Minutes
West Virginia University Faculty Senate
Monday, December 7, 2020

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

Members Present:

Anderson, K.	Davis, D.	Hardy, S.	Morris, T.	Schimmel, C.
Angeline, M.	DiBartolomeo, L.	Hatipoglu, K.	Murphy, E.	Sealey, V.
Arthurs, J.	Dilcher, B.	Hauser, D.	Myers, S.	Sedney, C.
Bastress, R.	Donley, D.	Hibbert, A.	Nguyen, Y.	Sims, J.
Benedito, V.	Dotson, S.	Hileman, S.	Nix, A.	Singh-Corcoran, N.
Bernardes, E.	Elliott, E.	Hodge, J.	Nutter, R.	Squire, D.
Bernstein, M.	Ellison, M.	Honaker, L.	Ogden, L.	Steele, J.
Bhandari, R.	Elswick, D.	Hudgins, C.	Olfert, M.	Swager, L.
Bragg, R.	Evans, J.	Kelly, K.	Olson, K.	Tack, F.
Bresock, K.	Famouri, P.	Kitchen, S.	Orr, E.	ter Haseborg, H.
Bryner, R.	Feaster, K.	Kupec, J.	Peckens, S.	Toppe, M.
Burnside, J.	Fleming, S.	Law, K.	Perhinschi, M.	Tu, S.
Burt, A.	Fullen, M.	Leary, M.	Phillips, T.	Valentine, K.
Butina, M.	Funk, A.	Mallow, J.	Reddy, R.	Vanderhoff, J.
Casey, R.	Galvan-Turner, V.	Marra, A.	Reece, R.	Vercelli, M.
Celikbas, E.	Galvez, M.	Martucci, A.	Rice, T.	Welsh, A.
Chantler, P.	Germana, M.	McCombie, R.	Rogers, T.	Willard, M.
Chisholm, S.	Gilleland, D.	McCrory, J.	Ryan, E.	Williams, D.
Clemmer, M.	Goodykoontz, E.	McCusker, B.	Sabolsky, E.	Woloshuk, J.
Costas, M.	Graziani, G.	McGinnis, R.	Samuels, H.	Woods, S.
Cottrell, L.	Gross, J.	Miltenberger, M.	Scaife, B.	Young, S.
Crichlow, S.	Grushecky, S.	Momen, J.	Schaefer, G.	Zegre, N.
Davari, A.	Hamrick, A.			

Members Excused:

Bonner, D.	Cohen, S.	Evans, K.	Harmon, I.	Morgan, J.
Bravo, G	Corio, E.			

Members Absent:

Cui, A.	Hutson, Z.	Holbein, M.	Renzelli-Cain, R.	Li, H.
Jaczynski, J.	Billings, H.	Hornsby, G.	Shrader, C.	Mucino, V.
Hessl, A.	Cronin, A.	John, C.	Sand-Jecklin, K.	Wayne, S.
Soccorsi, A.	Downes, M.	Klein, A.	Watson, J.	Rakes, P.
Eades, D.	Eubank, T.	Petrone, A.	Geldenhuys, W.	

Faculty Senate Officers Present:

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

2. Chair Singh-Corcoran presented for approval the minutes from the Monday, November 9, 2020 meeting. Motion carried by unanimous consent.

3. President Gordon Gee reported the following:

- The vaccine will soon be available. It will be distributed on a priority basis to health care workers and others. By about May 2021, everyone in the state who wants a vaccine should be able to receive one. He encourages his colleagues to take the vaccine when it becomes available. He believes it will provide an opportunity for us to return to a more normal schedule sometime next year.
- Senator Manchin broke a log jam in Congress, and it looks as if they are moving towards a stimulus package. It will not be as robust for higher education as we would like, but it will certainly help our bottom line.
- Our state budget is precarious but stable. We are very hopeful that our governor and our state legislature will continue to view the university as a priority.
- Our future is dependent upon us continuing to attract great students, and to our students viewing this as a place in which our faculty and staff are dedicated to their success.

4. Provost Maryanne Reed reported the following:
   - Free community testing will continue to be available in December. Please visit the Return to Campus web site for dates and times.
   - Commencement will be held virtually on Saturday, December 19 at 11:00 a.m. and will include a commencement address by Brad Smith.
   - The spring semester will begin on January 19, which is a week late. We are eliminating spring break as a result. Our configuration will be about 60% online, with the rest either hybrid or face-to-face.
   - The Student Government Association voted to request a pass-fail option for fall 2020 and spring 2021 and additional non-instructional days for spring 2021. The Office of the Provost plans to respond to their request this week.
   - The Office of the Provost considered the possibility of changing the attendance policy to be more restrictive in the spring. However, our processes worked to keep classrooms safe, and they have decided to err on the side of public safety by not making any changes.
   - Registration numbers are down for spring 2020. Registration for the Winter Intersession is up by about 10%.
   - Her office is working on making a decision about summer study abroad. Travel during the second summer session seems more probable, depending upon the status of a vaccine. The Office of International Programs is offering virtual grants of $500 for faculty who are interested in incorporating virtual exchanges.
   - The Teaching and Learning Commons is hosting two institutes in January. The first session is about how to organize a course on learning management systems such as eCampus. The second is on best practices for student engagement in synchronous and asynchronous courses.
   - The Self-Care in the Time of COVID-19 workshop was a huge success. More than 70 faculty members participated. Talent and Culture is now hosting 2 sessions for staff.
   - To date we have processed or approved 75 faculty accommodations under COVID and 58 non-ADA modifications. The large majority of requests for an accommodation were granted.
   - Five excellent candidates for the dean of the College of Law came to campus virtually to give presentations and meet with groups. The search committee will meet again on December 11.

- She paid tribute to Keith Bailey, Assistant Provost for Teaching and Learning and the Dean of WVU Online, who passed away last week after an extended battle with cancer. Tracey Beckley and Julie Thalman will be temporarily assuming some of his duties.

5. Evan Widders, Associate Provost for Undergraduate Education, presented enrollment, DFW rates, and registration data for fall 2020.

6. Faculty Senate Chair Nathalie Singh-Corcoran reported the following:
   - She has received feedback on the shared governance statement indicating that it offers clarity on how and when folks can move in-person courses online in the short term. Please contact her if you would like to offer any additional comments.
   - She and Emily Murphy met with Tracey Beckley regarding the possibility of creating an academic technology committee. The goal of that committee would be to address classroom technology needs and concerns and to advise TLC and ITS on how they can support classroom instruction. She expects that there will be a motion in the spring to create a new committee.
   - Emily Fidelman and Ian Harman have offered their information management expertise to help better structure some of the university's web content. There is a meeting scheduled with UR to get that work started.
   - T. Anne Hawkins, Clinical Director, is working on drafting language for a syllabus statement pertaining to the Carruth Center.
   - She is working with the Office of the Provost, the Teaching and Learning Commons, and Chambers College Senator Suzanne Kitchen to organize a faculty panel on classroom engagement. More information will be forthcoming.
   - As a reminder, the process for handling harassing comments on the eSEI is to first report the objectionable content to Student Conduct. If they find the content violates the Student Code of Conduct, they will contact ITS to identify the student and to ensure that the offending comments to not appear on your eSEI reports in Digital Measures.
   - Rob Alsop will be coming to the January Faculty Senate meeting to talk about our budget, the new legislative agenda, and vaccine distribution.
   - Karen Diaz, Dean of Libraries, will be attending the February Faculty Senate meeting to share the University Libraries' new vendor policy.

7. Jen Steele, Chair of the Curriculum Committee, presented the following reports for approval. Motion carried by a vote of 78-0.

   Annex I, New Courses Report.
   Annex II, Course Changes Report.
   Annex III, Capstone Courses Report.
   New Program in Data Science.
   New Program in Integrated Studies.

   The following report was submitted for information. Report filed.

   Annex IV, Graduate Programs Report.

8. General Education Foundations Committee – no report.

9. Michael Germana, Chair of the Committee on Committees, Membership and Constituencies, presented the following report for approval. Motion carried by a vote of 80-0.

   Annex V, Committee Appointments.

10. Jessica Vanderhoff, Chair of the Teaching and Assessment Committee, presented the following reports for approval:

    Annex VI, eSEI Instructor Reports. Motion carried by a vote of 74-0.
    Annex VII, Plus/Minus Grades Resolution. A motion was made and seconded to table a vote until fall. Motion carried by a vote of 73-27.

    The following report was submitted for information:

    Annex VIII, Early Semester Teaching Assessment Summary. Report filed.

11. Roy Nutter, Faculty Representative to State Government, reported that HEPC and ACF both met on November 20. HEPC reported that enrollment statewide is down about 4% at 4-year institutions and about 7% at 2-year institutions. PROMISE applications are down 81% and FAFSA applications are down 17%.

12. Board of Governors – no report.

13. New Business – none.

14. The meeting adjourned at 5:11 p.m. to reconvene on Monday, January 11, 2020.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
From: Jennifer Steele, Chair, Faculty Senate Curriculum Committee
Date: November 16, 2020
Re: New Courses Report

Title	College	Credits	Catalog Prerequisites	Catalog Description
DSCI 101: Introduction to Data Science	A&S	3		Introduction and overview of this interdisciplinary field and the skills needed to work as a data scientist. Provides students basic experience in acquiring data, performing very simple analyses, and gaining an elementary understanding of data science.
DSCI 221: Reproducible Data Science using R	A&S	4		Introduction to programming in R and to using RStudio, and using the tidyverse set of packages to learn the basics of a data science pipeline needed to import, clean, transform, visualize and model large amounts of data.
DSCI 222: Data Science Workflows using Python	A&S	3		Continuation of DSCI 221. Introduction to programming in Python, to the basics of building a data science pipeline. Students develop projects using data from various sources to develop and refine their Python skills. Also teaches the basics of terminal mode and use of bash.
DSCI 310: Statistical Machine Learning 1	A&S	3		Focuses on a conceptual understanding of the methods and their implementation using R and Python. Covers linear regression; classification methods (logistic regression, linear discriminant analysis and K-nearest neighbors); resampling methods (cross-validation and bootstrap); model choice methods (subset and stepwise selection, shrinkage methods); dimension reduction methods (principal components analysis).
DSCI 311: Statistical Machine Learning 2	A&S	3	DSCI 310 with a minimum grade of C-	Continuation of DSCI 310. Covers statistical machine learning methods that are not strictly linear, such as models based on splines, tree-structures, support vector machines and unsupervised methods. Emphasizes a conceptual understanding and application of the methods using R and Python.

Title	College	Credits	Catalog Prerequisites	Catalog Description
DSCI 410: Big Data in Practice: Cloud and Parallel Computing	A&S	3	DSCI 311 with a minimum grade of C-.	Extends the R "tidyverse" data manipulation and machine learning pipelines to relational database tables; big data; network data; streaming data. Students will develop their abilities from using RStudio locally on a laptop to using it on a server, with technologies such as Spark.
DSCI 450: Current Topics in Data Science	A&S	3	DSCI 311 with a minimum grade of C-.	Exploration of timely current topics where data science is used; exploration and discussion of biases and other aspects of decisions made as a result of data science tools.
DSCI 480: Capstone in Data Science	A&S	3	DSCI 410 and DSCI 450 with a minimum grade of C-.	Integration and application of the skills and methods acquired through the program to a real data set through group project (development of a data science pipeline).
ENGL 460: Appalachian Englishes	A&S	3	English 102 or English 103 with a C- or better	An introduction for methods and topics in the study of the linguistic, historical, and social patterns of English language varieties in Appalachia through the examination of modern research and the analysis of public perceptions.
HONR 102: Introduction to Honors	A&S	1	N/A	This 1 credit hour course is designed to assist first year Honors students in identifying the knowledge and skills they will need to meet their personal, social, academic, and professional goals as they transition into the Honors College at West Virginia University.
HONR 219: Future Campus Reads	A&S	1		Students in this course will read the five books chosen for the Campus Read Short List. Then, through analysis and discussion, students will make written recommendations to the Provost regarding the benefits and challenges of selecting each book for the Campus Read.
SOCA 632: Introduction to Qualitative Data Analysis Software	A&S	3		This courses examines the basic functions of computer assisted qualitative data analysis software and shows how it can be used to analyze a variety of types of qualitative data. Topics covered include how to open, import, and manage qualitative data, how to code/recode the data, summarize and report it, and perform a wide variety of procedures.

Title	College	Credits	Catalog Prerequisites	Catalog Description
SOCA 640: Quantitative Analysis Using Stata	A&S	3		Interpretation and application of social scientific quantitative data analysis concepts and techniques using Stata. Examination of the basic functions of Stata and shows how it can be used to analyze quantitative datasets. Topics covered include descriptive and inferential statistics, how to manage datasets in Stata, and how to perform a wide variety of statistical procedures using Stata.
FOR 111: Introduction to Land Reclamation	AG&FOR	1		This course is designed to introduce students to the broad knowledge areas associated with land reclamation throughout central Appalachian region. Each weekly learning module will be developed by the local expert for that topic area.
ART 375: Space Atacama Chile	CCA	4		Space Atacama Chile is an adventure art course featuring a 10-day trip to the high-altitude Atacama Desert in Chile and Bolivia. Students learn basic animation and video techniques while investigating themes of space and perception in relation to the Chilean landscape. Students also learn about the history, politics and culture of Chile and the Atacama region.
MUSC 211: Freelance Career Skills for Musicians	CCA	2		This course provides an introductory overview of many of the administrative and technical skills that most musicians will be required to employ throughout a career as a performer, teacher, or composer.
EXPH 777: Journal Club	MED	1	Consent of instructor.	An in-depth examination and discussion of recent publications, research ideas and research projects/data-encompassing topics and research relevant to Exercise Physiology or pathologies resulting from lack of exercise.
IMMB 422: Bioinformatics Resource for Epigenomic Data Analysis	MED	2		The course introduces basic concepts in epigenomic data analysis for several commonly used genome-wide profiling techniques, such as RNA-Seq, ChIP-seq, and DNase-seq/ATAC-seq, and offers hand-on experience for a set of frequently used standalone GUI tools, online databases, and web servers.
PALM 307: Introduction to Histotechniques	MED	1		An introduction to routine histologic techniques, principles, use of instrumentation, and safety practices in the histopathology laboratory.

Title	College	Credits	Catalog Prerequisites	Catalog Description
NSG 600: Financial Management in Healthcare Organizations	NSG	3	None	This course introduces concepts of economics and financial management for health care professionals. Course content includes principles of economics, fundamentals of managed care and health reform, budgets and budget preparation, financial analysis, preparation of business plans and health program grant proposals, and issues relevant to international settings and future trends.
NSG 700: Advanced Pharmacology Pediatric Focus	NSG	3	NSG 706 with grade of C or higher	Examination of the relationship between pharmacologic principles and the selection of pharmacologic agents in altered health states across the lifespan, with a focus on pediatrics. This course lays the foundation for subsequent courses in diagnosis, management, and therapeutic interventions.

To: Faculty Senate Executive Committee
From: Jennifer Steele, Chair, Senate Curriculum Committee
Date: November 16, 2020
Re: Course Changes Report

Field	Old	New
CDFS 250		
Full Title	Research Methods and Data Analysis	Research Methods
Transcript Title	Research Methods/Data Analysis	Research Methods
Catalog Description	Overview of principles and methods of CDFS research; developmental research challenges and strategies; descriptive statistics and statistical inference (hypothesis testing).	This course provides an overview of principles and methods of quantitative and qualitative research; developmental knowledge and strategies needed to read, interpret, and evaluate the quality of research reports.
Justification for Course Change	Transitioning course from GEC to GEF	This edit is in response to the TACo pilot program. The course title, catalog description, textbook, and learning objectives are modified. These modifications better align with the purpose of the course, which is required for all CDFS majors
CSAD 442		
Catalog Prerequisites	CSAD 440 or consent.	
Justification for Course Change		CSAD440 is no longer a required course so it should not be a pre-requisite for this course.
ECSE 311		
Course Code	SPED 311	ECSE 311
Subject Code	SPED - Special Education	ECSE - Early Childhood Special Education
Justification for Course Change		Prefix change from SPED-ECSE

ECSE 312

Field	Old	New
Subject Code	SPED - Special Education	ECSE - Early Childhood Special Education
Full Title	Differentiated Instruction for Young Children	Differentiated Instruction for Young Children with Special Needs
Catalog Description	Individualized instruction for young children with special needs in early childhood education programs through curriculum modifications, instructional adaptations, and environmental accommodations.	This course is designed to prepare future general and special education teachers to differentiate instruction for students with exceptional learning needs. The course emphasizes the utilization of an individualized, data based decision-making process in the organization, adaptation, and implementation of methods, materials, and curriculum.
Course Code	SPED 312	ECSE 312
Justification for Course Change		Prefix change from SPED to ECSE-this will reflect the trend in the field and clearly signify the focus on early childhood special education

ECSE 314

Catalog Description	Policies and practices for center-based early childhood special education for young children from ages 3-6; individual education plans to promote early learning and child-peer interactions in preschool settings.	This course is designed to examine policies and practices for center-based early childhood special education for young children from ages 3-6, and individual education plans and intervention programs to promote early learning and child-peer interactions in preschool settings.
Course Code	SPED 314	ECSE 314
Subject Code	SPED - Special Education	ECSE - Early Childhood Special Education
Catalog Prerequisites	SPED 312.	Passing scores on all components of Core Praxis; successful completion of SPED 304 and SPED 312
Justification for Course Change		Prefix change from SPED to ECSE-this will reflect the trend in the field and clearly signify the focus on early childhood special education. Updated course material.

Field	Old	New
ECSE 315		
Full Title	Home-Based Programs Early Intervention	Home-Based Programs for Early Intervention
Catalog Description	Policies and practices for home-based early intervention for young children with special needs from 0-3; individual family service plans and intervention programs to support early development and family interactions in the home settings.	This course is designed to show policies and practices for home-based early intervention for young children with special needs from ages 0-3; individual family service plans and intervention programs to support early development and parent-child interactions in the home setting.
Course Code	SPED 315	ECSE 315
Subject Code	SPED - Special Education	ECSE - Early Childhood Special Education
Catalog Prerequisites	SPED 312.	SPED 304.
Justification for Course Change		Prefix change from SPED to ECSE-this will reflect the trend in the field and clearly signify the focus on early childhood special education
ECSE 316		
Course Code	SPED 316	ECSE 316
Subject Code	SPED - Special Education	ECSE - Early Childhood Special Education
Catalog Prerequisites		SPED 312 and SPED 304
Justification for Course Change		Prefix change from SPED to ECSE-this will reflect the trend in the field and clearly signify the focus on early childhood special education
ECSE 317		
Catalog Description	Developmentslly appropriate use of technology in early childhood education programs; assistive devices and services to accommodate young children with special needs; integration of technology into curriculum to address early learning standards.	This course is designed to prepare future general and special education teachers to differentiate instruction for students with exceptional learning needs. The course emphasizes the utilization of an individualized, data based decision-making process in the organization, adaptation, and implementation of methods, materials, and curriculum
Course Code	SPED 317	ECSE 317
Subject Code	SPED - Special Education	ECSE - Early Childhood Special Education
Catalog Prerequisites		SPED 304
Justification for Course Change		Prefix change from SPED to ECSE-this will reflect the trend in the field and clearly signify the focus on early childhood special education

EDP 614

Field	Old	New
Catalog Description	Extension of basic concepts of statistical models, design of experiments, multiway classification models, factorials, split plot design, simple covariance, orthogonal comparisons, multiple linear and nonlinear regression and correlation analysis, chi-square and nonparametric statistics.	Statistical methods for education research (Part 2). Covers analysis of variance models and extensions, including two-way, repeated measures, and mixed ANOVA and analysis of covariance, as well as correlation and multiple regression, foundations of mediation and moderation, and logistic regression. Major focus on applied practice, interpretation, and reporting. Emphasizes conceptual and procedural understanding.
Catalog Prerequisites	EDP 613.	EDP 613
Justification for Course Change		The submitted changes focus on the course description and learning outcomes for EDP 614. These changes are proposed to update and more accurately reflect the scope and sequence of the course as well as to facilitate the connection between EDP 613 and EDP 614.

FIS 386

Catalog Prerequisites	FIS 201 and CHEM 235 and CHEM 236 and completion of one of the following sets of courses: (FIS 301 and FIS 302 and FIS 303 and FIS 335) or (FIS 340 and FIS 341) or (BIOL 432 and BIOL 434) with a minimum grade of C- in all.	FIS 385 and one of the following sets of courses: (FIS 302 and FIS 303) or (FIS 340 and FIS 341) or (BIOL 432 and BIOL 434) with a minimum grade of C- in every course.
Justification for Course Change	The changes in credit hours allow flexibility for students in the different tracks (forensic biology, forensic chemistry, forensic examiner) that align plans of study with post-baccalaureate aspirations, within the 120 hour undergraduate degree. The prerequisites are necessary so the student is fully prepared for the Forensic Identification Internship	Taken after students successfully complete FIS 385, the internship preparation course, FIS 386 is the course students take to enhance students' internship experience and professionalization

Field	Old	New
HIIM 231		
Catalog Prerequisites	CS 101 with a minimum grade of C-.	CS 101
Justification for Course Change	This change is to add the course to Potomac State College. PSC is creating a 2-year program in HIIM based on the courses in the WVU Morgantown program to enable students to seamlessley transfer to WVU Morgantown to continue their education.	Updating prerequisite grade requirement.
NSG 471		
Catalog Prerequisites	NSG 362 with a minimum grade of C-.	NSG 361 and NSG 362 with a minimum grade of C-.
Justification for Course Change	To bring the information in the CIM system in line with school requirements.	Prerequisites were listed incorrectly in CIM. This is a prerequisite correction only.
NSG 475		
Catalog Prerequisites	NSG 333 and NSG 371 and NSG 372 and NSG 461 and NSG 465 and PR or CONC: NSG 471 with a minimum grade of C- in all.	NSG 465 with a minimum grade of C-. Must be taken in the last semester of the program.
Justification for Course Change	The prerequisite requirement has been in place for a number of years, but has not been reflected in the CIM system.	Prerequisites were listed incorrectly in CIM. This is a prerequisite correction only.
NSG 704		
Catalog Prerequisites		none
Justification for Course Change		This course was used in the BSN to DNP program. The BSN to DNP program was recently differentiated, and is now offered as two stand alone programs (MSN and DNP). The course will now be used in the stand alone DNP program and has been updated with content required to meet the DNP Essentials and requirements.

Course Deactivations

Course	Course Title
BIBY 615	Methods of Research
RELG 105	Introduction to Issues in Religious Studies

To: Faculty Senate Executive Committee
From: Jennifer Steele, Chair, Faculty Senate Curriculum Committee
Date: November 16, 2020
Re: Capstone Courses Report

Capstone Courses

		How will students demonstrate each of the following abilities			Capstone Comments	
Title	**College**	**Gather material independently, as needed.**	**Think critically about and integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers.**	**Reflect on the ethical (or societal) issues that are implicit in their project and/or their project's design.**	**Please describe briefly how the written component of the Capstone Experience in the course(s) listed above is completed.**	**Please describe briefly how the oral component of the Capstone Experience in the course(s) listed above is completed.**
DSCI 480: Capstone in Data Science	A&S	Students will select a data science topic and acquire data to investigate research questions.	The project will use skills acquired in DSCI coursework to build a data science pipeline and students will think critically to decide which methods to use to analyze the data, to practically conduct the analysis using specific data science tools, and to present conclusions.	Building on previous coursework, ethical aspects of the data collection and inference must be addressed in the project.	Three reports building up to a final report constitute 70% of the total grade. In addition, each student must provide a weekly written update for the instructor (a graded assignment).	There is a required poster presentation which includes an oral component.

TO: Faculty Senate Executive Committee
FROM: Jennifer Steele, Faculty Senate Curriculum Committee Chair
DATE: November 16, 2020
RE: Graduate program reviews from Graduate Council, October 22, 2020

1. Program proposals

   a. **New Certificate**: Petroleum Data Analytics (Key 1201)

      Graduate Council action: Approved

   b. **New Major:** MS Petroleum Data Analytics (Key 1212)

      Graduate Council action: Approved

   c. **Program Change:** MS Speech-Language Pathology (Key 665)

      Graduate Council action: Approved

Standing Committee

Inclusion and Diversity

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Stefanie	Hines		Teaching Assistant Professor	Davis	No	Chair-Elect

To: Faculty Senate
From: Jessica Vanderhoff, Chair, Faculty Senate Teaching & Assessment Committee
Date: November 17, 2020
Re: eSEI Instructor Reports

eSEI Instructor Reports

1. Motion passed – With regard to the eSEI Dashboard, it is recommended that the most recent three semesters of eSEI reports remain on the "Current" dashboard. All older reports will be available under the "Archived" tab.

2. Motion passed – It is recommended that ITS run two eSEI Instructor reports per semester. One report at midterm for 8-week and shorter courses (with locked grades) and the second at the end of the 16-week semester.

To: Faculty Senate
From: Jessica Vanderhoff, Chair, Faculty Senate Teaching & Assessment Committee
Date: November 17, 2020
Re: Plus/ Minus Grades Resolution

Copied from the Faculty Senate Meeting Minutes from February 2020

Lena Maynor, former Faculty Senate Chair, provided an update on plus/minus grading. In 2017, at the request of the Student Government Association, the Faculty Senate recommended incorporating plus/minus grades into the GPA calculation. However, an analysis by the Office of the Provost indicates that about 32 percent of students would see their GPA decrease with the incorporation of plus/minus grades. A number of those students would drop below the threshold to qualify for the PROMISE scholarship, admission to WVU graduate school, or Title IV financial aid. As a result of the analysis, SGA has rescinded their request.

The following motion was made and seconded: In May 2017, Faculty Senate voted to support counting plus or minus grades in GPA for undergraduate students. In light of the fact that Student Government Association has withdrawn its original support for the proposal to count plus or minus grades in the GPA for undergraduate students, and in light of the new information shared by the Provost's Office concerning the detrimental effects of counting plus/minus grades in the GPA for many of our students, Faculty Senate rescinds its vote as reported in May 2017. Motion carried. A motion was made and seconded to support the Provost's Office proposal NOT to count plus or minus grades in the GPA for undergraduate students. Motion carried.
A motion was made and seconded that the Faculty Senate recommend that the Provost's Office do away with faculty's ability to give plus or minus grades so that they can only give the letter grade that will be counted in the GPA. A motion was made and seconded to table the question. Motion to lay the question on the table carried. A motion was made and seconded to assign responsibility for investigating faculty's ability to do away with plus/minus grades to the Teaching and Assessment Committee. Motion carried.

Copied from the TACO 2019 – 2020 Annual Report:

During the Spring 2020 Semester, TACO voted in favor of removing the option of assigning plus/ minus grades in STAR.

Resolution on Plus/ Minus Grades

SUBJECT: Assigning Plus/ Minus Grades

PRESENTED BY: Faculty Senate Teaching & Assessment Committee

AUTHOR: Jessica Vanderhoff, Chair, Faculty Senate Teaching & Assessment Committee

WHEREAS, WVU Instructors have the availability to assign plus/ minus grades, but only the letter grades A, B, C, D, and F are used by the University Registrar to calculate student grade point averages, and

WHEREAS, plus/ minus grades are therefore only symbolic rather than a true numeric value in the calculation of student grade point averages, and

WHEREAS, the Student Government Association has withdrawn its original support for the proposal to count plus or minus grades in the GPA for undergraduate students, and

WHEREAS, the Provost's Office supports the proposal not to count plus or minus grades in the GPA for undergraduate students, and

WHEREAS, the Faculty Senate supports the proposal not to count plus or minus grades in the GPA for undergraduate students, now, therefore, be it

Resolved, that the Faculty Senate Teaching and Assessment Committee:

1. recommends the University Registrar remove the option of assigning plus/ minus grades in the student information system (i.e. Banner/ STAR) with the exception of programs that require plus/ minus grades.

Faculty Senate Teaching & Assessment Committee (TACO) Early Semester Teaching Assessment Summary

November 11, 2020

Prepared by: Jessica Vanderhoff, Chair, TACO with assistance from Kathy Fletcher, Professional Technologist, ITS, and Lisa Castellino, Associate Vice President of Institutional Data & Analytics

This report summarizes the findings from the Fall 2020 Early Semester Teaching Assessment and the Post-Early Semester Teaching Assessment Instructor Survey.

Early Semester Teaching Assessment (ESTA) Pilot

During Academic Year 2019-20, TACO developed the Early Semester Teaching Assessment (ESTA) tool. This short assessment is designed to help instructors gather feedback from students during the first 4 to 6 weeks of a traditional 16-week course assigned to a single instructor. The survey consists of one demographic question, seven agreement questions, and three open-ended questions. To see the survey, click here .

The timing of the assessment is intentional. It gives students an adequate sample of how instructors teach as well as how student learning will be assessed. It not only allows students an opportunity to provide substantive, formative feedback to the instructor but also gives instructors the time to make adjustments in their instructional practice if needed. Additionally, early semester assessments engage students as active participants in their own learning.

During the Fall 2020 semester, participation in the ESTA pilot was voluntarily and required instructors to opt in to participate. ITS administered the tool using the University's Blue course evaluation software. The Fall 2020 version of the tool was designed for traditional 16-week courses assigned to a single instructor.

Between September 14, 2020 and October 1, 2020, 364 WVU instructors or 783 course sections participated in the ESTA pilot. Of the 24,377 students enrolled in these course sections, 12,211 students (or 50.1%) responded to the survey. [1] Morgantown Campuses (Downtown, Evansdale, HSC, and Law) represented 86% of total section participation; the remaining 14% came from Potomac State College and WVU Tech.[2] Approximately 36% of participating sections were at the 200-level. Instructor participation was primarily distributed across three ranks - Assistant Professors (25%), Associate Professors (22%), and Graduate Assistants (18%). For a complete

[1] The higher than average response rate may be attributed to one or more of the following: voluntary participation in the Pilot, survey timing (i.e. early in the term), and/ or instructors dedicating time to explain the purpose of the assessment to students, how assessment feedback is used, and who benefits from the feedback received. See Chapman, D. D., & Joines, J. A. (2017). Strategies for Increasing Response Rates for Online End-of-Course Evaluations. *International Journal of Teaching and Learning in Higher Education*, *29*(1), 47–60.

[2] Campus participation could have been impacted by WVU's Return to Campus plans and the respective changes to the academic calendar.

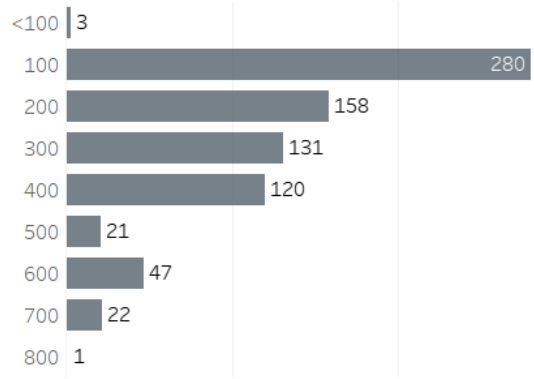
breakdown of participation by campus, college, and course level, see *Participation Breakdown & Response Rate*.

Participation Breakdown & Response Rate

	# of Course Sections (opted in)	# of Students Invited	# of Student Responses	Response Rate (%)
MTown	673	22,381	10,994	49.1%
PSC	87	1,605	1,015	63.2%
WVU Tech	23	391	212	54.2%
Grand Total	783	24,377	12,221	50.1%

Participation by Course Level

(Count of Sections)

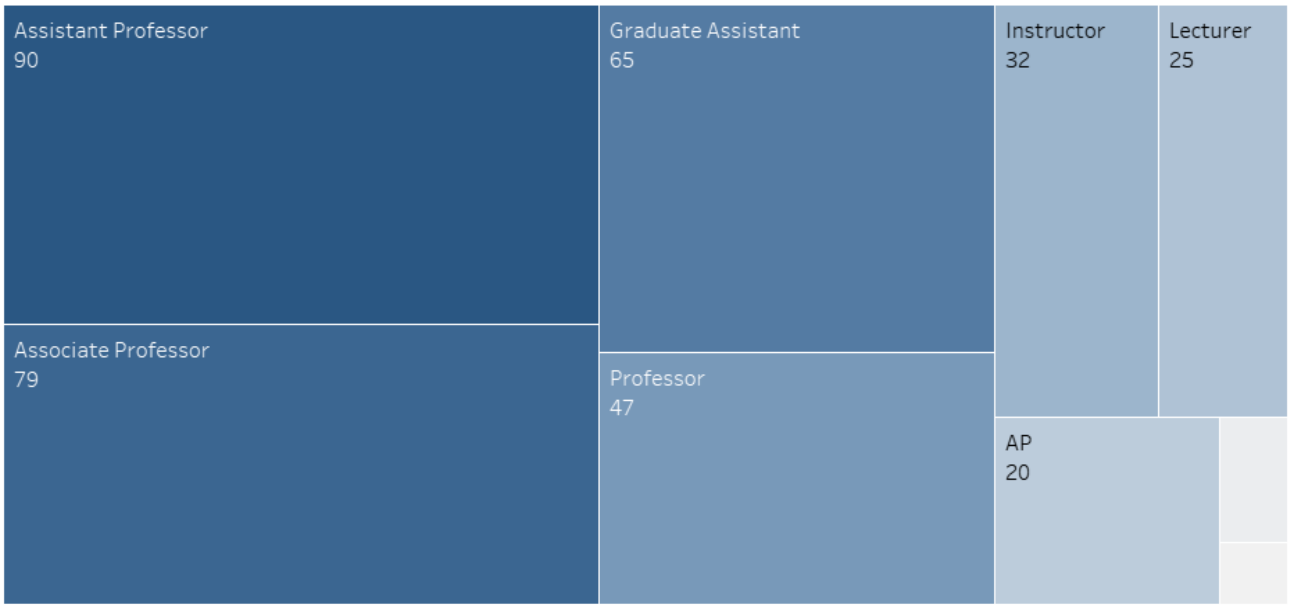


Participation by College

MTown	Eberly	254
	Statler	105
	Education & ..	82
	Chambers	53
	Davis	48
	HSC	29
	CPASS	29
	Academic Af..	27
	Reed	22
	Creative Arts	16
	Law	8
	Total	673

PSC	Arts and Sciences	58
	University College	7
	PSC Course	5
	Human Resources ..	4
	A&S - World Lngs L..	4
	Creative Arts	3
	A&S - Physical Scie..	3
	Nursing	1
	Medicine	1
	Engineering & Min..	1
	Total	87
WVU Tech	WVUIT Course	9
	Arts and Sciences	6
	Physical Education	4
	Engineering & Min..	3
	Nursing	1
	Total	23

Participation by Instructor Rank/ Title



Fall 2020 Scores

Scores are intentionally omitted from this report because the instrument's purpose is to provide instructors with data to make informed course improvements. The instrument is not for program or institutional assessment, It should be noted that in spite of all the disruptions of COVID-19, instructors received a mean score of >4 on a scale of 1 (strongly disagree) to 5 (strongly agree) in all but one of the seven categories. WVU instructors scored highest in the categories of communicating course goals and expectations as well as fair and appropriate graded assignments.

Post-Early Semester Teaching Assessment Instructor Survey

On October 15, 2020, TACO distributed a post-assessment survey to all instructors assigned to a credit-bearing course during the Fall 2020 semester; 479 instructors completed the survey. The survey included two questions sets: one for Pilot participants (n= 188) and a second for nonparticipants (n=291). To see the survey click here. The purpose of this survey was to ascertain the following:

- what changes did participant instructors make to their teaching as a result of student feedback;
- what reasons did non-participant instructors give for opting out of the Pilot; and
- suggestions for future versions of the Assessment.

Findings from Instructors Who Participated in the Pilot

Of the 188 instructors who participated in the ESTA pilot and responded to the Post-Assessment Survey, 114 instructors indicated that *they made changes to their course(s) as a result of the student feedback received from the ESTA.* Three themes emerged from the analysis of the open-ended comments (n=111).

1. Style of communication

Most instructors who noted communication changes contextualized them by style. Due to the online environment, not surprisingly, faculty leveraged technology such as polls or Google Jamboards into Zoom sessions to help students communicate their experiences. Others also noted the success of employing multiple methods such as print, video, email, and discussion boards.

2. Frequency of communication

Participants provided a range of examples of how they provided feedback and solicited it from students. Some instructors expanded online office hours to allow students to 'check in.' Others implemented Q&A style quizzes or additional methods allowing students to give more 'real time' feedback. A few instructors set aside time during the class period to address student questions and/or needs. How often instructors used these approaches was not clear in all cases, but they reported an increase in their frequency.

Although not the majority of instructors, a large number indicated they added a synchronous component to their asynchronous course. Based on student feedback, these instructors believed that students appreciated the set time for formal discussion or practice time.

3. Delivery of Content

Many instructors noted they employed a variety of instructional techniques that they do not typically employ. Examples included: "…added more animated video…", "…data visualizations…", "…video solutions to practice problems…", and "…weekly announcements and communicating learning outcomes…". Academic discipline or course content influenced what, and to what degree, the new techniques were utilized. Instructors were mixed on their self-assessment on how well these techniques fared but usually erred on the positive side. PowerPoint slides were the most frequent approach mentioned.

Of the 70 instructors *who did not make changes to their course(s) as a result of the student feedback*, the survey asked if the assessment results in any way informed or affected their approach to teaching the course. Again, three themes emerged from the open-ended comments:

1. Confirmation

The overwhelming majority of participants noted the assessment results affirmed what they already suspected: they "were on track" and would "continue what I am doing." A small group noted the assessment gave them feedback on items that need changing such as assignment timing and increasing ways to engage students.

2. Lack of Participation

A few participants noted they had difficulty getting students to participate in the assessment.

3. Dissatisfaction

A small number of participants were quite vocal about their displeasure concerning the assessment in the first place and felt it was another form of administrative overreach.

Following the questions about course improvements/ changes, participants were asked if there are additional survey questions (or topics) they would like TACO to consider for future Early Semester Teaching Assessments. We received 73 responses; upon analysis, two themes emerged:

1. No changes necessary

The majority of participants indicated they saw no additions or changes to assessment as necessary. They also shared no additional ideas for topics.

2. Survey Construction

A minority of participants noted the assessment could use some retooling. Examples of changes included "…allow the instructor to choose questions that directly related to the class…" And, as one participant succinctly put it:

Something that assesses how much they feel they've learned so far and ask them to reflect on what contributed to them learning or not in the class. Perhaps instructors' effectiveness. Some questions assessing their engagement (such as the older How many hours a week did you spend on out-of-class activities, such as studying, homework, etc.?). Questions assessing how much the current situation (i.e., restrictions in in-person classes or online delivery modes) affect their opinions.

Finally, when asked if instructors plan to use the ESTA tool in future semesters, 132 participants indicated “yes”, 41 “unsure,” and seven “no.”

Findings from Instructors Who Did *Not* Participate in the Pilot

Instructors who did not participate in the ESTA but did respond to the Post-Assessment survey were asked why they chose not to participate in the pilot. From a list of eight standardized statements, respondents were to select all that applied.

Reason for not participating:	Count
I was reluctant to adopt a new assessment in the midst of the COVID-19 and its disruption on teaching and learning.	86
I did not feel that the survey results would be helpful to my instruction or course.	53
I already have an early semester assessment embedded into my course(s).	51
I was unaware of the Early Semester Teaching Assessment.	44
The timing/ survey window of the Early Semester Teaching Assessment did not work for my course(s).	44
I was not given enough notice/time to adopt the Early Semester Teaching Assessment.	34
The inability to customize the question bank dissuaded me from deploying the survey.	25
The survey was not designed for courses with multiple instructors.	15

In addition to these statements, instructors were given the opportunity to elaborate. Seventy-one instructors provided additional feedback. The analysis is as follows:

1. “Who has the time?”

The most frequent type of feedback related to availability of time to conduct or participate in the pilot. The primary reason was the overwhelming sense of pressure related to COVID-19 for the instructors and students. Some instructors noted time is always a factor, but COVID-19 brought the challenge into sharp relief. As one said “Honestly, the biggest reason was that I was swamped and barely keeping my head above waters (I'm still feeling a bit like that, but less so.)” Another participant wrote: “COVID-19 has taken a great deal of my time and even getting me to look over the assessment took time I didn't think I had.” Another said, “I'm way too busy because of the pandemic to introduce another novel thing into my semester.”

2. "Who is this effort really serving?"

Some instructors did question both the purpose of the pilot and whom it was meant to serve. There were a few statements related to the perceived structural inequity present in the work. As one faculty member stated "SEIs are already biased against minorities and women and during this pandemic it seems like a way to disrupt and cause more stress on faculty and instructors." And another noted the consequence of not adopting changes students advocate for "…what if one or a minority of students advocates for change that you don't adopt? It seems to me that will result in lower SEI scores at the end of the semester." Others felt this effort was a top down administratively driven project versus a faculty-driven one. As a result, they noted: "This seemed like yet another petty bureaucratic attempt to address something that requires sustained infrastructural changes in the culture here." The notion of infrastructural changes (or more concisely, the lack of commitment to this effort as perceived by a few participants) was echoed a few times. Some respondents indicated their unwillingness to conduct the assessment due to the perceived inability to make any structural changes. One participant noted the "…inability to honor the change."?

3. "The effort doesn't seem valuable"

Some participants questioned whether this type of assessment, or assessment in general, was warranted and/or useful. For those who expressed doubt, many indicated they were already asking students, as part of regular feedback, to check in. Size does seem to play into being able to do this routinely. As one participant noted, "I teach small classes and check in with the students each week to get feedback on how they're doing and their perceptions of how the class is going. We work together to come up with creative solutions to any and all challenges."

Next Steps

Considering the feedback received from the post-assessment survey, TACO will implement the following changes in an effort in increase Spring 2021 participation:

1. Modifications to the Survey

- TACO, with the assistance of ITS, will deploy multiple ESTA "projects" or, in other words, create two survey windows to accommodate 8-week as well as 16-week courses.
- To allow for greater customization, instructors will be able to create one customized open-ended and/ or one Likert Scale question.

2. Targeting Course Sections for Spring 2021 Participation

- During Spring 2020, the ESTA working group identified specific courses across the University representing a cross section of offerings (i.e. major/ GEF courses, courses taught by instructors of various ranks, class size, etc.). Due to COVID, TACO did not target particular course sections during the Fall 2020. We do, however, plan to contact program coordinators in an effort to increase participation during Spring 2021. Participation will continue to be voluntary.

3. Additional ESTA Documentation

- Calendar identifying the specific survey windows for both the 8-week and 16-week assessments.
- Directional handouts outlining how to opt into the survey, directions for students, and other FAQs.
- ITS will send four automated email reminders regarding the ESTA.
    - Instructors will receive an initial email to opt into the ESTA and one reminder.
    - Students enrolled in one or more participating course sections will receive an initial email with the ESTA survey link and one reminder.