake Humphreys), and the Title IX Coordinator (James Goins).
  - We spoke out on a number of issues:
    - We resolved to support Morgantown's nondiscrimination expansion proposal.
    - We spoke out against campus carry, and the legislation went nowhere this year.
    - We objected to the HEPC higher-education funding model.
    - Like the K-12 teachers, we spoke out against the Go-365 app and kicked off a discussion of reforming PEIA.
  - Following up on a vote taken the previous year, we formalized our policy for accounting for plus/minus grades in GPA calculations. However, there are some lingering concerns as to whether we actually want to continue to give plus/minus grades, and this is an issue that could be considered next year.
- As mentioned in the last meeting, we will need to update the faculty constitution. The goal is to have the revisions ready for a vote following the October faculty assembly meeting.

- He expressed his thanks to all Senators. The Senate could not function without the hard work and attentiveness of its Senators, and those serving on Senate committees. With respect to Administration, he knows that they truly believe in the spirit of shared governance, and he is appreciative of the role faculty have been given in the decision-making process. Finally, he extended his best wishes to his successor, Dave Hauser, as he continues to work towards moving the University forward.

6. Barb Dawson, Associate Provost for Information Technology and Chief Information Officer, provided an update on the Banner upgrade and transition. Annex IA.

7. Ralph Utzman, Chair, Curriculum Committee, moved for approval of the following consent agenda items. Motion carried.

Annex I, New Courses Report.

Annex II, Course Changes, Deletions, and Adoptions Report.

The following reports were submitted for information. Reports filed.

New Minor in Business Data Analytics.

Annex III, Graduate Programs Report.

8. Nathalie Singh-Corcoran, Chair, General Education Foundations Committee, moved for approval of the following report:

Annex IV, GEF Deletions. Motion carried.

The following report was submitted for information:

Annex V, GEF Transition Review. Report filed.

9. The following 2017-18 Committee Reports and 2018-19 Goals were submitted for acceptance by their respective committee representatives.

Annex VI, Committee of Retired Faculty (Stanley Cohen).

Annex VII and Annex VIIA, Committee on Committees, Membership and Constituencies (Carolyn Atkins).

Annex VIII, Faculty Welfare Committee (John Connors).

Annex IX, General Education Foundations Committee (Nathalie Singh-Corcoran).

Annex X, Library Committee (Amy Burt).

Annex XI, Research Integrity Committee (John Connors).

Annex XII, Research and Scholarship Committee (Ilkin Bilgesu).

Annex XIII, Service Committee (Ashley Martucci).

Annex XIV, Student Rights and Responsibilities (David Hauser).

Annex XV, Teaching and Assessment Committee (David Hauser).

A motion was made and duly seconded to accept all of the committee reports. Motion carried.

10. On behalf of Roy Nutter, Faculty Representative to State Government, Chair Valenti reported the following. HEPC will have a work session on June 13 and a regular meeting on June 22. The regular meeting will include a progress report on the HEPC higher-education funding model. HEPC received 1300 emails during the public comment period and has characterized 1250 as

being supportive. The comments are posted online, and the commission staff will present a summary and analysis of the comments at the meeting.

The ACF annual retreat will be July 13-15 at Blackwater Falls State Park. Dr. Valenti will attend in Dr. Nutter's absence.

11. Stan Hileman, BOG Representative, reported that the Board of Governors held a special meeting on May 25 and took the following actions:

- Voted to increase tuition and fees by approximately 5.7 percent.
- Authorized administration, Rob Alsop and his staff in particular, to negotiate with Sedexo about serving as a vendor for WVU dining services.
- Approved the Global Mountaineers Certificate Program.
- Approved a new major in Interactive Design for Media in the College of Creative Arts.

He and Matt Valenti will present the faculty constituency report at the regular BOG meeting on June 22.

12. Matthew Valenti shared Annex XVI, a draft copy of the 2022-2023 academic calendar. The calendar conforms to the guidelines approved by the Faculty Senate in May 2017. Report filed.

13. Chad Proudfoot announced that we have selected a candidate for the program assistant position in the Faculty Senate Office. She has elected to remain in her current position throughout the summer and will start with the Faculty Senate Office on August 20. This is a 10-month position from mid-August through mid-June.

Secretary Proudfoot asked for, and the Senate duly thanked Judy Hamilton for all of the support she provides as the Office Administrator for the Faculty Senate Office. Ms. Hamilton has been the only staff member in the office for the Spring Semester and has administered all of the functions of her own position, plus that of a retired staff member and former student worker.

14. New Business – None

15. Dave Hauser assumed the chair to close out the meeting. The meeting adjourned at 4:23 p.m. to reconvene on Monday, September 10, 2018.

Judy Hamilton  
Office Administrator

## Faculty and advisors: More secure, searchable STAR INB is coming soon

A new version of Banner forms (STAR INB) will become available for use over the summer, featuring a more modern appearance, improved searching functions and compatibility with more browsers. It also no longer requires Java.

Additional security protections also will let you access the system on the WVU Encrypted network, meaning you are no longer tied to your desk. You can advise students, update grades, or review applications anywhere you can reach our secure Wi-Fi.

The current system (Banner 8) and the new one (Banner 9) will operate simultaneously this summer and fall, giving you plenty of time to become familiar with the new interface when it's most convenient for you. All administrative forms you currently work with in INB will change.

Faculty, staff and administrators will have three months, until Oct. 31, to transition to the new system. Banner 8, which the vendor will no longer support, will be deactivated Nov. 1.

Banner Document Management (BDM) also will be upgraded this summer, but only one version will be available once that work is complete. BDM will have a new look and feel at the end of July but will continue to work with both Banner 8 and 9.

Students won't be affected by the STAR INB upgrade. STAR SSB, the web app and student-facing side of the system, will be addressed in a later phase.

Information Technology Services will be sending occasional updates on the project, including where to find basic training materials and support.

You can learn more about the Banner upgrade at [bannerinfo.wvu.edu](http://bannerinfo.wvu.edu).

To: Faculty Senate Executive Committee  
 From: Ralph Utzman, Chair, Faculty Senate Curriculum Committee  
 Date: May 21, 2018  
 Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description	Course Curriculum Based Rationale
ID 115: Introduction to Architectural Design and Graphics	AGFOR	4	Consent	Introduction to the principles and elements of design and their applications in analyzing, interpreting, developing, and communicating architectural spaces.	Successful completion of ID 115 is required for all interior design majors. ID 115 provides beginning students with an overview of the architectural design process. Very basic elements, principles, theories, and methods of architectural design and design communication are introduced as students are guided through the completion of basic interior design studies. The learning outcomes of this course are required for CIDA (Council for Interior Design Accreditation) accreditation and have been coordinated with other new interior design courses to ensure that all accreditation standards are met curriculum-wide.
ID 205: Introduction to Architectural Building Technologies	AGFOR	3	ID 105 and ID 115 and ID 165 with a minimum grade of C- in each.	Introductory overview of building technologies associated with structure, enclosure, and the interior environment (including partition, lighting, acoustics, thermal comfort, and indoor air quality)	Successful completion of ID 205 is required for all interior design majors. ID 205 is the course where interior design students are oriented to buildings as collections of systems that contribute to the comfort, health, and safety of its occupants and must be coordinated with the work of the interior architect. The learning outcomes of this course are required for CIDA (Council for Interior Design Accreditation) accreditation and have been coordinated with other new interior design courses to ensure that all accreditation standards are met curriculum-wide.
ID 215: Architectural Interior Design and Graphics 1	AGFOR	6	ID 105 and ID 115 and ID 165 with a minimum grade of C- in each.	Introduction to architectural design abstraction and conceptualization; Emphasis is placed on developing understandings and applications of ordering principles, pattern utilization, figure-ground relationships, and color in the development of architectural environments. Development of drawing (hand and digital) as a means to design is stressed.	Successful completion of ID 215 is required for all interior design majors. ID 215 is the course within the interior design curriculum where students are introduced to applying universal design principles and elements to the architectural interior. The learning outcomes of this course are required for CIDA (Council for Interior Design Accreditation) accreditation and have been coordinated with other new interior design courses to ensure that all accreditation standards are met curriculum-wide.
ID 250: History of the Architectural Interior 1	AGFOR	3	Consent	Examination of the architectural interiors of classical antiquity and the medieval periods within their geographical, political, aesthetic, social, technological, and economic contexts. Content is focused on developments within Europe and the Mediterranean basin.	Successful completion of ID 250 is required for all interior design majors. It uniquely provides students with a survey of significant historical pre-modern interiors from which they can draw lessons and inspiration as they develop their own interior design projects. The learning outcomes of this course are required for CIDA (Council for Interior Design Accreditation) accreditation and have been coordinated with other new interior design courses to ensure that all accreditation standards are met curriculum-wide.

Title	College	Credits	Prerequisites	Course Description	Course Curriculum Based Rationale
ID 265: Architectural Interior Design and Graphics 2	AGFOR	6	ID 215 with a minimum grade of C-.	Introduction to the design of architectural, typological elements and compositions with an emphasis on spatial development and human accommodation. Students examine precedents by significant architects and designers and use their findings to inform design decisions. Design diagramming, modeling (digital and physical), and graphic communication are stressed.	This new course is submitted as part of a major curriculum revision in interior design. The learning outcomes of this course are required for CIDA (Council for Interior Design Accreditation) accreditation and have been coordinated with other new interior design courses to ensure that all accreditation standards are met curriculum-wide.
ID 305: Architectural Interior Building Systems and Construction	AGFOR	3	ID 205 with a minimum grade of C- or consent.	In depth survey of the properties of interior construction materials and systems with an emphasis on understanding their financial, environmental, regulatory, and craft characteristics and implications for design decision-making.	Successful completion of ID 305 is required for all interior design majors. ID 305 is the course within the interior design curriculum where students gain an in-depth understanding of interior construction materials and systems and how they inform, and are informed by, interior architectural design decision-making. The learning outcomes of this course are required for CIDA (Council for Interior Design Accreditation) accreditation and have been coordinated with other new interior design courses to ensure that all accreditation standards are met curriculum-wide.
ID 310: Interior Finishes, Furnishings, and Fixtures	AGFOR	3	ID 205 with a minimum grade of C-.	In-depth survey of the properties of interior finishes, furnishings, and fixtures with an emphasis on understanding their financial, environmental, acoustical, ergonomic, maintenance and/or regulatory characteristics and implications for design decision-making.	Successful completion of ID 310 is required for all interior design majors. ID 310 is the course within the interior design curriculum where students gain an in-depth understanding of the technical, regulatory, and financial characteristics of interior finishes, fixtures, and furnishings. The learning outcomes of this course are required for CIDA (Council for Interior Design Accreditation) accreditation and have been coordinated with other new interior design courses to ensure that all accreditation standards are met curriculum-wide.
ID 315: Advanced Architectural Interior Design 1	AGFOR	4	ID 265 with a minimum grade of C- and PR or CONC: ID 316 and Consent.	Application of orderly design processes to residential building programs. Investigation of the relationship between human factors and the interior environment. Analysis and integration of existing site considerations, space planning and universal design principles, and building regulations in the development of cohesive residential interior environments. Introduction to design integration of residential interior finishes, furnishings, and fixtures.	Successful completion of ID 315 is required for all interior design majors. ID 315 is the course within the interior design curriculum that is focused exclusively on the design of residential architectural interiors. The learning outcomes of this course are required for CIDA (Council for Interior Design Accreditation) accreditation and have been coordinated with other new interior design courses to ensure that all accreditation standards are met curriculum-wide.
ID 316: Advanced Architectural Graphics 1	AGFOR	2	Consent	Development of advanced speaking and graphic layout skills for design presentations.	Successful completion of ID 316 is required for all interior design majors. ID 316 is the course within the interior design curriculum where students learn to develop an advanced graphic presentation of an architectural interior and to develop a coordinated oral presentation to accompany it. The learning outcomes of this course are required for CIDA (Council for Interior Design Accreditation) accreditation and have been coordinated with other new interior design courses to ensure that all accreditation standards are met curriculum-wide.



Title	College	Credits	Prerequisites	Course Description	Course Curriculum Based Rationale
ID 335: Light Color in Architectural Interiors	AGFOR	3	Consent	Introduction to the theories and practices of lighting design with an emphasis on the relationships between light, color, and well-being within architectural interiors. Overview of the principles of light quality, quantity, distribution, and color rendering for residential and contract spaces. Application of lighting calculations, modeling, and graphic illustrations to the development of interior lighting schemes.	Successful completion of ID 335 is required for all interior design majors. ID 335 is the course within the interior design curriculum where students gain an in-depth understanding of the principles and applications of interior daylighting and artificial lighting design and the interaction of color finishes and lighting. The learning outcomes of this course are required for CIDA (Council for Interior Design Accreditation) accreditation and have been coordinated with other new interior design courses to ensure that all accreditation standards are met curriculum-wide.
ID 365: Advanced Architectural Interior Design 2	AGFOR	4	ID 315 with a minimum grade of C- and PR or CONC: ID 366.	Application of orderly design processes to small scale commercial building programs. Continuing analysis and integration of existing site considerations, space planning and universal design principles, and building regulations in the development of cohesive commercial interior environments. Introduction to selection and specification of commercial interior finishes, furnishings, and fixtures applied to commercial design projects.	Successful completion of ID 365 is required for all interior design majors. ID 365 is the course within the interior design curriculum where students are introduced to designing commercial architectural interiors. The learning outcomes of this course are required for CIDA (Council for Interior Design Accreditation) accreditation and have been coordinated with other new interior design courses to ensure that all accreditation standards are met curriculum-wide.
ID 366: Advanced Architectural Graphics 2	AGFOR	2	Consent	Development of advanced graphic and specification skills in architectural interior construction documentation.	Successful completion of ID 366 is required for all interior design majors. ID 366 is the course within the interior design curriculum where students gain advanced knowledge in developing comprehensive construction drawings and applying current technologies for their completion. The learning outcomes of this course are required for CIDA (Council for Interior Design Accreditation) accreditation and have been coordinated with other new interior design courses to ensure that all accreditation standards are met curriculum-wide.
ID 415: Advanced Architectural Interior Design 3	AGFOR	6	ID 316 and ID 365 and ID 366 with a minimum grade of C- in each or consent.	Application of orderly design processes, including community-engaged and/or integrated design collaborations, to commercial interior design projects; Investigation of relationship between human factors and commercial interior environments; Continued analysis and integration of existing site considerations, space planning, universal design principles, and building regulations in the development of cohesively designed commercial interiors; Selection and specification of commercial interior finishes, furnishings, and	Successful completion of ID 415 is required for all interior design majors. ID 415 is the course within the interior design curriculum that will be designated for engaging students in commercial projects of interest and significance beyond the university. For example, community-engaged projects with community organizations and/or other less traditional academic projects such as national or international design competitions could be completed during the course. It is also the course in the curriculum that requires collaborative project completion. The learning outcomes of this course are required for CIDA (Council for Interior Design Accreditation) accreditation and have been coordinated with other new interior design courses to ensure that all accreditation standards are met curriculum-wide.

Title	College	Credits	Prerequisites	Course Description	Course Curriculum Based Rationale
ID 425: Professional Practices in Architectural Interior Design	AGFOR	3	Consent	Survey of financial, regulatory, and ethical parameters and issues associated with interior design practice and project management within globalized societies	Successful completion of ID 425 is required for all interior design majors. ID 425 is the course within the interior design curriculum where students are introduced to the business, legal, and professional parameters of the practice of architectural interior design. The learning outcomes of this course are required for CIDA (Council for Interior Design Accreditation) accreditation and have been coordinated with other new interior design courses to ensure that all accreditation standards are met curriculum-wide.
ID 465: Advanced Architectural Interior Design 4	AGFOR	6	ID 415 with a minimum grade of C- or consent.	Demonstration, in the design of an architectural interior, abilities to independently conduct design research; identify, analyze, and integrate theoretical and practical knowledge; and reflect on the ethical issues implicit in the project; The project is comprised of visual, oral, and written components and is selected and developed by the student with consultation and approval of the course instructor	This new course is submitted as part of a major curriculum revision in interior design. The learning outcomes of this course are required for CIDA (Council for Interior Design Accreditation) accreditation and have been coordinated with other new interior design courses to ensure that all accreditation standards are met curriculum-wide.
BIOL 474: Neurogenetics and Behavior	AS	3	BIOL 219 with a minimum grade of C-.	Covers the principles and techniques that define the field of neurogenetics. Analysis the development and function of the nervous system at cellular and molecular levels. Particular emphasis placed on genetic and environmental factors that contribute to human neurological disorders and the study of how genes control behavior.	Neurogenetics is a rather large and still emerging area within the broader field of neuroscience. It is essential that biologists gain knowledge about this field and its applications as it continues to grow and shape our understanding of how the brain forms and functions in both normal and disease-like states in humans. Currently, no other course extensively covers this topic. This course fills a gap in the current biology Neuroscience Area of Emphasis as it presents many recent technologies and findings that any up and coming neuroscientist and/or neurologist will be expected to have knowledge about and possibly employ in their own future work. It will contribute to the biology curriculum as a group I (Molecular/Cellular) elective.
GEOG 333: Qualitative Methods in Human Geography	AS	3	ENGL 102 and (GEOG 102 or GEOG 108).	The theories of science at the ground of human geography and the qualitative methods used to carry out human geographical research.	This course is one of three methods course option to achieve a major in Geography. Until now there were only two methods courses at the undergraduate level in Geography and they both had a quantitative focus. This course fills the gap by teaching students qualitative methods e.g. interviews, observation, focus groups in order to be able to carry out field research, ethnography and mixed methods research which are cornerstones of the discipline of geography.

Title	College	Credits	Prerequisites	Course Description	Course Curriculum Based Rationale
GEOL 225: Planetary Geoscience	AS	3	none	An examination of the geologic and geochemical processes at work in the solar system from the perspectives supplied by space age exploration of the planets and other solar system bodies.	This course fills a strategic need within the Geology program to offer more F2A classes to attract students taking GEF classes, to attract potential majors into Geology, and to offer Geology classes to students who, for any number of reasons, are not ready to progress to the first major-only class (GEOL 286). It will be a unique topic at WVU, but relevant to research and higher-level classes taught in Physics (Astronomy), Geology, Mine Engineering, and Mechanical Aerospace Engineering. By not requiring GEOL 101/2, we seek to attract students without prior knowledge of Geology.
POLS 374: Ancient Political Thought	AS	3		Focuses on ancient Greek, Roman, and near-eastern political thought, while arguing for the contemporary relevance of ancient texts.	Consistent with the Department's strategic plan, this upper-division course in Ancient Political Thought will be a specialization within students' political theory knowledge. No such course exists and this course will serve students' need for upper-division political theory courses. Such a change is necessary to the curriculum to serve student demand and also to allow students to complete the Political Theory minor. The course has been taught three times as a special topics course.
PSYC 344: Adolescent Development	AS	3	PSYC 241	This course focuses on cognitive, social, and emotional developmental processes during adolescence. Special emphasis is placed on critical evaluation of research on adolescent development.	The Psychology Department has traditionally offered PSYC 343, Child Adolescent Development, which combined material across these stages of the lifespan. However, this constraint did not allow for either stage to be adequately covered within a single semester. The Psychology Department made the decision to split this class into separate Child Development and Adolescent Development classes. Separating content specific to adolescence in 344 will allow for more thorough investigation into content specific to adolescent development and allow students more flexibility in choosing concerns. This change will also make WVU more consistent with the course offerings of similar Psychology Departments who offer a course sequence on Life Span Development. As a result of this change, the department will no longer offer the single Child Adolescent class, but will instead offer separate classes allowing more in-depth and rigorous coverage of content specific to childhood vs. adolescence.

Title	College	Credits	Prerequisites	Course Description	Course Curriculum Based Rationale
SPAN 345: Seminar in Spanish Culture	AS	3	Two courses from SPAN 310, SPAN 311, SPAN 312, SPAN 314	Examination of media, film, dance, music, visual arts, food, or other non-literary cultural productions of Spain.	This course is designed to contribute to the Spanish major/minor curriculum and support the WLLL program learning outcomes. By analyzing Spanish cultural artifacts, students will be able to interpret and reflect on them from a historical background, fulfilling in this way the "Literary/Cultural Texts Content goal". Additionally, by being able to compare their own experiences, and their knowledge about their own country with what it is being covered in the syllabus, this course will play a key role in students' achievement of the "Cultural Content", the "Critical thinking," and the "affective" goals. Finally, considering that all discussions, written assignments, readings and, materials of the courses are in Spanish, there is no doubt that this course will contribute directly to support the our departmental "Language Proficiency Goal".
FIN 430: Energy Financial Economics	BE	3	BCOR 340 with a minimum grade of B-.	Introduces students to ways in which legal/regulatory systems affect the energy industry, and to important economic and political concerns that underlie the regulation of production and sale of energy. The course will be comparative: that is, while much of our focus will be on the American regulatory system, we will consider regulatory regimes from other countries as well.	This course is part of the sequence of courses that is part of the Energy Finance Area of Emphasis. This course will be cross-listed with FIN530, the graduate level equivalent.
FIN 431: Energy Law and Regulations	BE	3	BCOR 340 with a minimum grade of B-.	A brief history of energy development, the law and regulations governing that development, and a look at the policy behind our current system. We will look at ownership of energy sources relating to production, basic legal, ethical, and policy decisions regarding markets and regulations, methods of production, and the externalities associated with specific source development.	This course is part of the sequence of courses required for the Energy Area of Emphasis. This course will be cross-listed with FIN531, its graduate level equivalent.
FIN 432: Energy Financial Accounting	BE	3	BCOR 340 with a minimum grade of B-.	The course is designed to give students the tools to interpret and analyze external financial information from the viewpoint of investors and creditors. The energy sector has a unique perspective from other industry sectors. In particular, the role of mark to market accounting techniques will be emphasized in your application of financial statement analysis to the energy sector.	This course is part of the sequence of courses required for the Energy Area of Emphasis. This course will be cross-listed with FIN531, its graduate level equivalent.
FIN 433: Energy Financial Risk Management	BE	3	FIN 411.	The course investigates the evolving and expanding practice of financial risk management in the energy sector. Risk management is a complex process of identifying, quantifying and managing various risk exposures. The course analyzes and discusses the various sources of risk. Particular attention is devoted to the main risk management techniques such as Value at Risk (VaR), volatility models, and correlation	This course is part of the sequence of courses required for the Energy Area of Emphasis. This course will be cross-listed with FIN533, its graduate level equivalent.

Title	College	Credits	Prerequisites	Course Description	Course Curriculum Based Rationale
ILR 515: Business and Human Resource Integration	BE	3	Enrollment in the MSIR program or permission of the instructor.	Bridges the gap for the Human Resource (HR) Professional between functional HR knowledge and other key general management skills such as financial, accounting, and operations functions of an organization.	Course has evolved from a series of practicum sessions where student feedback suggested the subject matter (explicitly tying HR practices to business models) helped them understand the bigger picture. Consultation with external advisors and a review of the status quo of the HR profession agreed a 16-week course would address gaps in the professional knowledgeable better prepare student for professional roles. This course is being added as a permanent requirement of the two year MSIR program course of study. The new course number reflects its permanency.
ILR 525: HR Analytics	BE	3	Enrollment in MSIR program or permission of instructor.	This course introduces quantitative techniques related to human resource (HR) management. The primary objective is to expose and equip students with quantitative and statistical techniques used in the field of HR to make decisions related to workforce utilization, support employee development, and maximize organizational goals. Students will work with databases, collection of data, statistical packages, data interpretation, and data visualization.	Consultation with the MSIR Program's Executive Council (i.e. external advisory board) suggested that student interns and new-hires were lacking in data analytic skills especially in regard to the skillsets seen in interns/new-hires from our competitor programs. Developing a course in HR Data Analytics and including it in the first-year curriculum (pre-internship) was therefore deemed necessary to ensure our students were competitive, as well as to meet the changing demands of the HR field in general. This course is being added as a permanent requirement of the two year MSIR program course of study. The new course number reflects its permanency.
CI 427: Place-based Elementary Education	CEHS	2		Place-based Elementary Education involves working with local communities to support teaching and learning; it is one of the most challenging aspects of teaching. This course helps K-6 preservice teachers to understand the potential of seeing education as situated in the context of community, family, and collegial partnerships, yet recognizes the inherent debates and challenges of this work in unique contexts.	Place-based Elementary Education is the only course in the new 4-year Elementary Education program that specifically addresses the CAEP/ACEI Elementary Education Standard of Colleagues, Families, and Communities. It is also one of few courses in the new 4-year program that addresses the INTASC standards related to leadership, professionalism, and ethics required for accreditation by CAEP. It reflects the democratic education, place-based education, and funds of knowledge elements of our Department Teacher Education Conceptual Framework which undergirds the design of the new 4-year program. This course is placed towards the end of the 4-year program in order to build on prior understandings. It provides a space to learn about place and critical practices of place-based education and to practice these in local community settings.

Title	College	Credits	Prerequisites	Course Description	Course Curriculum Based Rationale
CI 670: Practitioner Inquiry	CEHS	3	Departmental approval.	Engaging in inquiry enables students to explore the underlying assumptions, biases, values, and ideologies inherent in their curricula and pedagogies and the policies and practices of their contexts. In this course, students design and conduct studies and cultivate the tools and habits of mind necessary for transforming the ways we do school and improving the life chances of all students.	This course is designed for practicing teachers who are interested in becoming teacher leaders. There are currently no courses that address the needs of teacher leaders as they develop the knowledge, skills, and dispositions to learn to teach through studying teaching. The design of this course supports teacher leaders as they learn to problematize their practice(s), explore the consequences of their decisions, and discover how to meet the learning needs of all students thereby becoming producers of knowledge which serves to strengthen their identities as leaders and their commitments to students and the profession.
CI 672: Professional Learning Communities: Creating Spaces for Collaboration, Coaching, and Praxis	CEHS	3	CI 670.	This course introduces students to strategies for developing and engaging in professional learning communities and learning to teach through studying teaching. Students explore the philosophical/research-based foundations and practices of student-centered coaching; engage in analyzing children's thinking and work/performances, explore connections between their current practice and student thinking/performance; and plan for and engage in a coaching cycle that addresses student needs.	This course is designed for practicing teachers who are interested in becoming teacher leaders. There are currently no courses that address the needs of teacher leaders who wish to collaborate with others and create/facilitate professional learning communities in which they make their practice(s) public and engage in collegial dialogues that support critical reflection. This course further supports teacher leaders as they develop a deep understanding of working with adult learners and the school, community, and educational landscapes in which they are situated in order to refine, redefine, and recreate the school cultures in which their students live, grow, and develop.
MICB 782: Advanced Microbiology	MED	2	(BMS 777 and MICB 721 with C- or higher) or MICB 801 with C- or higher	Current methodologies and topics in microbial pathogenesis, pathophysiology of the disease, and host-pathogen interactions. Course involves active learning techniques, including critical assessment of primary research reports, designing and presenting lectures to faculty and peers, or interacting with invited outside seminar speakers.	MICB 782 will contribute to advanced elective offerings for the Immunology and Microbial Pathogenesis graduate program. The course will be focused on current methodologies, topics and concepts in microbial pathogenesis; literature review will complement lectures. It will include topics related to bacteria, viruses, fungi and parasites, and some topics will change annually. WVU and outside Instructors, who are experts in their research areas, will contribute to this course and students will be exposed to a spectrum of teaching styles and fields related to microbial pathogenesis. At the beginning of the course, students will select research topics and work to prepare a full-hour teaching presentation, which will be presented at the end of the course; the roles will be flipped, as students will become the teachers.

To: Faculty Senate Executive Committee  
 From: Ralph Utzman, Chair, Faculty Senate Curriculum Committee  
 Date: May 21, 2018  
 Re: Course Changes, Deactivations, and Adoptions Report

**Old Value****New Value****ACCT 312**

Course Description	Theory and practice with respect to accounting for liabilities and stockholders equity; special problems peculiar to financial accounting; analysis of financial statements and changes in financial position.	Theory and practice of accounting for liabilities, revenue recognition, and stockholders' equity; financial statement preparation.
Course Curriculum Based Rationale		The new course description stated above is intended to replace an outdated description that also contains a grammatical error [OLD: Theory and practice with respect to accounting for liabilities and stockholders equity; special problems peculiar to financial accounting; analysis of financial statements and changes in financial position.]
Justification		The course recently has been taught in accordance with updated content and terminology as reflected in available texts. The course description brings the catalog into agreement with the course content (CPA preparatory).

**ECON 481**

Course Is Capstone	Yes	No
Catalog Prerequisites	ECON 202.	ECON 202
Course Curriculum Based Rationale		This course is designed to introduce West Virginia University students to the study of American economic history. It will help students to apply the economic concepts they have learned to particular events and periods in American economic history, and to learn new concepts through the studies of these events and periods.
Justification		To have an American Economic History course that is no longer a capstone requirement for economics majors and that is available to a broader swath of potential students.

**ENTR 460**

Catalog Prerequisites	ENTR 440.	Concurrent ENTR 440.
Course Curriculum Based Rationale	The proposed course, ENTR 460 (Entrepreneurial Strategy) is an integral part of the new entrepreneurship major, because it contributes to the development of entrepreneurial skill development of the students in the following ways. Students will learn to identify organizational tasks, roles, and responsibilities of managing entrepreneurial ventures. Students will be able to describe the interrelationships between resources, organizational structure, and strategies utilized to create and grow entrepreneurial ventures. Students will demonstrate an understanding of entrepreneurial phenomena across organizational contexts, including start-ups, small and medium sized enterprises, family businesses, and corporate ventures. Students will be able to practice effective tools for identifying and exploiting entrepreneurial opportunities.	ENTR 460 is the capstone course in the entrepreneurship major. This course is needed to help students integrate their thinking and apply the concepts from all of the previous courses in the entrepreneurship major as well as the courses from the business core.
Justification		Department faculty has determined that ENTR 440 can be taken concurrently.

**EXPH 460**

Course Description	CoReq: PHYS 241. The study of disease etiology and the physiological changes that occur from disease, with special emphasis given to the use of exercise in disease prevention and therapy.	The study of disease etiology and the physiological changes that occur from disease, with special emphasis given to the use of exercise in disease prevention and therapy.
Catalog Prerequisites	EXPH 365 and junior standing.	EXPH 386 and EXPH 387 and PR or CONC: PSIO 241 or PSIO 441 and junior standing or permission.

## Old Value

## New Value

Course Curriculum Based Rationale		EXPH 460 Pathophysiology is a unique course in the Exercise Physiology curriculum as it is the only one which examines the altered functioning of the various body organs and systems as it relates to disease. This is a required course for any student completing the Health Professions Area of Emphasis.
Justification		One of the original PR courses has changed course numbers from EXPH 385 to EXPH 386. EXPH 241 was incorrectly listed as a PR; it should have always been PSIO 241.

**FIN 330**

Catalog Prerequisites	BCOR 340.	PR or CONC: BCOR 340 with a minimum grade of B-.
Course Curriculum Based Rationale		FIN330, Financial Institutions is one of five courses required of all finance majors. The course provides the requisite foundation for senior level electives with regard to the role of financial institutions in our nation's financial markets and the economy and the analysis of interest rates, and federal revenue policy.
Justification		Presently only a D- is required or the courses can be taken concurrently with BCOR340. Requiring a minimum grade of B- moves this course to the 5th semester along with FIN305.

**FIN 370**

Full Title	Personal Financial Advising	Personal Finance
Transcript Title	Personal Financial Advising	Personal Finance
Course Curriculum Based Rationale	This course is required for finance majors with a track in financial planning. It should not have an accounting prefix	This name change is to better reflect the objectives of the course.
Justification	The course is required for finance majors with a financial planning focus. It is not an accounting course so an accounting prefix is inappropriate.	This name change is to better reflect the objectives of the course.

**LAW 786**

Catalog Prerequisites		LAW 727 and LAW 756 with a minimum grade of B
Course Curriculum Based Rationale		Students participating in Law 786 need the foundational coursework of Trial Ad (Law 756) and Evidence (Law 727) to succeed.
Justification		The prerequisites were not in Banner, this change is to add them to Banner.

**SM 486**

Course Division	WVU & WVUIT Course	WVU Course
Banner Prerequisites		
Catalog Prerequisites	BUSA 215 and BUSA 320 and SM 387 and SM 485 and Senior Standing.	



Old Value	New Value
Course Curriculum Based Rationale	<p>The goals of this class are to introduce students to basic sport sales and marketing, principles and concepts. Students will be taken beneath the glitter and spectacle of the broader world of sport. The purpose of this class is to provide students with the opportunity to learn how sport is packaged and exchanged for entertainment, recreation, competition, and leisure. Practical application of marketing science to all realms of the sport industry will be presented in an academic environment. Students will be active participants in the learning process. Students will have the opportunity to meet professional Sport Marketers and professionals who work in Sales to learn what they do and how they do it in the real world. Students will work individually on class projects as well as work with groups of their peers on out of class assignments. A portion of the course will include research and case study presentations. A major project will be an Individual Research Marketing Plan Development. The top 20 projects will be selected to present at the WVU CPASS Research Day. The class will provide an industry view of sport marketing, and it will enhance the class focus, evaluation of projects, and research to practice approach that will serve undergraduates well in their pursuit of entry into the field as sport marketing professionals.</p>
Justification	<p>The major did not have a Sales Course. Sales is an important skill identified by the Industry as the entry point for most students into the Sport Industry. Sales! Sales! Sales!</p>
	<p>This course is a standard in all university sport management curriculum across the country. It is unique to other courses in our curriculum in that it is the only one that specifically addresses sport marketing. It adds to our curriculum a class that is a standard among sport management offerings.</p> <p>These pre-requisites were added to let the students take this class in their Senior year. We now have a more effective system to ensure this, and thus these pre-requisites are no longer needed.</p>

### Course Deactivations

ADV 410: Graphic Design  
 ASTR 650: Astrophysics Seminar  
 CSAD 170: Speaking to Communities  
 CSAD 278: Communication Disorders  
 CSAD 305: Rural Issues in Speech, Language, and Pathology  
 CSAD 362: Parent Programs Communication Disorders  
 CSAD 370: Augmentative/Alternative Communication  
 CSAD 390: Clinical Observation Speech-Language Pathology  
 CSAD 391: Clinical Observation/Audiology  
 CSAD 420: Exploring Speech-Language Pathology Clinical Settings  
 CSAD 460: Professional Writing/Speaking  
 ENTR 410: Business Innovation  
 RDNG 440: Corrective Language Arts Techniques

### Course Adoptions

Course Number and Title	Course Description	Campus Requesting Course
ENGL 200: Foundations of Literary Study	Study and practice of the analytical, research, and writing skills fundamental to literary studies.	PSC
HIST 220: The Holocaust	The origins and development of Nazi genocide against European Jews, focusing on the experience of the victims, the motives of the killers, and the inaction of bystanders.	WVUIT

TO: Faculty Senate Curriculum Committee

FROM: Ralph Utzman, Chair Faculty Senate Curriculum Committee

DATE: May 3, 2018

RE: Graduate program reviews from Graduate Council April 19, 2018

Program Title	Proposal Type	College	Rationale	Graduate Council Action
PhD in Higher Education	New Program	CEHS	The new Ph.D. program in higher education will be focused on preparing future faculty, researchers, and policy analysts in higher education. This differs from the current doctorate program (Ed.D. in Higher Education Administration) that is tailored to prepare senior administrators, college student affairs professionals, and affiliated practitioners in colleges and universities.	Passed
Nurse Anesthesia	New Program	SON	New major within Doctor of Nursing Practice. Per University initiative and aligning degree programs with the proper CIP designation, a new degree program is needed. The current nursing degree programs are generalized and the curriculum for this program aligns more specific to this specialty.	Passed
Graduate Certificate in Leadership	Intent to Plan	ECAS	The proposed creation of a Graduate Certificate in Leadership aligns with the mission of West Virginia University in a number of ways. The certificate will help to create strong leaders working in government, industry and non-profit organizations and will contribute to creating a diverse and inclusive culture to advance education, healthcare and prosperity in West Virginia, the United States, and world-wide.	Passed Intent to Plan
Occupational Therapy Doctorate	Intent to Plan	SOM	The Accreditation Council for Occupational Therapy Education (ACOTE) has mandated that all occupational therapy educational programs offer the clinical doctoral degree, Occupational Therapy Doctorate (OTD). We currently only offer a Masters of Occupational Therapy (MOT) degree. ACOTE will cease accreditation of this level of educational program. We must transition to the OTD to continue to prepare occupational therapists to practice.	Passed Intent to Plan

TO: Faculty Senate Curriculum Committee

FROM: Ralph Utzman, Chair Faculty Senate Curriculum Committee

DATE: May 3, 2018

RE: Graduate program reviews from Graduate Council April 19, 2018

Public History	Program change	ECAS	Change AOE in Public History to a new Major in Public History (Master of Arts). This change is to be in compliance with the new AoE definitions. No substantive change to the curriculum.	Passed
Assurance	New AOE	CB&E	Assurance is a high demand area for all accounting firms regardless of firm size. The Big Four international accounting firms hire more students in the Assurance department than in any other part of the firm. The accounting firms have expressed an interest, through the WVU Accounting Advisory Council, that prospective employees have deeper Assurance knowledge when they start working. MAcc enrollment has been steadily increasing over the past two years. The current cohort includes 36 students. Approximately one half to two thirds of the students would select the Assurance AoE, if it were available.	Passed
Tax	New AOE	CB&E	Taxation is a high demand area for all accounting firms regardless of firm size. The accounting firms have expressed an interest, through the WVU Accounting Advisory Council, that prospective employees have deeper tax knowledge when they start working. MAcc enrollment has been steadily increasing over the past two years. The current cohort includes 36 students. Approximately one half to one third of the students would select the Tax AoE, if it were available.	Passed
PhD in Learning Sciences	New major	CEHS	Learning Sciences can be defined as an interdisciplinary field that works to further scientific understanding of learning as well as to engage in the design and implementation of learning innovations, and the improvement of instructional methodologies. Learning Sciences as a field has grown out of educational psychology in interaction with cognitive science, instructional design, and human development. The Department of Learning Science and Human development is uniquely positioned to offer learning sciences degrees with its overlapping programs in educational psychology, instructional design and technology, and child/human development and family studies. Nationally, doctoral program in Learning Sciences are almost exclusively PhD programs (rather than EdDs). Prominent programs tend to focus on the intersection of learning, technology, and development.	Renewed Intent to Plan

To: Faculty Senate Executive Committee  
From: Nathalie Singh-Corcoran, Chair, General Education Foundations Committee  
Date: June 11, 2018  
Re: GEF Deletions

The General Education Foundations Committee met on May 7, 2018 and recommends the following courses be removed from the GEF:

Title	GEF Area
FRCH 422: Survey of Literature 2	F6. The Arts & Creativity
GER 431: German Literature: Fables/Fairy Tales/Enlightenment-Romanticism	F6. The Arts & Creativity
GER 432: German Literature: Since Romanticism	F6. The Arts & Creativity
MUSC 475: History of Jazz	F6. The Arts & Creativity

To: Faculty Senate Executive Committee  
 From: Nathalie Singh-Corcoran, Chair, GEFCO  
 Date: May 21, 2018  
 Re: GEF Transition Review

The General Education Foundations Committee met on May 7, 2018 and passed the following courses for GEF transition review:

Title	General Education Foundations	LEAP Learning Outcome
ARHS 101: Landmarks of World Art	F6. The Arts & Creativity	2b: Critical and creative thinking
ART 109: Basic Drawing 1 for Non-Majors	F6. The Arts & Creativity	2b: Critical and creative thinking
AVS 275: Companion Animal Science	F4. Society & Connections	2a: Inquiry and analysis
CHEM 111: Survey of Chemistry	F2B. Science & Technology (with lab)	2f: Teamwork and problem solving
COMM 305: Appreciation of the Motion Picture	F6. The Arts & Creativity	1: Knowledge of human cultures and the physical and natural world
COMM 306: Organizational Communication	F4. Society & Connections	1: Knowledge of human cultures and the physical and natural world
ENGL 212: Creative Writing: Fiction	F6. The Arts & Creativity	1: Knowledge of human cultures and the physical and natural world
ENGL 263: Shakespeare 1	F6. The Arts & Creativity	2a: Inquiry and analysis
ENGL 273: Contemporary Literature	F6. The Arts & Creativity	2a: Inquiry and analysis
FCLT 206: Introduction to Japanese Culture	F7. Global Studies & Diversity	3b: Intercultural knowledge and competence
FRCH 301: Language Through Civilization	F7. Global Studies & Diversity	3b: Intercultural knowledge and competence
GER 203: Intermediate German 1: The German-Speaking World	F7. Global Studies & Diversity	2c: Written and oral communication
GER 204: Intermediate German 2: Life in Germany	F7. Global Studies & Diversity	2c: Written and oral communication
HIST 101: Western Civilization: Antiquity to 1600	F5. Human Inquiry & the Past	2a: Inquiry and analysis
HIST 102: Western Civilization: 1600 to Present	F5. Human Inquiry & the Past	2b: Critical and creative thinking
HIST 104: Latin America: Past and Present	F5. Human Inquiry & the Past	1: Knowledge of human cultures and the physical and natural world
HIST 106: East Asia: An Introduction	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
HIST 152: Growth of the American Nation to 1865	F5. Human Inquiry & the Past	2c: Written and oral communication
HIST 179: World History to 1500	F5. Human Inquiry & the Past	1: Knowledge of human cultures and the physical and natural world
HIST 210: Modern Military History	F5. Human Inquiry & the Past	1: Knowledge of human cultures and the physical and natural world
HIST 241: Latin America: Culture, Conquest, Colonization	F5. Human Inquiry & the Past	1: Knowledge of human cultures and the physical and natural world
HIST 242: Latin America: Reform and Revolution	F5. Human Inquiry & the Past	1: Knowledge of human cultures and the physical and natural world
HIST 264: American Indian History	F5. Human Inquiry & the Past	2c: Written and oral communication
HIST 277: Revolutions in Science and Technology	F5. Human Inquiry & the Past	1: Knowledge of human cultures and the physical and natural world
JAPN 101: Elementary Japanese 1	F7. Global Studies & Diversity	2c: Written and oral communication
JAPN 102: Elementary Japanese 2	F7. Global Studies & Diversity	2c: Written and oral communication
JAPN 203: Intermediate Japanese 1	F7. Global Studies & Diversity	2c: Written and oral communication
JAPN 204: Intermediate Japanese 2	F7. Global Studies & Diversity	2c: Written and oral communication
MATH 156: Calculus 2	F3. Mathematics & Quantitative Skills	2b: Critical and creative thinking
MUSC 115: Introduction to History of Jazz	F6. The Arts & Creativity	2b: Critical and creative thinking
MUSC 270: History of Western Musical Traditions 1	F6. The Arts & Creativity	1: Knowledge of human cultures and the physical and natural world
PHIL 100: Problems of Philosophy	F5. Human Inquiry & the Past	4: Integrative and applied learning
PHIL 130: Current Moral Problems	F5. Human Inquiry & the Past	1: Knowledge of human cultures and the physical and natural world
PHIL 140: Historical Introduction to Philosophy	F5. Human Inquiry & the Past	2a: Inquiry and analysis
PHIL 248: History of Modern Philosophy	F5. Human Inquiry & the Past	2a: Inquiry and analysis
PHIL 323: Social and Political Philosophy	F5. Human Inquiry & the Past	3c: Ethical reasoning and action
PHIL 331: Health Care Ethics	F5. Human Inquiry & the Past	2b: Critical and creative thinking
SEP 373: African Americans in Sports	F7. Global Studies & Diversity	2b: Critical and creative thinking

**DATE:** May 11, 2018

**TO:** Judy Hamilton  
Office Administrator  
Faculty Senate

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

Charlotte Nath  
Professor Emeritus  
School of Medicine  
Committee of Retired Faculty

**RE:** 2017-2018 Annual Report to the Faculty Senate

**The Committee of Retired Faculty (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 with:

- 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 lectures open to retired faculty and others 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.

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

- Stan Cohen, Eberly Arts & Sciences (2020-2021)
- Wils Cooley/\*George Trapp, Statler Engineering (2019-2020)
- John Fisher, Law (2018-2019)
- Romy Hilloowala, Medicine (2017-2018)
- Art Jacknowitz, Pharmacy (2019-2020)
- Charlotte Nath, Nursing (2020-2021)
- Tom Witt, Business & Economics (2017-2018) – Chair
- Jean Woloshuk, Extension (2018-2019)
- Bonnie Anderson, President's Office , ex-officio
- Lisa Kukura, WVU Foundation, ex-officio
- Toni Christian, Human Resources, ex-officio
- Billy Coffindaffer, Village at Heritage Point, ex-officio
- Michael Cooper, WVU Retirees Association, ex-officio

### **Accomplishments**

As in the past, this year the Committee of Retired Faculty held monthly programs at the Heritage Point's Great Room. Dates of programs are published via e-mail to retired faculty and refreshments provided thanks to the generosity of the WVU Foundation. (See list below.)

Also, Alex Jalso, OIT Chief Information Security Officer spoke to the Committee about the requirement of 2-factor authentication for retired faculty who still provide services to the University and other issues related to computer security.

### **Goals 2018-2019**

1. The CRF will continue to coordinate its monthly lecture series with the WVURA. At least two members of the CRF might be added to the WVU Retirees Association Program Committee to assist the organization in growing its programs. CRF will rely on the WVU Foundation to continue its sponsorship of the refreshments available at the monthly program.

2. The CRF mailing list will remain merged with the WVU Retirees Association database. All 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.
3. The CRF will continue to compile a list of benefits and opportunities offered to retired faculty at WVU.
4. The CRF will refocus its attention to the Committee Charge provided by the WVU Senate.
5. The CRF will meet on a monthly or bimonthly basis, unless circumstances necessitate otherwise.

### **Programs 2017-2018**

June, Stacey DeMoss, Hearing Aid Central, "Aging and Hearing"

August, Brent Van Deysen, "Trust and Estate Planning: Protecting Your Assets from the High Cost of Nursing Home Care"

September, Karen Diaz, Interim Dean WVU Libraries, "WVU Libraries: A World of Possibilities"

October, Dr. Robert Dailey, Davis College, "History of the Davis College"

November, Dr. Ronald Lewis, Department of History, "Still Aspiring to Greatness at 150 Years"

December, Dr. Romy Hilloowala, Department of Anatomy, "Michelangelo's Madonna and Son" video

April, Jan Powell Long, WV PEIA, "Update on Humana Plan for Retirees"

\*Professor George Trapp replaced Professor Wils Cooley on January 1, 2018.



## WVU FACULTY SENATE COMMITTEE ON COMMITTEES, MEMBERSHIP, AND CONSTITUENCIES - 2017-18 REPORT

The committee's composition for the 2017-18 academic year includes: Lesley Cottrell (Medicine), Lena Maynor (Pharmacy), Carolyn Atkins (Education and Human Services), Robert Bastress (Law), Becca Fint-Clark (Extension), Jennifer Merrifield (Potomac State), Richard Turton (Statler and BOG Representative), David Hauser (Eberly and Senate Chair-Elect), Chad Proudfoot (Extension), and Matthew Valenti (Statler and Senate Chair).

### COMMITTEE CHARGE

The Committee on Committees, Membership and Constituencies is to:

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

### ACTIVITY SUMMARY

The committee completed the following activities in the 2017-18 academic year:

- **conducted university-wide survey to all faculty to assess interest in serving on committees in 2018-19 period**
  - volunteerism increased significantly for faculty and senate members (thank you!)
  - emphasized greater involvement and orientation for first-year senators
- **reviewed composition criteria and size of each senate committee**
  - interpreted numbers of senators and faculty noted in by-laws to be minimum number and have increased total composition for committees to increase productivity and efficiency
- **finalized compositions for 2018-19 committees**
  - refer to annex for final listing
  - student representation included in composition (thank you SGA!)
  - considered expanded mission and activities of the Curriculum and Teaching and Assessment Committees (TACO) and expanded number of members (senators and faculty)

First Name	Last Name	Appointment	CoC	Curriculum	Faculty Welfare	GEFCO	Library	Research Integrity	Research & Scholarship	Service	Student Rights & Responsibilities	TACO
Michael	Amato					STUDENT						
Samuel	Ameri	Statler College			SEN							
Kristafer	Adkins	Dentistry									FAC	
Mason	Arbogast										STUDENT	
Carolyn	Atkins	College of Education & Human Services	SEN*									
Donna	Ballrd	Potomac State			FAC							
Jaime	Banks	Eberly A & S							FAC			
Bob	Bastress	Law									SEN	
Vagner	Benedito	Davis College		SEN								
Ednilson	Bernardes	College of B & E		SEN (chair-elect)								
Joelleen	Bidwell	Eberly A & S									FAC	
Ilkin	Bilgesu	Statler College						SEN			SEN	SEN
Jessica	Bishop	College of Creative Arts			SEN (Chair-Elect)						SEN	
Deborah	Boone	Davis College	FAC								FAC	
Nicholas	Bowman	Eberly A & S					SEN*		SEN*			
Rachel	Bragg	WVU Tech		FAC								
Daniel	Brewster	Eberly A & S			FAC						FAC	
Robert	Brock	Medicine				SEN*						
Melissa	Brooks	Librarians								FAC	FAC	
Randy	Bryner	Ex Phys- SOM								FAC		
Jason	Burnside	Extension								SEN	SEN	
Amy	Burt	Medicine									SEN	
Sheri	Chisholm	Potomac State		SEN								
Melanie	Clemmer	Medicine							SEN			
John	Connors	Medicine						FAC*				
Emily	Corio	Reed College of Media		SEN								
Lynne	Cossman	Eberly A & S							SEN			
Michelle	Costas	Medicine									SEN	
Lesley	Cottrell	Medicine	FAC			FAC						
Adam	Craig			STUDENT								
Anne	Cronin	Medicine		SEN								
Asad	Davari	WVU Tech			FAC							
Jihad	Dixon										STUDENT	
Susanna	Donaldson	Eberly A & S									FAC	
Kate	Dye										STUDENT	
Daniel	Eades	Extension						SEN				
Warren	Eller	Public Health									SEN	
Tim	Eubank	Medicine							SEN			
Becca	Fint Clark	Extension								FAC		
Arron Scott	Fleming	College of B & E							SEN			
Kim	Floyd	College of Education & Human Services		SEN*							SEN	
Gage	Fortney										STUDENT	
Zachary	Freedman	Davis College				FAC						
Amy	Funk	School of Dentistry		FAC								
Werner	Geldenhuys	School of Pharmacy		FAC								
Nicklaus	Goff	Potomac State	SEN									SEN

SEN = Senator  
FAC = Faculty  
SEN\* = Incoming Chair Confirmed

[illegible]

First Name	Last Name	Appointment	CoC	Curriculum	Faculty Welfare	GEFCO	Library	Research Integrity	Research & Scholarship	Service	Student Rights & Responsibilities	TACO
Lori	Ogden	Eberly A & S		FAC						SEN (Chair-Elect)	SEN	
Dale	Olson	Law									FAC	
Yogen	Panta	WVU Tech										FAC
Rusha	Patel	Medicine									SEN	
Bryan	Phillips										STUDENT	
Chad	Proudfoot	Extension						SEN			SEN	
Zainab	Rana										STUDENT	
Lizzie	Santiago	Statler College							FAC			
Denis	Scott	Extension					SEN (Chair-Elect)					
Carla	See	Eberly A & S									FAC	
Muhammad	Shamma			STUDENT								
Robert	Shapiro	Medicine							SEN			
Radhey	Sharma	Statler College						FAC				
Cindi	Shockey	School of Dentistry		FAC								
Sandra	Schwartz	CCA		FAC								
James	Siekmeier	Eberly A & S		FAC								
Kaushlendra	Singh	Davis College				FAC						
Nathalie	Singh-Corcoran	Eberly A & S				SEN						SEN
Litha	Sivananadani	Extension			FAC							
Alex	Snow	Eberly A & S								FAC		
Ashlee	Sowards	Dentistry									SEN	SEN (Chair-Elect)
Jacqueline	Speir	Eberly A & S									FAC	
Mary	Stamatakis	Pharmacy					FAC					
Jennifer	Steele	Eberly A & S		FAC								
Rachel	Stein	Eberly A & S										FAC
Jonas	Thoms	College of Creative Arts					FAC					
Mollie	Toppe	Extension					FAC					
Leslie	Tower	Social Work										FAC
Charis	Tsikkou	Eberly A & S		FAC					FAC			
Shine	Tu	Law			SEN							
Hana	Ulman										STUDENT	
Ralph	Utzman	Medicine		SEN								
John	Vargo	Medicine						FAC				
Dominique	Villasenor										STUDENT	
Jessica	Vanderhoff	Librarians										SEN
Melissa	Ventura-Marra	Davis College		FAC								FAC
Joan	Vogtman	Potomac State							FAC			
William	Wayne	Statler College			SEN*							
Evan	Widders	Eberly A & S										FAC
Abbi	Yachini										STUDENT	
David	Yost	WVU Tech										
Marion Carol	Zwikel	Eberly A & S				FAC						
		Final Composition	3;2	8;11	5;6	5;8	2;4	4;8	8;7	5;7	15;16	8;7
		Committee Requirements	3 SEN; 2 FAC	4 SEN; 10 FAC	5 SEN; 5 FAC	5 SEN; 8 FAC	2 SEN; 4 FAC	4 SEN; 8 FAC	8 SEN; 7 FAC	5 SEN; 6 FAC	14 SEN; 16 FAC	6 SEN; 6 FAC

## MEMORANDUM

TO: Matthew Valenti, Chairman, WVU Faculty Senate

FROM: John Connors, Chairman, WVU Faculty Senate Faculty Welfare Committee

RE: 2017 – 2018 Faculty Welfare Committee Annual Report

DATE: May 22, 2018

### COMMITTEE MEMBERS:

Marie Abate, Pharmacy  
Samuel Ameri, Statler  
Jessica Bishop, Creative Arts  
John Connors, Medicine  
Anne Cronin, Medicine  
Asad Davari, Tech  
Traci Mays, Librarians  
Emily Murphy, Extension  
Litha Sivanandan, Extension  
Heiko ter Haseborg, CEHS  
Shine Tu, Law  
Annastella Vester, Eberly  
Scott Wayne, Statler  
David Hauser, Eberly, *ex officio*  
Stan Cohen, Retired Faculty, *ex officio*  
Charlotte Nath, Retired Faculty, *ex officio*  
Staff Welfare Committee, *ex officio*  
James Morris, Asst. Vice President of Talent & Culture, *ex officio*  
Cris DeBord, Vice President of Talent & Culture, *ex officio*  
C.B. Wilson, Associate Provost for Academic Personnel, *ex officio*  
Matt Valenti, Chair, Faculty Senate, *ex officio*

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

During the 2017 -2018 Academic Year, this FWC met for eleven 90 minute meetings and addressed a number of important issues that are summarized below. The FWC wishes to thank our many *ex officio* members for providing significant input, insight, and inspiration. The FWC also wishes to thank others who have attended FWC meetings and provided information relevant to issues addressed by the FWC. These include:

- Michael Torries, Chairman, Classified Staff Welfare Committee or his representative for discussion of issues common to both faculty and staff;
- Sheila Seccurro, Executive Director, HR and Amber Tennant, Assistant Director, HR, who informed the committee of the ongoing efforts of the Cultural Leadership Team to develop an Employee Code of Conduct that will apply to all WVU employees (both faculty and staff).

- Dave Harshbarger from UHA/WVU Health Sciences/WVU Hospitals and Toni Christian, Director of Benefits Administration, who updated the committee on the expanded WVU Employee Wellness Program in partnership with WVU Medicine and the Quality of Life Initiative (QLI) group reports survey findings conducted at the Health Sciences Center and WVU Medicine.
- J. Mahoney, Megan Williams, and Sara Thomas from TIAA, who updated the committee on the current business operations of TIAA and the 40 year history of TIAA with WVU, as well as, the relatively recent changes in TIAA business operations and costs that might be of concern to faculty and staff.
- Paula Congelio, Associate Vice President and Chief Financial Officer for WVU Health Sciences, who described the outlines of the WVU Employees Dependent Tuition Assistance Program to be implemented in the near future.
- Nick Bowman, Associate Professor, Communication Studies, who presented a summary of problems with the Go365 Program that was planned to be implemented by PEIA.
- Toni Christian, Director of Benefits Administration, who kept the Committee up-to-date on the proposed changes in the PEIA Go 365 Program and the PEIA Plan Year 2019.
- Shannon Foster, WellWVU Interim Director, Frankie Tack, Clinical Assistant Professor and Addiction Studies Minor Coordinator, Department of Counseling, Rehabilitation Counseling, and Counseling Psychology, and Erin Newmeyer, Director of Communications and Marketing for Strategic Initiatives, for participating in discussions aimed at addressing “Smoking on Campus.”

The table below summarizes issues undertaken by the FWC during the 2017 -2018 academic year, as well as recommendations for activities during the 2018-2019 academic year.

Goals for 2017 -2018	Status Update	Goal for 2018 -2019
<b>Communication</b>		
Revisit and continue to work on issues related to all levels and directions of communication.	Communication was a theme that underlay many of the issues brought before the FWC. The FWC strove to improve and strengthen communication among and between the administration, faculty, and staff.  The results of the the previous year’s Culture Survey were presented and discussed.	Work with the Faculty Senate Chair to continue improvements in communication.
<b>Parking</b>		
Continue work to develop better and more creative solutions for parking-related issues across campus.	Illegal student parking in WVU Permit Lots and the timely issuance of “temporary parking permits” at Tech were addressed with Sergeant Peggy Runyon of the WVU Police. No resolution resulted.	Continue to work toward development of creative solutions for parking-related issues.
<b>Tuition Benefits Program</b>		

A sub-committee of the FWC was tasked with identifying viable ways to fund and implement a pilot tuition benefit program to be presented to the administration.	<p>A survey of tuition benefits at the Big 12 Universities and several peer institutions was conducted and presented to the FWC.</p> <p>The administration revealed that a WVU Employees Dependent Tuition Assistance Program will be implemented for the 2018-2019 academic year.</p>	The committee will monitor the implementation of the WVU Employees Dependent Tuition Program and seek ways to maintain and improve it.
<b>PEIA Issues</b>		
Advocate for changes in PEIA that would benefit WVU Faculty	<p>Shine Tu, FWC member, and Toni Christian, Director of Benefits Administration, kept the FWC updated on PEIA issues and proposed changes.</p> <p>Implementation of the PEIA Go365 Program was addressed within the FWC and its inherent problems were identified and shared with Benefits and PEIA.</p>	Work with the Benefits Office to address proposed changes in PEIA programs.
<b>Issues Emergent in 2017 - 2018</b>		
Revisions of the Board of Governors Policies	C.B. Wilson, Associate Provost for Academic Personnel, presented the proposed revisions to the FWC and received feedback and comments.	No further actions required.
WVU Employee Code of Conduct	Sheila Seccurro, Executive Director, HR and Amber Tennant, Assistant Director, HR, informed FWC of the ongoing efforts of the Cultural Leadership Team to develop an Employee Code of Conduct that will apply to all WVU employees (both faculty and staff). The FWC provided feedback and comments.	Continue to stay informed about the further development and implementation of this Code of Conduct.

Pay for 9 month employees	The option for 9 month employees to spread their pay over 12 months has been eliminated. Many 9 month employees would like to have this option. C.B. Wilson volunteered to look into the issue.	Follow up on resolution of this problem.
Availability of Daycare for children of Faculty	In the discussion it was pointed out that the WVU Child Learning Center is now managed by an outside group (Hildebrandt Learning Centers, LLC, a division of Bright Horizons) and that its policies concerning availability and priority on waiting-lists are unclear. In addition, the list of Licensed Day Care Centers in Monongalia County has not been updated since 2016. A subcommittee of the FWC was formed to gather information on these topics.	Follow up on these issues is needed.
Faculty Wellness	<p>The WVU Pathways to Wellness Program ended and was to be replaced with a new program, but details were unavailable. Dave Harshbarger from UHA/WVU Health Sciences/WVU Hospitals and Toni Christian, Director of Benefits Administration, updated the committee on the expanded WVU Employee Wellness Program in partnership with WVU Medicine and the Quality of Life Initiative (QLI) group reports survey findings conducted at the Health Sciences Center and WVU Medicine.</p> <p>The need for additional recreational and fitness facilities available for Faculty</p>	<p>Follow up on these programs and continue to suggest things for improvement.</p> <p>The FWC should continue to push for additional recreational and fitness facilities to be available to Faculty.</p>



	was discussed, but no resolution resulted.	
WV concealed weapons legislation	Legislation (proposed by the NRA) was being considered in Charleston that would allow concealed weapons to be carried on the WVU Campus. The FWC supported Dr. Gee's strong opposition to this legislation on the bases of "costs of implementation" and "the negative effects on student and faculty retention."	Although this legislation did not come to fruition in the current year, the FWC should stay alert to reintroduction next year and work with the WVU Faculty Senate to take appropriate action to oppose it.
TIAA Concerns	<p>An article in the New York Times questioned whether TIAA is a "benevolent provider of investment advice" as it is perceived by Faculty.</p> <p>J. Mahoney, Megan Williams, and Sara Thomas from TIAA updated the committee on the current business operations of TIAA and the 40 year history of TIAA with WVU, as well as, the relatively recent changes in TIAA business operations and costs that might be of concern to faculty and staff.</p>	It was proposed that J. Mahoney address the Faculty Senate or a Campus Conversation Employee Meeting concerning TIAA and its services. This still needs to be arranged.
Enforcement of BOG Policy 57 "Tobacco Free Campus"	<p>The problem of smoking on campus was discussed at several meetings of the FWC. The major conclusion of these discussions was that "enforcement" of the policy is the problem that has not been addressed adequately.</p> <p>A meeting to address the issue of smoking on campus has been scheduled with Rob Alsop, Vice President for Strategic Initiatives, Erin Newmeyer, Director of Communications and</p>	Continue participation in improving enforcement of BOG Policy 57 "Smoking on Campus."

	Marketing for Strategic Initiatives, Shannon Foster, WellWVU Interim Director, Frankie Tack, Clinical Assistant Professor and Addiction Studies Minor Coordinator, Department of Counseling, Rehabilitation Counseling, and Counseling Psychology, Matt Valenti, WVU Faculty Senate Chair, John Connors, FWC Chair, and other members of the FWC.	
<b>Issues to continue to address in 2018 – 2019.</b>		
	Continue to address the issue of smoking on campus.	
	Keep abreast of any proposed changes in PEIA that would affect Faculty benefits. Provide input as necessary.	
	Follow up on the action plans that resulted from the recent WVU Culture Survey and get feedback to the FWC.	
	Continue to pursue the issue of spreading the pay of 9 month Faculty over 12 months.	
	Monitor the implementation of the WVU Employees Dependent Tuition Program and provide feedback to the Administration.	
	Promote more transparency from Deans and Department Chairs concerning the determination of pay raises and factors, such as market adjustments and critical retention, that influence decisions. Suggest that this information be given via a letter not only to those receiving raises, but also those who do not.	

## General Education Foundations Committee (GEFCO) 2018 Annual Report

Nathalie Singh-Corcoran, GEFCO Chair

### Committee Members

Robert Brock, Chair-elect	Medicine
Lesley Cottrel	Medicine
Lisa Di Bartolomeo	Eberly
Suzanne Kitchen	B & E
Kristen Matak	Davis
Jennifer Merrifield	Potomac State
Melissa Morris	Statler
Beth Nardella	Medicine
Gayle Neldon	Education and Human Services
Laura Pyzdrowski	Eberly
Beth Royall	Libraries
Kaushlendra Singh	Davis
Li Wang	Eberly
David Hauser, ex officio	Eberly
Paul Kreider, ex officio	Associate Provost
Louis Slimak, ex officio	Director of Academic Excellence and Assessment

### 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.

## Meeting Dates

August 21, 2017  
 September 18, 2017  
 October 23, 2017  
 November 6, 2017  
 December 4, 2017  
 January 29, 2018  
 February 19, 2018  
 March 19, 2018  
 April 16, 2018  
 May 7, 2018

## Summary

The committee had two main objectives during the 2017-2018 academic year:

1. revise an assessment plan put in place during the 2016-2017 AY.
2. institute a firm deadline to transition GEC courses to the GEF and complete the transition process.

As in years past, we worked extensively with Louis Slimak as well as Sean McGowan and Misti Woldemikael to accomplish the following:

- *We reviewed a total of 202 courses*, of which only two (2) were new to the GEF. We were unable to review the majority of new courses due to a moratorium placed on the GEF in August 2017. Note, the moratorium has been lifted as of April 25, 2018. We also removed four (4) courses from the GEF because they violated the Expectations of a GEF Course as outlined in Annex X of the May 2016 Faculty Senate Agenda. Expectations of a GEF Course is also posted on the Faculty Senate, GEC to GEF webpage: <https://facultysenate.wvu.edu/gec-to-gef>.
- *We revised the assessment plan* put in place during the 2016-2017 year because we discovered that students could complete their GEF requirements without reaching all of the proposed LEAP learning outcomes. To address the most immediate assessment concerns, the revised assessment plan is as follows: All courses in GEF area 1 will be assessed for written communication. All courses in GEF area 2 will be assessed for either knowledge of human cultures and the physical and natural world OR critical thinking. All courses in GEF area 3 will be assessed for quantitative literacy. To address the more long-term assessment problem, we determined that GEF areas 4, 5, and 7 would be assessed in year five of the assessment plan with the GEFCO specifying courses, areas, or outcomes to be assessed. In addition, GEC to GEF transition data may be used to address the creation of new GEF areas aligned and assessed for single learning outcomes and for assessing the validity of areas 4, 5, 6, and 7.
- The bulk of our work during AY 2017-2018 consisted of transitioning any remaining GEC courses to the GEF. In November 2017 and December 2017, the GEFCO chair notified department chairs, associate chairs, and relevant deans of GEC courses that needed to be submitted to CIM for transition

review before a December 31 deadline or risk being removed from the GEF. To expedite the review process, the committee revised a checklist for course review. Over 160 courses were submitted, and the GEFCO made heroic efforts to transition as many courses as possible.

- *Future work* for the committee consists of a *summer 2018 assessment project*. Three GEFCO members will receive a modest stipend to begin assessment of GEF area 1, written communication.
- *Future work* also consists of further reviewing courses in the GEF, identifying courses that violate the Expectations of a GEF Course as outlined in Annex X of the May 2016 Faculty Senate Agenda. Expectations of a GEF Course is also available on the Faculty Senate, GEC to GEF webpage: <https://facultysenate.wvu.edu/gec-to-gef>. In addition, the GEFCO will be notifying departments and programs of low performing, low enrolled, and infrequently offered GEF courses.
- 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. We'd also like to thank Lou Slimak for his guidance on assessment and Misti Woldemikael and Sean McGowan for the continued support from the Office of the University Registrar.

## **Faculty Senate Library Committee Annual Report 2017-2018**

Compiled by: Amy Burt

### **Meetings:**

- The Library Committee met with Dean Diaz on October 27, 2017. This meeting was requested by Dean Diaz to offer her insight and support on the following topics: open access, publisher contracts, concerns with budget cuts, and other important current topics for the libraries. Present at this meeting was: Dean Karen Diaz, Amy Burt (chair), Kelley Gannon, Sammy Lee, Evan McCarthy, Jason Manning, Jane LaBarbara, and Elizabeth Hamilton. Absent: Scott Meyers (chair-elect) and Lynne Maxwell.
- The Library Committee met with Dean Diaz, Martha Yancey, and Susan Arnold on April 27, 2018. This meeting was held to discuss open access textbooks and journals. The committee offered recommendations to the librarians for communication and gathering information from the WVU faculty regarding opinions on open access. Present at this meeting was: Dean Karen Diaz, Martha Yancey, Susan Arnold, Amy Burt (chair), Evan McCarthy, Jason Manning, Elizabeth Hamilton, and Jane LaBarbara. Absent: Scott Meyers (chair-elect), Kelley Gannon, Sammy Lee, and Lynne Maxwell.

### **Goals for 2018-2019:**

- To educate WVU faculty on the benefits of open access textbooks and journals.
- To collaborate with WVU faculty on selection of publishers and open access education materials.

MEMORANDUM

TO: Matthew Valenti, Chairman, WVU Faculty Senate  
FROM: John Connors, Chairman, WVU Faculty Senate Faculty Welfare Committee  
RE: 2017 – 2018 Research Integrity Committee Annual Report  
DATE: May 22, 2018

COMMITTEE MEMBERS:

Dean Bonsall, Medicine  
John Connors, Medicine  
Asadollah Davari, WVUIT  
Matthew Dietz, Medicine  
Daniel Eades, Extension  
Barbara Hengemihle, Librarians  
Bingyun Li, Medicine  
Mikylah McTeer, CCA  
Mark Nigrini, B&E  
Joseph Prudhomme, Medicine  
Ian Rockett, Public Health  
Richard Turton, Statler

**Committee Charge**

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

During the 2017 -2018 Academic Year, no issues were brought to the committee for evaluation. Consequently, the committee did not meet.

**May 18, 2018**

**Annual report of the Faculty Senate Research and Scholarship Committee**

**To: Matthew Valenti, WVU Faculty Senate Chair  
WVU Senate Executive Committee**

**From: H. Ilkin Bilgesu, Chair, Research and Scholarship Committee, 2017-2018**

The committee's charge is defined as:

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

The Committee membership for 2017-2018 academic year included Ilkin Bilgesu, Statler (chair); Alan Collins, Davis (chair-elect); Trevor Harris, Eberly (past-chair); Nick Bowman, Eberly; Melanie Clemmer, Medicine; Lesley Cottrell, Medicine; Erik Herron, Eberly; Jason Huber, Medicine; Julie Lockman, Medicine; Mikylah McTeer, CCA; Reymond Rhonda, CCA; Lizzie Santiago, Statler; Linda Vona-Davis, Medicine; Joshua Woods, Eberly; Melanie Page, Associate Vice President for Creative and Scholarly activity, ex officio.

For the 2017/2018 academic year, the committee worked mostly on the grant and scholarship applications. A total of 60 internal grant requests were received with 42 for seed grants and 18 for scholarships. The requested amounts were \$963,799.64 for seed grants and \$259,944.73 for scholarships making the total request as \$1,223,744.37.

Each application was reviewed by three committee members and results were entered to the WVU+kc system. This was the second year the committee used the WVU+kc system and evaluation process worked without any problems. Research office was instrumental in setting up the accounts and providing support for committee work. As discussed in the previous years, travel grant requests were handled by the Research Office. Based on the ranking of scores the committee awarded 10 seed grants for a total amount of \$127,000 and 10 scholarships for a total amount of \$116,000. Additionally, 439 travel requests were awarded for a total amount of \$313,389.44.

Due to the size of the committee and member's affiliation with colleges, not all departments were represented in the evaluation process. It will be beneficial if a more representative membership can be established for this committee in the coming years. It is important to continue to support research by faculty since some departments have a limited access to resources outside WVU. Unfortunately, the awarded numbers and amounts were limited due to the reduced budget.

Respectfully submitted.



**2017-2018 WVU Faculty Senate Service Committee Report**  
**Submitted by: Ashley Martucci, Committee Chair**

**Committee Members:**

Ashley Martucci, CEHS, Chair  
 Karen Haines, CEHS, Chair-elect  
 Becca Fint-Clark, Extension  
 Barbara Hengemihle, Librarians  
 Randall Bryner, Medicine  
 Melissa Brooks, Librarians  
 Jason Burnside, Extension  
 Virginia Kleist, B&E  
 David McGill, Davis  
 Lori Ogden, Eberly  
 Randy McCombie, Medicine  
 Staff Representative  
 Melanie Page, Provost Office, ex officio

**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 met once during the Spring 2018 semester. We were charged with evaluating and selecting Community Engagement grants that support community outreach. Funding from this program is intended to encourage development of additional support for these projects from other sources in the future as well as scholarly output. Funding is provided from the Provost's Office. Dr. Melanie Page, Associate Vice President for Creative and Scholarly Activity and Deanna Whorton, Program Coordinator, provided support to the committee.

We received 16 proposals this year. A primary and secondary reviewer, who entered their information into KC+ and presented their report at the meeting, evaluated each proposal. We were given a total budget of \$62,000 for this year's projects. Thirteen of the sixteen proposals were considered appropriate for either full or partial funding. Titles of the funded or partially funded projects are as follows:

Empowering Coalfield Youth to Engage in Social Discourse through Place-Based Songwriting	\$5,000.00
Making the Connection - 4-H, West Virginia	\$2,500.00

University, and the West Virginia State Fair	
Reaching West Virginia Youth Through Financial Literacy Education	\$5,450.00
A WEST VIRGINIA WOMEN'S WATER NETWORK	\$6,000.00
WVU "Hour of Code"	\$7,500.00
Community Design in Marlinton WV- a trans-disciplinary approach to participatory design and planning- landscape architecture, graphic design and WVU Extension Service	\$2,500.00
Teachers' Institute: World Geography, GIS, and History: Teaching for the 21st Century	\$6,000.00
Increasing Food Access for Low Income Families in Monongalia County	\$3,600.00
Citizen Science Project: Bees, Veterans, STEM Education in WV	\$4,000.00
Making Children in Southern WV Safer Through Safety Day Education in Schools	\$4,750.00
Agriculture-STEM Focused Permaculture Curriculum for New River Gorge Learning Loop	\$2,500.00
North Central West Virginia Radon Testing	\$2,500.00
Art in Public Spaces: Encouraging Community Exploration and Understanding of Publicly Accessible Artwork in Morgantown	\$7,500.00

#### Committee Goals:

- Continue to review, discuss, and disseminate funds for future Community Engagement grants, as received each year through the WVU Office of Sponsored Programs.
- Encourage all faculty to consider submitting competitive Community Engagement grants outlining projects that would fulfill the strategic plans of WVU and address the needs of the citizens of West Virginia.
- Continue to educate faculty and staff members on the Community Engagement grant application process to ensure that the grants remain competitive.

To: Faculty Executive Committee

From: Kim Floyd  
Chair, Students Rights and Responsibilities

Date: May 21, 2018

### **Committee Charge**

The Student Rights and Responsibility Committee is to serve as a panel for review of cases where there may be an alleged violation of the student conduct code and considers and evaluates suggestions for change in the University Code of Student Rights and Responsibilities.

### **Committee Members**

Samuel Ameri, Statler  
Robert Bastress, Law  
Ednilson Bernardes, B&E  
Ilkin Bilgesu, Statler  
Deborah Boone, Davis  
Daniel Brewster, Eberly  
Jason Burnside, Extension  
Michelle Costas, Medicine  
Amy Cyphert, ASPIRE  
Diana Davis, Medicine  
Marianne Downes, Medicine  
Elizabeth Fones-Wolf, Eberly  
Steve Hardy, Medicine  
Trevor Harris, Eberly  
Helen Hartnett, Eberly  
David Hauser, Eberly  
Barbara Hengemihle, Librarians  
Cate Johnson, Honors  
Adam Komisaruk, Eberly  
Jim Kotcon, Davis  
Evelyn Martin, Nursing  
Mikylah McTeer, CCA  
Kimberly Meigh, CEHS  
Mark Nigrini, B&E  
Dale Olson, Law  
Chris Plein, Eberly  
Chad Proudfoot, Extension  
Ramana Reddy, Statler  
Carla See, Eberly  
Ashlee Sowards, Dentistry

Hearing Outcomes:	Probation	1
	Suspension	10
	Recommended Reading for Paper Writing	3
	Reflection Papers Total	7
	Expulsion	5
	Not Responsible	4
	Community Service	2
	Drug Counseling	2
	SAP Referral Program	3
	Counseling Recommended	1
	No Contact	1
	Deferred Suspension	10
	Anger Management Class	2
	Other Sanctions	5
	AOD Intervention	1
	Education Project	2
	Review & Evaluation Meeting	11
	Echeckup to Go Alcohol Course	1
	Academic Integrity Seminar	5
	Alcohol EDU for Sanctions	1
	Restitution	3
	Residence Hall Ban	1
Hearing Types:	Title IX	8
	Regular	6
	Academic Dishonesty	9

### Goals for 2018-2019

The SRR will support Office of Student Conduct leadership and staff as decisions at the university level will determine the direction of the Office of Student Conduct. Discussion are ongoing, with one potential outcome may be providing every student having the opportunity to have hearings with a panel or with a single adjudicator.

Until a formal decision is determined, the SRR committee must wait to determine the best way to support the Office of Student Conduct. We continue to applaud the work of the Office of Student Conduct personnel and the process of restorative justice and the tremendous work resolving issues prior to needing a full hearing.

Teaching and Assessment Committee (TACO)  
Annual Report  
May 2018  
David Hauser

Members

Ashley Martucci (Chair Elect)  
Heather Billings  
Evan Widders  
Richard Turton  
Nichlaus Goff  
Melissa Ventura-Marra  
Ashlee Sowards  
Adam Komisaruk  
General Hambrick  
Abhishek Srivastava  
Rachel Stein  
Louis Slimat (non-voting; attended on behalf of the Provost's Office)  
Matt Valenti (Senate Chair)

Committee Charge (Note: the charge changed over the course of the year; this is the new 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.

The TACO met 3 times during the 2017-2018 academic year.

**Summary**

Our primary goal this year (2017 to 2018) was to facilitate a change in direction for the committee. As many Senators have observed, the GEF and Curriculum committees are overwhelmed managing basic evaluations of courses. The TACO can supplement that activity, as well as examining syllabi of courses that never pass through those committees (i.e., courses that are not new nor are GEF courses; that is a large list of courses that are never examined by GEFCo or SCC). Additionally, while the WVU community went through a large “harmonization” exercise in the last few years to bring together different versions of the same course under one common umbrella of teaching goals/learning outcomes and course descriptions, that exercise had no overall institution that would keep the “harmonization” practices consistent over time. Thus, the Teaching and Assessment Committee would move to step into this role. The committee would also continue to monitor and suggest changes to the eSEI system, but that is new (as of a year or so ago), and little is needed on that front in the short term.

We met few times (likely, next year, the committee will meet more), but focused on moving the committee to address the new issues of course harmonization.

1. Administrative Changes. There were minor changes that needed to be made to the committee charge in order to allow the TACO to examine issues of harmonization. We rewrote our charge, and passed that through Senate Executive Committee and the Senate.

2. The overall plan for the committee to undertake the additional goal of reviewing ongoing section syllabi for harmonization concerns is conceived as a multi-year strategy. This year was focusing on thinking through the process and procedures for how TACO will move to engage faculty to write “course frameworks” that would delineate a common course description and learning goals that are consistent across all sections of a course taught, regardless of campus or modality.

3. The bulk of that activity will begin to happen next year, as TACO (working with the Registrar’s office through the CIM system) will select a department/unit or two and engage with the faculty of that department to create the “course frameworks.” Each course will need to have a faculty member be the primary point of contact in CIM, and that person will need to coordinate across all faculty who teach sections of that course. (For the vast majority of courses that are only taught by one faculty member, this will be simple and straightforward; it is only in cases where there are multiple sections of courses taught by different faculty that a coordinator will need to do coordination work.) For every course, TACO developed a simple framework of necessary information (“course framework”) that will be needed for every course: roughly, a description, a common set of learning goals, and any other necessary information that is required across all sections (required evaluation procedures, accreditation requirements, etc.). The goal next year is to build this into CIM, and begin to populate it with some test departments. This will require significant outreach and explanation to faculty, and a robust marketing plan.

4. Looking beyond next year, TACO seeks to build a repository of WVU course syllabi. As it stands now, the University has no central location where the syllabi of the courses that are taught are kept and recorded. Theoretically, individual units are charged with keeping syllabi, but it is unclear the degree to which this is happening, and document retention policy only advocates for units to hold on to these for five years. A central repository would allow any faculty (new or old) that are assigned to teach a course to see specific examples of how previous iterations of the course have been taught. Additionally, the repository is useful to the University as part of accreditation and generally being able to know what is being taught in classes at WVU. TACO will work with the WVU Library to create an online repository for syllabi. Responsibility for uploading current syllabi is an issue that still needs to be worked out.

5. Finally, in the long term, TACO will start a regular rotation examining all section syllabi and comparing them to the common description, learning goals, and other requirements that are recorded as the “course framework.” As other committees (GEFCo and SCC) have noted, sometimes syllabi fail to have basic information (test dates, textbooks, course grading rubrics, etc.), and sometimes the information given is inaccurate (up-to-date statements about diversity, school cancellation, etc.). Those important committees take time to make suggestions to faculty, though that is not their primary purpose. TACO, as part of the broader function of reviewing individual section syllabi to determine if sections are consistent with the course framework, can take on this additional role. However, TACO will not take on the role of “policing” syllabi. TACO’s reports on section syllabi will go back solely to the faculty member who taught the section that was examined, and aggregate data on section syllabi compliance will be compiled and used as part of unit evaluation processes. No faculty member will be reported to any office or unit.

### **Goals for 2018-2019**

As noted above, most of what TACO did this year was planning out the goalposts for the next few

years. We are at the beginning of this process, there will need to be tweaking of all aspects of the outlined process/procedures, including the CIM process for the course framework, the outreach/marketing plan to explain all of this to faculty, assessment of the new eSEI (TACO's original purpose), and then the processes and procedures for evaluation of section syllabi. It is likely to take many years to get to the end of this plan, and the plan may need modification as a result of internal and external issues/concerns.

# ACADEMIC CALENDAR

West Virginia University  
2022-2023 Calendar  
Incorporating Common Key Dates Across All Campuses  
FIRST SEMESTER

## Fall Term

August 12.....Faculty Contract (9 month start date)  
August 17.....Classes Start  
September 5.....Labor Day (No Classes)  
October 6.....Mid Check Grades Due  
October 7.....Fall Break  
October 10.....2<sup>nd</sup> half course start  
November 8.....General Election (No Classes)  
November 19-27.....Thanksgiving Break  
December 8.....Last Day of Classes  
December 9.....Prep Day  
December 12-16.....Finals  
December 17.....Commencement

## Spring Term

January 9.....Classes Start  
January 16.....Martin Luther King Day (No Classes)  
March 3.....Mid Check Grades Due  
March 6.....2<sup>nd</sup> half course start  
March 11-19.....Spring Break  
April 7.....Spring Holiday  
April 28.....Last Day of Classes  
May 1-5.....Finals  
May 11.....Faculty Contract (9 month end date)  
May 12-14.....Commencement

## Summer Term

May 15.....Classes Start  
May 29.....Memorial Day Recess (No Classes)  
June 26.....2<sup>nd</sup> half course start  
July 4.....Independence Day (No Classes)  
August 4.....Last Day of Classes