

Minutes
West Virginia University Faculty Senate
Monday, April 11, 2016

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

Members Present:

Abate, M.	Crawford, A.	Hauser, D.	McCusker, B.	Ryan, K.
Bass, A.	Crosno, J.	Hengemihle, B.	Merrifield, J.	Scott, H.
Benedito, V.	Culcasi, K.	Hileman, S.	Montgomery-Downs, H.	Shockey, A.
Bergner, G.	Davari, A.	Hodge, J.	Myers, S.	Sperow, M.
Bernardes, E.	Davis, D.	Hutson, Z.	Nicholson, R.	Srivastava, A.
Billings, H.	DiBartolomeo, L.	Jacknowitz, A.	Nutter, R.	Stimeling, T.
Bonner, D.	Dietz, M.	Jaczynski, J.	Orlikoff, J.	Stolzenberg, A.
Boone, D.	Donley, D.	Kiefer, A.	Post, E.	Tu, S.
Boyd, J.	Elmore, S.	Kirby, B.	Prudhomme, J.	Turton, R.
Brock, R.	Eschen, E.	LaBarbara, J.	Rakes, P.	Valenti, M.
Bryner, R.	Famouri, P.	Lee, S.	Reddy, R.	Vona-Davis, L.
Burt, A.	Fint-Clark, R.	Li, B.	Reymond, R.	Waterson, R.
Campbell, L.	Fisher, S.	Mandich, M.	Riedel, B.	Weihman, L.
Claycomb, R.	Gannon, K.	Martucci, A.	Rockett, I.	Widders, E.
Clement, D.	Giacobbi, P.	Maynor, L.	Rowlands, A.	Wietholter, J.
Connors, J.	Haines, K.	Mays, M.	Ruscello, D.	Wilson, M.
Cottrell, L.	Harris, T.			

Members Excused:

Attaallah, A.	Fuller, E.	McTeer, M.	Proudfoot, C.	Sowards, A.
Bowman, N.	Ibrahim, M.	Mitchell, M.	Regier, M.	Tou, J.
Brazaitis, M.	Kleist, V.	Murphy, E.	Ryan, E.	Walter, S.
Cronin, A.	Lieving, G.	Murray, P.	Scott, D.	Weed, S.
Downes, M.				

Members Absent:

Bowen, E.	Davis, D.	Kuhlman, J.	Rose, T.	Theeke, L.
Burnside, J.	Floyd, K.	Lively, M.	Salm, A.	Tippets, W.
Carpenter, R.	Gilleland, D.	Lofaso, A.	Schaefer, G.	Utzman, R.
Cohen, S.	Knight, J.	Mucino, V.	Shrader, C.	Wilcox, G.

Faculty Senate Officers Present:

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

2. Chair Turton moved for approval of the minutes from the Monday, March 7, 2016 meeting.
Motion carried.
3. President E. Gordon Gee reported the following:
 - He attended the student led performance of “HUSH,” which was presented as part of WVU It’s On Us Week. Our students have been tenacious in their efforts to end sexual assault on campus.

- Life sciences startups have a new home with the launch of the Health Sciences Innovation Center. The center will help medical scientists turn their ideas into marketable solutions by providing connections to industry, capital, and mentoring.
- We have joined with Case Western Reserve University, the University of Pittsburgh, and Carnegie Mellon University to form the Tri-State University Energy Alliance. The Alliance, which is dedicated to research that will accelerate energy innovation, will provide collaboration opportunities for our faculty, research staff, and students.
- One of our most successful programs is HSTA (Health Sciences Technology Academy), which reaches underrepresented students in West Virginia. A \$100,000 grant from the Annie E. Casey Foundation will enable WVU to assist other states in replicating our HSTA model. 89% of HSTA students earn a 4-year degree or higher, and over 90% remain in West Virginia after graduation.
- Two members of the Faculty Senate were among six recipients of the 2016 WVU Foundation Award for Outstanding Teaching. He congratulated Nick Bowman, associate professor of communication studies, and Dennis Ruscello, professor of communication sciences and disorders.
- The WVU Soils Judging Team won the 2016 National Collegiate Soils Contest.
- Student teams from the College of Business and Economics placed second in the Society for Human Resource Management Case Competition in Omaha and placed third in the BIG 12 MBA Case Competition in Norman, Oklahoma. Matt Brumley was named best individual presenter at the Big 12 competition.
- The Cyber Security and Forensics Club was one of just 8 teams to qualify for the Mid-Atlantic Collegiate Cyber Defense Competition at Johns Hopkins University.
- We have had several stories lately about problems with our Greek community. In an interview with the Charleston Gazette-Mail, Roy Baker, associate dean of students and director of Greek Life, commented that some of the problems we are hearing about indicate that students are taking responsibility for disciplining themselves. We believe we are making real progress, but culture change takes time. We are holding ourselves and our students to very high standards. President Gee commended the nearly 1000 Greek Life student who participated in a day of service on April 2.
- The legislature is at a budget impasse. We are working hard to make sure our issues are paramount, and feel confident that we are very well represented and enjoy a tremendous amount of support. We continue to explore all of the various options we have as an institution.

4. Provost Joyce McConnell reported the following:

- Lisa DiBartolomeo was named runner-up for the Faculty Merit Foundation 2015 Professor of the Year Award.
- She asked everyone to make their constituents aware of on-going renovations at the Coliseum, and asked that they act as ambassadors for the University in accommodating family and friends during commencement ceremonies and activities.
- Three important conferences were held in the past few days. The first was held by the governor at Chief Logan State Park and focused on economic development for the southern part of the state. The second, in Charleston, was held by TechConnect and featured Intuit president and CEO Brad Smith. That conference focused on what can be done to expand the technology economy in the state. The third conference was held at the College of Law and

focused on the economic impacts of the coal industry's collapse and what can be done to support the state.

- She attended the Big 12 Provosts meeting at Oklahoma University. Most helpful to her was the day that the provosts spent sharing budget strategies and strategies for student retention.
 - We expect that 20% of the incoming freshman class will be honors students.
 - The ASPIRE office has seen a 200% increase in the number of students coming to the office for information on applying for scholarships and fellowships.
 - Our School of Theatre & Dance hosted the Mid-Atlantic Conference of the American College Dance Association.
 - She encouraged everyone to attend the opening of the Art Museum's new exhibition titled "Independent Vision: Self-taught Artists from Appalachia," on April 15 from 7:30 to 9:00 p.m. The exhibit features works collected by Ramona and Millard Lampell.
5. Narvel Weese, Vice President for Administration and Finance, provided an overview of the issues being addressed by the twelve SWOT teams. The teams are charged with identifying \$45 million in cost savings and revenue generation over the next five years.
6. Chair Turton reported the following:
- He is serving on SWOT team 11, which is chaired by Sue Day-Perroots and is charged with transforming the support of general education and improving quality measures.
 - The search committee for the ombudsperson has completed its work and has recommended a candidate to the provost.
 - He attended the ceremony to raise the Centenary Time Capsule, which was buried in 1991 in conjunction with the centennial anniversary of WVU's first woman graduate. President Gee, Provost McConnell, and Secretary of State Natalie Tennant provided comments at the ceremony.
 - The calendar committee has been meeting. A proposed calendar will be presented at a future Faculty Senate meeting.
7. The candidates for Faculty Senate Chair-Elect, Rebecca Fint-Clark and Matthew Valenti, addressed the Senate. Annex IA.
8. There are 2 people who have declared their candidacy for BOG representative from the health sciences or extension: Heather Billings and Joe Prudhomme.
- In response to a call for nominations from the floor, Bob Griffith nominated Stan Hileman. Nominations may also be submitted to the Faculty Senate Office before the close of business on May 2, 2016.
- Prior to the election, candidates for BOG representative will present personal statements at the May 9 Faculty Senate meeting.
9. Matthew Valenti, Chair, Curriculum Committee, moved for approval of the following reports:
- Annex I, New Courses Report. Motion carried after DANC 201 was withdrawn from the report for further review.
 - Annex II, Course Changes Report. Motion carried.
 - Annex III, Capstone Courses Report. Motion carried.

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

Consent Agenda items: Curriculum Changes to the BS in Agribusiness Management, Environmental Management Major, and AOE in Soil and Water Sciences. Motion carried after the program title for the Environmental Management Major was corrected to Environmental Protection.

Information item: Minor in Nutrition and Food Studies. Report filed.

Dr. Valenti reported that there is now a process in place to try to harmonize course catalogs across the multiple campuses. Nigel Clark is taking the lead on engineering and computer sciences classes, and Sue Day-Perroots is taking the lead on all other courses. For a course that has the same number on multiple campuses, there will be an attempt to reconcile them with a common set of expected learning outcomes, course descriptions, and prerequisites. Failing that, one of the courses will have to be assigned a new number. The deadline for completing this project is October 1, 2016. An annex listing all courses that have been changed as a result of harmonization will be presented to the Faculty Senate in September.

10. David Hauser, Chair, General Education Foundations Committee, reported that the committee is continuing to make progress on creating new SEI questions related to the GEF. They have also starting reviewing new applications, which is causing the committee to revise the application process. In addition, the committee is developing GEF definitions in order to provide more guidance to faculty in submitting course proposals.
11. Jon Cawthorne, Dean of University Libraries, provided an update on accomplishments, current projects, and future plans for the University Libraries.
12. Roy Nutter, ACF Representative, reported that further budgets cuts will have a severe impact on other state schools. One of the technical schools imposed a 15% salary reduction for administrators and a 6% reduction for faculty effective April 1st. He is confident in our administration and in WVU's ability to manage budget challenges.
13. Robert Griffith, BOG Representative, reported that the Board of Governors will hold committee meetings on April 14 and the full open board meeting on April 15, 2016. He, Richard Turton, Jennifer Merrifield, and Paul Rakes will present the annual faculty constituency report.
14. Chair Turton presented Annex V, Results of Faculty Senate Election. Report filed.
15. New Business – none
16. The meeting adjourned at 4:19 p.m. to reconvene on Monday, May 9, 2016.

Judy Hamilton
Office Administrator

Rebecca M. Fint-Clark, Faculty Senate Chair-Elect Nominee, West Virginia University

It is truly an honor to have your consideration for election as the Chair-Elect of the Faculty Senate at West Virginia University. I have had the great opportunity to serve as the 4-H & Youth Development Extension Agent in Monongalia County for the past eight years- I have been a faculty senator for six years and a proud member of the Service Committee for seven years. I am currently serving as the Chair of the Service Committee and had served in that role previously. Also, thanks to the voting body of the Faculty Senate, I am currently serving as a member of the Faculty Senate Executive Committee, which I find enlightening and appreciate the better understanding I have gained as a part of this group.

Although often looked at as the “non-traditional faculty member” at West Virginia University or referred to as “field faculty”, it is with great pride that I have the opportunity to fulfill the mission of the land-grant institution model by using expertise and knowledge to educate community members and youth throughout Monongalia County and West Virginia. I reach over 9,000 youth annually with life skill development programming focused on STEM, healthy living, and citizenship. This is conducted via 4-H camps, community clubs, afterschool programs, and school enrichment programs. As a land grant institution, it is my role to serve West Virginia University and our youngest WVU students- 4-H members. I grew up in the small town of Aurora, WV in Preston County and have always been a Mountaineer, but officially so when I started 4-H at the age of 9. With that being said, I feel confident with my expertise in the policies regarding degrees, curriculum, programming, and planning that are associated with the role of Chair-Elect.

Prior to my appointment as an Extension Agent, I served as a Program Specialist with the Mountain region of the Health Sciences and Technology Academy (HSTA) through the WVU Health Sciences Center. I graduated with a Bachelor’s of Science in Physical Education from WVU in 2004 and a Master’s of Public Health from WVU in 2006. Through my experiences as a student, staff member, and faculty member, I have learned much about the needs of the University. If elected as the Chair-Elect of the Faculty Senate, my goals for both Faculty Senate and a member of the Board of Governors would include:

- Continue working to put the greater good of the University population, including faculty, staff, and students, above all else. I would educate myself and others on issues prevalent to the University and work with others to determine the best steps in celebrating accomplishments and resolving challenges.
- Working with committees and committee members to ensure that their goals are being determined and met. I plan to meet with committee members and chairs regularly to work as a team on all aspects of West Virginia University and the responsibilities that come with academic and professional manners.
- Determine modifications that need to be made to the structure of the Faculty Senate, if necessary. I am not afraid of change, if it makes sense to the betterment of West Virginia University. I would plan to meet with individuals from all levels to determine needs, ideas, and values that could benefit faculty, staff, and students at West Virginia University.
- Be a voice of the faculty as a member of the Board of Governors. Provide feedback and suggestions based on faculty needs.

I am proud of the time I have spent at West Virginia University on all levels and take great pride in being a Mountaineer. It would be an honor to represent the faculty, overall, in this capacity. I have the ability to make my voice be heard and believe that my personality and work ethic would prove to be an asset to the Faculty Senate. Thank you for the consideration.

Matthew Valenti, Professor
Lane Department of Computer Science and Electrical Engineering, Statler College
Director, WVU Center for Identification Technology Research (CITeR)

Over the next three years, West Virginia University will encounter significant opportunities and challenges. At the same time that we celebrate our recent accomplishment of being elevated to R1 Research Classification, we face a decline in state funding. It is imperative that the Faculty Senate works with our constituents and the Administration to continue our trajectory from excellence to eminence, despite the realities we must confront, budgetary or otherwise. In my 17 years on the WVU faculty and three terms as Faculty Senator, I have acquired broad experience in the areas of curriculum development, teaching, mentorship, faculty recruiting and evaluation, and research administration that has provided me with the background to Chair the Faculty Senate and serve on the Board of Governors at a time that we need to provide strong support for the University's goal of reaching even higher peaks.

Curriculum Innovation

On the horizon are a number of curricular innovations that require Faculty Senate input and oversight: The transition from GEC to GEF; the opening of WVU-Beckley and the need to harmonize the campuses; the reinvention of the Freshman Experience; the restructuring of Honors; Series 17 and its requirement to publicize Learning Outcomes; the new eSEI. By drawing on my experiences, I plan to support these initiatives while providing opportunities for the Senate to have adequate input. Complementing my chairing experience at the Department and College levels, my recent role as chair of the Faculty Senate Curriculum Committee has helped me understand the needs of programs across the entire university. Serving on the Academic Responsibility Roundtable, whose main output was the GEF proposal, helped me to understand the important role of General Education. I take my teaching seriously and am a proud recipient of the WVU Foundation Teaching Award.

Faculty Recruiting, Retention, and Morale

Moving the University forward means attracting the brightest minds and, as President Gee put it in his March 1st address, keeping our rock stars here – not letting WVU be a launching pad for their world tour. The Faculty needs to work with Administration and the BoG to make sure that, despite budgetary pressures, we prioritize recruiting and retention. My related experience includes chairing P&T and Faculty Search committees, including a search that most recently recruited a cluster of hires in the area of biometrics. In 2014, I was entrusted to serve on the most recent WVU Presidential Search Committee. While salary is a perennial issue, I plan to promote all aspects of faculty welfare, for faculty at all stages of their careers and even into retirement, ranging from healthcare to providing input to the University's revised Safety and Emergency plans. Moreover, if we truly value teaching, we must promote equality of status and job security in our teaching faculty.

In closing, my experiences have provided me with valuable skills and insights that have prepared me to Chair the Faculty Senate and serve on the BoG. While my main objectives are to provide impartial oversight of Senate meetings, maintain a climate of respect for all members of the University community, and work with committees to clarify their charges and streamline their workflows, I have a particular interest in focusing the Senate on its oversight of the important innovations that will keep us on our course towards excellence.

To: Faculty Senate Executive Committee
 From: Matthew Valenti, Chair, Senate Curriculum Committee
 Date: March 28, 2016
 Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
AGRN 120: Principles of Agroecology	AGFOR	3		Agroecology is the study of interactions among organisms and the environment in agricultural systems and broader interactions with the biosphere to meet human needs and provide ecosystem services while minimizing their ecological footprint. We will explore the structure and function of agroecosystems across a range of climate, landscape/soil, and crop and animal components.	The Division of Plant and Soil Sciences recently submitted curricular changes to the agroecology major. These changes include significant changes to course requirements in the major and the merging of our (PSS)major in agronomy into this program. The reworked major needs an overview course to orient students to the field of agroecology and help them connect to the agroecology major and program.
AGRN 480: Field Methods and Case Studies in Agroecology	AGFOR	3	AGRN 120 and PLSC 206 and BIOL 350 and AGRN 410 and ENTO 404 and PPTH 401	This is a capstone course for the Agroecology major. The main goal of the course is to develop independent thinkers and professionals in the field of agroecology, including proficiency in use of field and analytical methods for assessment of the structure and function of agroecosystems and support of management decisions.	This academic year (2015-2016) the agronomy major at WVU will be deleted and the course work will merged into the existing agroecology major. In order to create a capstone experience that fits this reworked major we designed AGRN 480, a course that uses case studies that span the wide range of topics now represented in the new major.
FMAN 523: Advanced Urban Forest Management	AGFOR	3		Introduction to management of tree in developed landscapes (City streets, residential landscapes, parks, and corporate/academic campuses); review of urban forest management; strategies and concepts for urban tree management.	This course will explore how to manage tree resources in urban areas, and as such, it is an important component of the education for graduate students who wish to become urban foresters.
HNF 355: Nutritional Assessment	AGFOR	3	HNF 271	This course will provide students with the knowledge needed to interpret nutrition-related lab values and anthropometric data, identify how nutrition is related to disease prevention, understand clinical and biochemical assessments of nutritional status and how nutritional assessment can be applied in dietetics practices.	The undergraduate program in Human Nutrition and Foods is an accredited Didactic Program in Dietetics (DPD) and this course is necessary to meet revised curriculum standards that are established by our accrediting body. In addition, the course provides important content in nutritional assessment that will better prepare students for the advanced courses HNF 473 and HNF 474.
HNF 364: Nutrition Education Counseling	AGFOR	3	HNF 271	Roles, responsibilities, and limitations of the professional health/nutrition educator in nutrition counseling, guidance and referral, nutrition needs assessment, dynamics of nutrition counseling interaction, and selected counseling techniques.	The undergraduate program in Human Nutrition and Foods is an accredited Didactic Program in Dietetics (DPD), and this course is necessary to meet revised curriculum standards that are established by our accrediting body. It will provide necessary content for students in the area of nutrition counseling.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
RESM 445: Spatial Hydrology and Watershed Analysis	AGFOR	3	RESM 440 or consent	Introduction to applied spatial hydrology using GIS; integrates statistical modeling and terrain analysis; provides insights into water quality and quantity analysis for local and regional watershed scales. (Credit cannot be received for both RESM 445 and RESM 545.)	This course was proposed for three main reasons. One, the interdisciplinary use of GIS in natural resources has expanded into the area of hydrology driven by the availability of nationwide hydrography and climate data. Two, students today in many natural resource science fields are expected to not only know how to analyze spatial data but to analyze it in the applied context of watershed science. And third, because West Virginia is a water "rich" state in terms of water quantity, the opportunity exists to demonstrate how spatial hydrology can help to analyze watershed scale issues. This course will be used in various undergraduate and graduate majors as an elective. It is anticipated that this course will serve students in Forestry Resources Management, Agronomy, Energy Land Management, Wildlife and Fisheries Resources, Environmental Protection, Civil Engineering, Landscape Architecture, Geology, and Geography.
RESM 545: Spatial Hydrology and Watershed Analysis	AGFOR	3	RESM 440 or consent	Introduction to applied spatial hydrology using GIS; integrates statistical modeling and terrain analysis; provides insights into water quality and quantity analysis for local and regional watershed scales. (Credit cannot be received for both RESM 445 and RESM 545.)	This course was proposed for three main reasons. One, the interdisciplinary use of GIS in natural resources has expanded into the area of hydrology driven by the availability of nationwide hydrography and climate data. Two, students today in many natural resource science fields are expected to not only know how to analyze spatial data but to analyze it in the applied context of watershed science. And third, because West Virginia is a water "rich" state in terms of water quantity, the opportunity exists to demonstrate how spatial hydrology can help to analyze watershed scale issues. This course will be used in various graduate majors as an elective. It is anticipated that this course will serve students in many of the fields of study that require the ability to analyze spatial issues of water hydrology and watershed management.
BIOL 475: Neurobiological Diseases	AS	3	BIOL 219	The physiological mechanisms of neurobiological diseases. Impact of neurobiological diseases on society. Standard and experimental treatments. Current research.	This course serves the interest of the many undergraduate students interested in medical or neuroscience careers. This course supports several Learning Objectives of the Biology department such as advancing the ability of students to evaluate how biological structures dictate function and to integrate first principles of biology to understand organism function. This course also supports multiple Learning Objectives of the Biology Neuroscience Area of Emphasis such as fostering the ability of students to understand and integrate cellular and neuronal biophysics and gene regulation to describe the status of the nervous system, as well as to evaluate neuroscience literature. This course will fulfill an elective requirement for Biology majors and minors; it will fill either the Group I (Cell and molecular biology) or Group II (Organismal biology) elective for the BIO-BS; it will count as an elective for the BIOL Neuroscience Area of Emphasis. There is no other neurobiological disease course offered at the WVU undergraduate level.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
DANC 120: Fundamentals of Modern Dance Technique	CCA	2	DANC 100 or consent.	This course is the study of dance at the fundamental level focusing on modern dance technique and performance.	As the Dance Program and new Dance major is developing there is a need for a fundamental level technique class in this genre of dance.
BIOC 701: Biochemical and Oncogenic Signaling	MED	3		This advanced course is designed for upper level graduate students. It will focus on the biochemical and oncogenic mechanisms of cellular signaling. Students will explore the experimental techniques required to understand the scientific literature in biochemistry and cancer cell biology. (cross listed as CCB 701).	Until now, the course has been running on a special topics --- BIOC 791E Biochemical and Oncogenetic Signaling --- and has been cross listed with CCB 701. To provide consistency and balance across the programs, we would like to give BIOC its own distinct permanent course number. In order to ensure sufficient enrollment, the course will continue to be cross-listed with CCB 701.
DMC 660: Introduction to Data Marketing Communications	RCM	3		An overview of the Data Marketing Communications program with a focus on upcoming curriculum and industry trends at large and an overview of campaign management systems available in the market. Course will include specific units on privacy, law and ethics and focus on the many uses of data and the ramifications of misuse.	This course is a required course in the newly approved graduate major of Data Marketing Communications within the Integrated Marketing Communications master's program.
DMC 661: Audience Segmentation	RCM	3	DMC 660	An analytical exploration of how data can be used to break down mass markets into specific, reachable target markets and impact addressable advertising initiatives. An examination of what demographic data and other key indicators can inform successful campaigns, and what data best serves as lines of demarcation in the development of unique market segments to support specific marketing communications goals.	This course is a required course in the newly approved graduate major of Data Marketing Communications within the Integrated Marketing Communications master's program.
DMC 662: Message Customization	RCM	3	DMC 660	An exploration of how data can allow marketing communicators to customize messages to target audiences as small as a single consumer. Students will examine how different messaging strategies impact different advertising and marketing goals and which data can most influence potential messaging strategies. This course will focus on which data can be most effective in developing unique messaging strategies.	This course is a required course in the newly approved graduate major of Data Marketing Communications within the Integrated Marketing Communications master's program.
DMC 663: Brand Data Collection Visualization	RCM	3	DMC 660	An exploration of the benefits of mining your own brand for insights that could influence marketing communications decisions with an emphasis on how that data can be presented visually to key stakeholders for maximum impact. Students will examine the relevant merits of internal versus external data collection and the proper times, sources and processes to engage in either.	This course is a required course in the newly approved graduate major of Data Marketing Communications within the Integrated Marketing Communications master's program.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
DMC 664: Social Media Optimization	RCM	3	DMC 660	An examination of how data from social media can be leveraged to ensure marketing communications reach their intended audiences effectively. This course will focus on both gathering data from social media as well as customization of messages for maximum reach. Students will focus on how marketing communications initiatives succeed and fail and which data sets can best inform their campaigns.	This course is a required course in the newly approved graduate major of Data Marketing Communications within the Integrated Marketing Communications master's program.
IMC 639: Content Marketing	RCM	3	IMC 610	An exploration of how the role of content is evolving in the modern marketing landscape and how to apply different types of content generation to new and traditional marketing channels. Additional topics cover the pros and cons of content marketing vs. traditional marketing as well as processes and tactics to create and implement content marketing strategies	This course is a new elective within the Integrated Marketing Communications Master's program, created in response to high demand from students.
JRL 424: Adventure Travel Writing Photography	RCM	3	JRL 215 and JRL 225	Examples of best practices and ethical considerations of travel and adventure journalism are included in this course, which includes a travel component. Photography and point-of-view videography and appropriate use of digital platforms to present and share journalistic work are included, as are blogging and social media for journalistic purposes and pitching travel pieces to media outlets.	This course provides skills for and insights into the specific journalism genre of travel writing. In addition, it includes a travel component, which seeks to expose students to cultures and areas different from those of West Virginia. Ethical considerations of cultural representation and best practices of research and immersion are included. The course reinforces good writing, point-of-view videography and photography principles, as well as audience engagement considerations.

To: Faculty Senate Executive Curriculum Committee		
From: Chair, Matt Valenti, Senate Curriculum Committee		
Date: March 28, 2016		
Re: Course Change		
Field	Old Value	New Value
SM 675 Fund-Raising and Development		
Title Change	Fund-Raising	Fund-Raising and Development
Description	Provides information to raise money through sales and other financial means. Addresses needs at all sporting levels, from independent team fund raising to fund raising at the professional level.	This course is designed to provide a comprehensive overview for fundraising, development, and donor relations with the understanding of different needs in various sport organizations. Students will learn basic principles and techniques to raise money through sales and other financial means.
Justification for Change to Course		By including "development" component, this class will provide more comprehensive picture to students. Generating the much needed revenue for organizations is possible through developing relationships with potential donors and supporters by implementing various fundraising and developing strategies.

To: Faculty Senate Executive Committee						
From: Matthew Valenti, Chair, Senate Curriculum Committee						
Date: March 28, 2016						
Re: Capstone Course Report						
How will students demonstrate each of the following abilities:						
Title	College	Gather material independently, as needed	Think critically about and to integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:	Reflect on the ethical (or societal) issues that are implicit in their project and/or project's design:	How is the written component of the Capstone Experience completed?	How is the oral component of the Capstone Experience completed?
AGRN 480-Field Methods and Case Studies in Agroecology	AGFOR	Students will be presented with case studies in agroecology followed by time to gather all pertinent information to solve the problems associated with the case study. Students will have the opportunity to integrate ideas and concepts from previous course work while analyzing complex, multi-faceted problems and offering solutions to these problems. Emphasis will be on data and information gathering and analysis, vetting of information resources, evaluation of alternative agroecosystem design and management concepts, and formulation of concise and logical conclusions regarding design and management of sustainable field and forage crop production systems.	The prerequisites for the course include a number of courses in a very broad range of topics. Each case study will - to a certain extent - draw on the accumulated information and knowledge presented in those prerequisite courses. Students will have to combine, merge, and integrate this material to solve the problems associated with the case studies presented in this course.	Agriculture and its interaction with the natural and human environment presents a number of ethical and societal issues and problems. Solving problems associated with the case studies in this course will allow students to test a number of potential solutions including their societal and ethical impact. The causes of problems and opportunities presented in the case studies also allows students to reflect why these problems and opportunities presented themselves to begin with.	Written and oral reports with a synopsis on student findings and solutions to the problems presented in the case studies will be required throughout the course. A total of 8 reports of varying length will be due throughout the course.	The same 8 written reports students will hand in throughout the semester will be presented by individual students or teams to the class.

To: Faculty Senate Executive Committee
 From: Karen Haines, SCC Chair Elect
 Date: 3/28/2016
 RE: Alterations Report

Action: New Subject Code.

Effective Term: Spring 2017

Subject Code	Action	Rationale
ADRC	New subject code	New subject code for Adventure Recreation at WVUIT.

Action: Course Alterations (Minor Changes).

Effective Term: Spring 2017

Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale
BIOS 620	Change course prerequisite and course description	BIOS 620. Applied Linear Models HS. 3 Hours. PR: BIOS 611 and BIOS 612. Mathematically sophisticated introduction to the analysis of continuous data using applications related to public health, including multiple linear regression (selection of predictor variables, diagnostics), analysis of variance, and mixed models.	BIOS 620. Applied Linear Models HS. 3 Hours. PR: BIOS 610 or BIOS 612. Theory and practice of regression analysis. This includes but is not limited to estimation, testing, confidence procedures, the geometry of least squares, regression diagnostics and plots, modeling, model selection, polynomial regression, and collinearity.	While teaching Bios 611 and revising Bios 620 for the MS program in Biostatistics, it seems that Bios 610 will provide sufficient exposure to probability and statistical models for the content of this course. The content of Bios 611 does not provide foundational material for this course. Bios 612 should remain as it will make the course easier for the students and the instructor. Having Bios 611 will be helpful, but not essential. Bios 610 and 612 contain the essential information irrespective of computing software and still has an MS student focus. It will provide more flexibility for students that are trying to do linear algebra and taking Bios 610 in the fall semester. The course BIOS 620 is no longer a required course for the MPH program, but is a required course for the MS program in the Department of Biostatistics. The applied aspects of the course will be retained, but there will be more emphasis on the underlying theory that supports application of these methods. As such, the course description was altered to highlight the essential topics that would be covered.
BIOS 623	Change course prerequisite	BIOS 623. Biostatistical Consulting. 1 Hour. PR: BIOS 610 and BIOS 611. Focuses on the responsibilities of the biostatistician as a consultant. Discussion topics include consulting models, interpersonal communication, ethics, common client types, time management, and other issues.	BIOS 623. Biostatistical Consulting. 1 Hour. PR: BIOS 610 or BIOS 601. Focuses on the responsibilities of the biostatistician as a consultant. Discussion topics include consulting models, interpersonal communication, ethics, common client types, time management, and other issues.	With the addition of the MS in Biostatistics, MPH Biostatistics student no longer enroll in BIOS 610 but are required to take BIOS 601. However, BIOS 623 is required for both MS and MPH Biostatistics students. This course is the basics of Biostatistical consulting which does not require advanced knowledge but the basics provided in BIOS 601 or BIOS 610 are sufficient to succeed in this course. Additionally, adding "OR BIOS 601" to the prerequisites will eliminate needless work by students, instructors and School of Public Health staff.

BIOS 663	Change course prerequisite	BIOS 663. Introduction to Meta-Analysis. 3 Hours. PR: BIOS 603. An introduction to the quantitative analysis (meta-analysis) of data from systematic reviews, including (1) effect size and precision, (2) fixed versus random-effects models, (3) heterogeneity, (4) complex data structures, and (5) bias.	BIOS 663. Introduction to Meta-Analysis. 3 Hours. An introduction to the quantitative analysis (meta-analysis) of data from systematic reviews, including (1) effect size and precision, (2) fixed versus random-effects models, (3) heterogeneity, (4) complex data structures, and (5) bias.	With the inclusion of BIOS 663 as a requirement for the MPH in Biostatistics last year, some students will need to take BIOS 663 and BIOS 603 concurrently to be able to graduate in two years. Additionally, BIOS 663 has been taught two times previously and the instructor has found that students do not need the additional skills taught in BIOS 603 as all the necessary tools to successfully complete the course are self-contained within BIOS 663.
DANC 170	Change course description	DANC 170. Introduction to Dance. 3 Hours. Introductory lecture course designed to develop an aesthetic appreciation and understanding of dance as a fine art and its impact on society.	DANC 170. Introduction to Dance. 3 Hours. Introductory lecture course, designed to develop an aesthetic appreciation and understanding of dance as a fine art and its impact on society. This course has a practical component so that students have the opportunity to experience various forms of dance.	Course description was changed so students would know that there is a practical component to the course, meaning that they will be asked to participate in movement exercises during the course of the semester. This experience is necessary for students to appreciate and understand dance as a fine art.
JRL 441	Change course prerequisite	JRL 441. Internship. 3 Hours. PR: College of Media majors only and foundation courses in one of the sequences. Full-time employment for a minimum of 10 weeks under a signed contract detailing the terms of the experience. (Graded pass/fail.).	JRL 441. Internship. 3 Hours. PR: JRL 215. Full-time employment for a minimum of 10 weeks under a signed contract detailing the terms of the experience. (Graded pass/fail.).	Specified our basic media writing course (JRL 215), required of all Media majors, as a prerequisite to taking an internship course. This ensures that students have basic writing knowledge and capability.
JRL 442	Change course prerequisite	JRL 442. Practicum. 1-2 Hours. PR: College of Media majors only; JRL 215, JRL 225, and consent. Students must have a signed contract detailing terms of the learning experience. 8 to 20 hours per week for a minimum of 10 weeks while taking other courses. (Graded on a pass/fail basis.).	JRL 442. Practicum. 1-2 Hours. PR: JRL 215, and consent. Students must have a signed contract detailing terms of the learning experience. 8 to 20 hours per week for a minimum of 10 weeks while taking other courses. (Graded on a pass/fail basis.).	Have deleted the JRL 225 prerequisite, as not all students are able to take this course early in their major coursework. The JRL 215 prerequisite is sufficient to ensure a basic level of knowledge and capability for this P/F course.

Deactivations**Effective Term:****Spring 2017**

SPAN 636	This course is no longer being offered
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2016 Faculty Senate Election Results

Senate Term Ends June 30, 2019

College of Business & Economics

Richard Brooks

Scott Fleming

College of Creative Arts

Jessica Bishop

Rhonda Reymond

Davis College of Agriculture, Natural
Resources and Design

Alan Collins

Marie Krause

School of Dentistry

No election held

Eberly College of Arts and Sciences

Karen Anderson

Gwen Bergner

Lynne Cossman

Jessica Deshler

Hawley Montgomery-Downs

Scott Myers

Nathalie Singh-Corcoran

Kenneth Ryan

College of Education and Human Services

Carolyn Atkins

Christine Schimmel

University Extension

Jason Burnside

Jennifer Murray

Chad Proudfoot

College of Law

Robert Bastress

University Librarians

No election held

School of Medicine

Frank Casey

Michelle Costas

Andrew Criser

Kimberly Foley

Natasha Harrison

Guy Hornsby

Christopher Kiefer

Bingyun Li

Randy McCombie

Jean McCrory

Holli Neiman-Hart

Tracy Rice

School of Nursing

No election held

School of Pharmacy

Lena Maynor

College of Physical Activity and Sport
Sciences

Ryan Flett

Potomac State College

Nicklaus Goff

School of Public Health

Warren Eller

George Kelley

Reed College of Media

No election held

Statler College of Engineering and Mineral
Resources

Samuel Ameri

Ilkin Bilgesu

Elaine Eschen

Jacky Prucz

WVU Institute of Technology

Cortney Barko