

Minutes
West Virginia University Faculty Senate
Monday, April 9, 2018

1. Matthew Valenti, Faculty Senate Chair, called the meeting to order at 3:17 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Ameri, S.	Cossman, L.	Fraustino, J.	Matak, K.	Schimmel, C.
Anderson, K.	Costas, M.	Goff, N.	Maynor, L.	Scott, D.
Atkins, C.	Cottrell, L.	Haines, K.	McCrory, J.	Shapiro, R.
Barko, C.	Cronin, A.	Harris, T.	Montgomery-Downs, H.	Singh-Corcoran, N.
Bastress, R.	Cui, A.	Harrison, N.	Mucino, V.	Smith, M.
Benedito, V.	Culcasi, K.	Hauser, D.	Murphy, E.	Soccorsi, A.
Bernardes, E.	Di Bartolomeo, L.	Hibbert, A.	Nicholson, R.	Tapia, J.
Billings, H.	Dickman, B.	Hileman, S.	Nutter, R.	Thomas, J.
Blobaum, R.	Dietz, M.	Johnson-Olin, M.	Olfert, M.	Tu, S.
Bowman, N.	Eller, W.	Kirby, B.	Proudfoot, C.	Tudorascu, A.
Bravo, G.	Elliot, E.	Kitchen, S.	Prucz, J.	Utzman, R.
Brooks, R.	Eschen, E.	Knox, S.	Reymond, R.	Valenti, M.
Bryner, R.	Estep, C.	Kuhlman, J.	Rockett, I.	Vona-Davis, L.
Burnside, J.	Famouri, P.	LaBarbara, J.	Rowlands, A.	Wietholter, J.
Collins, A.	Feaster, K.	Lieving, G.	Ryan, E.	Wilcox, G.
Connors, J.	Fleming, S.	Martucci, A.	Schaeffer, P.	Yocke, R.

Members Excused:

Bergner, G.	Criser, A.	Knight, J.	McCusker, B.	Rice, T.
Bilgesu, I.	Gilleland, D.	Krause, M.	McTeer, M.	Scott, H.
Bishop, J.	Hartnett, H.	Law, K.	Murray, J.	Shrader, C.
Bonner, D.	Hodge, J.	Lee, S.	Myers, S.	Sowards, A.
Casey, F.	Hornsby, G.	Lockman, J.	Nath, C.	
Cohen, S.	Jacobson, G.	M'bayo, T.	Plein, C.	

Members Absent:

Brock, R.	Gannon, K.	Kiefer, A.	Rakes, P.	Walter, S.
Burt, A.	Garofoli, G.	Kiefer, C.	Robertson-Honecker, J.	Widders, E.
Carpenter, R.	Hambrick, G.	Kolar, M.	Schaefer, G.	Wilson, M.
Davis, D.	Hartley, D.	Li, B.	Tobin, G.	
Floyd, K.	Hessl, A.	McCombie, R.	Trickett Shockey, A.	

Faculty Senate Officers Present:

Hauser, D.	Maynor, L.	Nutter, R.	Proudfoot, C.	Valenti, M.
Hileman, S.				

2. Chair Valenti moved for approval of the minutes from the Monday, March 5, 2018 meeting.
Motion carried.
3. President E. Gordon Gee reported the following:
 - We received the preliminary HLC report. He loved their comment that WVU is setting the standard for the land-grant institution of the future.

- He has been on the road visiting high schools. We are working hard to make sure we attract the best and brightest students. Our 2018 Bucklew Scholars have been to campus, and an announcement is forthcoming about which of these twenty students will be awarded the five Foundation Scholarships.
- He visited the Beckley campus, which he believes feels like a small, fabulous, university campus. We expected 1100-1200 students, but we had to cut it off at 1750. We are already building a new residence hall. He believes that making a university-based education available in the southern part of the state will be one of the most transformative things we have ever done for West Virginia.
- Lisa Di Bartolomeo has been named a Fellow for the 2018-2019 academic year by the American Council on Education.

4. Provost Joyce McConnell reported the following:

- She thanked everyone who worked on the HLC accreditation process and attended public meetings.
- About a year ago, the legislature passed a statute requiring the Higher Education Policy Commission to submit a report on a funding formula. We heard from HEPC in October to schedule a meeting in November. HEPC provided a presentation, but we were not given any data at that time nor were we given any sort of preliminary report. When we appeared before the legislature in January to begin talking with the House and Senate chairs of the education committees, we were surprised to learn that they had received copies of the report as well as some financials that were run using the possible model. The model does not recognize the distinct mission of various colleges and does not look at the entire landscape of higher education in West Virginia to determine what kind of investments the state wants to make. A 30-day comment period opened on March 23. We submitted a preliminary list of objections that we had from seeing the original report. We have filed a data request so that we have more information with which to respond. Will be filing a full report whether or not we receive that data. The proposed funding formula only uses student access, student success, and student impact in its measures, so that our research activities and our service mission as a land-grant university are not being fully credited.
- She and President Gee attended a dinner honoring the 2018 Bucklew Scholars. In addition to the stories of these incoming scholars, they heard the extraordinary stories of what the outgoing class of Foundation Scholars has done in their time at WVU. She thanked everyone who provided these students with such an incredibly rich experience.
- The campus read for next year is Station Eleven by Emily St. John Mandel.
- Our new Center for the Humanities received an NEH grant. She thanked Ryan Claycomb, the Center's director.
- Our students will be demonstrating their innovations at WVU's inaugural Demo Day on April 19 at Evansdale Crossing.
- WVU students Garrett Burgess and Morgan King won the European External Action Service's 2018 Schuman Challenge, a foreign policy contest for undergraduate students.
- The following faculty members have been selected for the 2018 Foundation Award for Outstanding Teaching: Malayna Bernstein, director, Learning Sciences Programs; Edward Flagg, assistant professor, Physics and Astronomy; Todd Hamrick, teaching associate professor, Fundamentals of Engineering; David Martinelli, professor, Civil and

Environmental Engineering; Carrie Rishel, professor and director, Integrated Mental and Behavioral Health Training Program; and Dana Voelker, assistant professor, Sport & Exercise Psychology.

- Glen Jackson has been promoted to the rank of Fellow of the American Academy of Forensic Sciences, one of the highest recognitions for research in his discipline.
- Melissa Morris has been named a recipient of the North Central Section Outstanding Teaching Award from the American Society of Engineering Education.
- Karen Diaz, Interim Dean of Libraries, has been named a library senior fellow and will study at UCLA.
- Sixty faculty and ten staff participated in the long form scholarship celebration.
- The 2018-2019 Faculty Fellows are: Sara Anderson, Learning Sciences and Human Development; Roger Carpenter, School of Nursing; Elizabeth Cohen, Communications Studies; Judge Glock, Economics; Derek Johnson, Mechanical & Aerospace Engineering; Jay Malarcher, School of Theatre & Dance; and Beth Toren, Interdisciplinary, Cultural and Film Studies Librarian.
- Ken Means, professor of Mechanical & Aerospace Engineering, has won the 2018 Heebink Award for Distinguished Service to West Virginia.
- Lesley Cottrell has been named the recipient of the 2017-2018 James and Karen Caveney Alumni Association Faculty Excellence Award.
- She thanked everyone for their feedback on her email regarding the white supremacist posters put out by the Patriots of Appalachia.
- The five percent pay raise approved by the legislature is actually a five percent pool, not a guaranteed five percent pay raise for each person. The allocation is based upon the average salary of a West Virginia employee. Vice President Rob Alsop, our CFO, and the Provost's Office are working to pull together the best raise package possible. Raises will be based upon performance.

5. Chair Valenti reported the following:

- Diversity Week will take place September 29 – October 7, 2018. Lecture and activity proposals will be accepted until April 30, 2018. Please visit diversity.wvu.edu for more information.
- PEIA has terminated its contract with Go365. You can continue to accumulate points through April 30, at which time you will have to cash them in. Rewards are considered taxable income.
- The governor formed a task force charged with finding a solution for PEIA and its problems. WVU is represented by Rob Alsop, Vice President for Strategic Initiatives, and Board of Governors member Marty Becker. The task force held their first meeting on March 13, at which time they split into three subcommittees: Coverage and Plan, Cost and Revenue, and Public Outreach. Rob will be chairing the Coverage and Plan subcommittee. Their next meeting is April 10, where they will hear a presentation from Ted Cheatham on how PEIA works. WVU Senator Shine Tu plans to give a presentation on "Coverage and Plan" sometime soon.
- The open enrollment period for benefits started April 2 and will run through May 15. He encouraged everyone to use this year's freeze on PEIA as an opportunity to reevaluate your plan choices.

- The University has officially unveiled the details of the Dependent Education Scholarship. The features of the program include: up to \$1650 per year for in-state students; the difference between out-of-state and in-state tuition for out-of-state students; the scholarship cannot exceed the total cost of attendance and cannot be combined with the benefit from WVU Medicine; the student must be a full-time, undergraduate, dependent child (not a spouse) under age 26, and maintain a minimum 2.75 GPA; the program starts in the fall 2018 semester; no minimum service is required; the student must apply each year; the application deadline for next year is May 1, but in subsequent years, the deadline will be February 1. For more information, go to talentandculture.wvu.edu and select the Dependent Education Scholarship from the Wellness and Perks pulldown menu.
- The comment period for most of the faculty-related BOG rules expired on March 20. The comment period for the other rules, including reduction-in-force and some academic rules, expires on April 11.

6. Matthew Valenti moved for approval of Annex ID, GPA Weighting Scale. Motion carried.

Professor Valenti commented that faculty are free to continue to use discretion in how they award grades. Moreover, the scale does not become effective until Fall 2021, so there is still time to turn off plus/minus grading before then, if that is what the faculty and students really want to do.

7. Cris DeBord, Vice President for Talent and Culture, discussed the results of the 2016 and 2017 WVU Culture Surveys and actions the University is taking in response to the findings (Annex IA). Further information is available on the Bureaucracy Busters web site.

8. Lindsey Rinehart, Academic Service-Learning Coordinator, reported on Academic Community Engagement (Annex IB).

9. The candidates for Faculty Senate Chair-Elect, Emily Murphy and Virginia Kleist, addressed the Senate. Annex IC.

10. One person, Stan Hileman, has declared his candidacy for the governing board member from extension service or health sciences. The chair asked for additional nominations from the floor; none were given. Nominations may also be submitted to FacultySenateOffice@mail.wvu.edu. through May 7. The candidates will have an opportunity to speak before the Faculty Senate at the May 14 meeting, and to submit a candidate statement beforehand. The elected candidate will serve a two year term beginning July 1, 2018.

11. 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.

Annex III, Capstone Courses Report.

New Major in Interactive Design for Media

The following reports were submitted for information. Reports filed.

New Minor in Business Cybersecurity.

Annex IV, Graduate Programs Report. The issues concerning the New Major in Energy Environments in the MS in Resource Management Degree have been resolved, and the major has now been passed by the Graduate Council.

12. Nathalie Singh-Corcoran, Chair, General Education Foundations Committee, submitted the following reports for information. Reports filed.
Annex VI, GEF Transition Review.
Annex VII, Honors Foundation Courses.
13. David Hauser, Chair, Teaching and Assessment Committee, moved for approval of Annex VIII, Committee Charge of Teaching and Assessment Committee. Motion carried.
14. Roy Nutter, Faculty Representative to State Government, attended the March 23 HEPC meeting. He reported the following:
 - Chancellor Paul Hill has announced his retirement effective July 1.
 - SB 319 removed the GED as a requirement for home school students to receive a Promise Scholarship.
 - A BS Degree in Adventure Management was approved for WVU-Tech.
 - The proposed funding model is posted at <http://www.wvhepc.edu/resources/reports-and-publications/>. Using the algorithm, funding would drop 10% for WVU, would increase 10% for Potomac State College, and would drop 44% for WVU-Tech.
15. Stan Hileman, BOG Representative, reported that the Board of Governors held a special meeting on March 6, primarily to review proposed rules, including 4.7 (Faculty Reduction in Force) and 2.5 (Student Rights and Responsibilities). The Board voted to approve a BS in Cybersecurity (Statler College) and an AA in Health Informatics and Information Management (Potomac State College). The Board also approved the entrance into an amended agreement related to food services and training tables for Athletics. The next meeting will be April 20 and will include presentations from the staff and students. The faculty presentation to the Board will take place in June.
16. Chair Valenti presented Annex IX, Results of Faculty Senate Election. Report filed.
17. New Business – None
18. The meeting adjourned at 5:09 p.m. to reconvene on Monday, May 14, 2018.

Judy Hamilton
Office Administrator

GPA Weighting Scale

Effective Fall 2021, Grade Point Average calculations at West Virginia University will be weighted according to the following scale:

A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Course grades are weighted according to the scale in effect at the time the course is taken.

The College of Law will continue to use its own scale.



**MOVING
OUR CULTURE
FORWARD TOGETHER**

THE POWER OF PURPOSE

Our Mission:

As a land-grant institution, the faculty, staff and students at West Virginia University commit to creating a diverse and inclusive culture that advances education, healthcare and prosperity for all by providing access and opportunity; by advancing high-impact research; and by leading transformation in West Virginia and the world through local, state and global engagement.

REMINDER: CULTURE STILL MATTERS

- / Our culture will either accelerate or slow down the University in achieving our mission.
- / A strong culture helps us attract talent and keep people here. It also leads to greater employee engagement and student success.
- / Culture happens:
 - / There are two approaches you can take: either let culture develop organically or actively take steps to shape it.
- / Culture change is a long game:
 - / However, the first step is to measure strengths, identify opportunities for improvement and assess the effectiveness of initiatives put in place.
- / Culture depends on all of us:
 - / There are systemic things we can do to influence culture; however, roughly 80% of our culture begins with our leaders.

WHERE WE WERE: 2016 WVU CULTURE SURVEY RESULTS

HIGHEST-SCORING ESSENTIAL BEHAVIORS



Sense of Pride



Student Focused



Our People Are Fun
to Be Around

LOWEST-SCORING ESSENTIAL BEHAVIORS



Empowerment



Coaching and Feedback



Appreciation and
Recognition

HOW WE RESPONDED

Appreciation and Recognition

- / Launched Go Beyond employee recognition program.
- / Implemented WVU Values Coin recognition program.

Empowerment

- / Held Campus Conversations with faculty and staff about critical topics.
- / Expanded WVU's Culture Survey systemwide and provided departmental and functional leaders with individualized results.
- / Involved faculty and staff in HR policy development process.

Coaching and Feedback

- / Enhanced the Performance Management process and made it mandatory.
- / Implemented Crucial Conversations and other supervisor training programs.

WHERE WE ARE: 2017 WVU CULTURE SURVEY SUMMARY

- / The 2017 survey was sent to all benefits-eligible employees across the entire WVU System.
- / All responses are confidential.
- / The survey had a 54% overall response rate.

WHERE WE ARE: UNIVERSITY CULTURE PROFILE

 Below 65 points

 65-84 points

 85+ points

POINTS OUT OF 100	WVU TOTAL 2016	WVU TOTAL 2017	FACULTY 2017	STAFF 2017
We have high levels of feedback and coaching.	54	54	53	55
We have two-way, frequent and open communications	58	59	57	60
There is a high level of openness and trust among people.	57	57	57	57
High performance is recognized and rewarded.	56	54	58	51
People feel appreciated and valued.	54	53	54	52
People are fun to be around.	72	71	70	71
People are flexible.	64	65	64	66
People are willing to put in effort beyond what is normally expected.	69	68	70	67
Teamwork, mutual support /cooperation of the Leadership Team.	64	64	62	64
There is an environment which is optimistic and forgiving.	62	62	61	62
There is a sense of pride.	74	73	72	74
There is a healthy environment.	62	62	60	63
People are encouraged to innovate, creativity is welcomed.	66	65	65	65
There is great openness to change.	56	56	54	56
There is a bias for action / urgency to move forward.	64	64	62	64
People are empowered.	56	57	57	57
There is a positive fast-paced environment.	62	62	60	63
People are continually improving/growing in positive ways.	63	63	64	62
There a high level of student service consciousness.	76	76	74	78
There is a high level of quality awareness, focus on students.	65	64	62	65
Core values/ethics are very important.	70	71	69	71
There is a sense of honesty.	64	63	64	63
There is a high level of integrity when dealing with employees.	63	63	62	63
We respect diversity – healthy differences are a strength.	72	72	70	74
Decisions are made for the greater good of the overall university.	62	62	61	62
There are high expectations for performance.	73	73	72	74
Our people are highly accountable for their actions and results.	60	60	59	61
We have an environment where people are self-starters with high initiative.	64	63	66	62

WHERE WE ARE: 2017 WVU CULTURE SURVEY RESULTS

HIGHEST-SCORING ESSENTIAL BEHAVIORS



Sense of Pride



Student Focused



High Expectations
for Performance

LOWEST-SCORING ESSENTIAL BEHAVIORS



High Performance is
Recognized and Rewarded



Coaching and Feedback



Appreciation and
Recognition

WHAT'S NEXT?

Investing in Our Talent:

- / Aligning faculty and staff compensation pay closer to market-competitive levels.
- / Enhancing New Employee Orientation (NEO) program.

Investing in Our Leaders:

- / Providing leaders individualized Culture Survey results.
- / Piloting “upward feedback” process to promote supervisors’ personal and professional development.
- / Rolling out Supervisors’ Essentials and Solutions training campus wide.

Promoting a Positive Workplace:

- / Expanding Go Beyond across the WVU System and upgrading the platform later this year.
- / Developing WVU Employee Code of Conduct.

Academic Community Engagement

Lindsey Rinehart, MSW
Academic Service-Learning Coordinator
WVU Center for Service and Learning

- S Designated Courses
- Measure and report on university engagement
- Faculty resources available
- Foster communities of practice for engaged faculty

WVU is one of only 49 Public Universities to receive both the R1 and Community Engagement Carnegie Classifications

S Designated Courses

- Formal designation allows the WVU and individual departments to track and report on courses that teach through service
- View S designated course criteria at <https://service.wvu.edu/faculty-staff/service-designation>
- To have your course considered for designation, send your syllabus to serveandlearn@mail.wvu.edu

Reporting and Highlighting

- Service-Learning impact reports
- Annual Excellence in Civic Engagement Awards
- Goal of producing broader reports on academic community engagement
- Report your academic community engagement through our [faculty webpage](#)

Total service oriented sections: 134	Hours served: 35,780
Total S Designated sections: 104	Service credit hours completed: 9,664
Unique service oriented sections: 53	Community organizations impacted: More than 80
Faculty participating: 34	Impact value to the community: \$740,894
Students enrolled in service courses: 3,410	

Students learned:

- To communicate with a wide variety of audiences
- Time management skills
- To step out of their comfort zone
- Creative problem solving skills
- To see selves as developing professionals
- Professionalism
- Networking skills
- Clarified career goals
- How to work independently
- To be confident in their work
- The value of getting involved in the community
- More about different causes (illiteracy, food security, mental health, aging, environment)

Community impact:

- Students helped plan fundraisers and raised community awareness for local organizations.
- Students planned and implemented multiple goods drives.
- Students acted as role models for children in scouting, school and afterschool environments.
- Students were involved with statewide advocacy for reproductive justice and healthcare.
- Students developed manuals, brochures, logos and videos that organizations will be able to use well into the future.

What students have to say

"During my time volunteering with this office, I sharpened my event planning skills, administrative capabilities and gained heightened awareness of the issues facing underrepresented groups in a collegiate setting."

- WVU Center for Black Culture and Research center volunteer, English 102

"This course gave us the confidence that what we know how to do can make a difference." - Management

480 student

"Our incoming board members will be more prepared as a direct result of the information these students produced."

-Laurie Abildso, Executive Director, Girls on the Run of North Central WV

*This report was compiled by the Center for Service and Learning using verified service hours logged in iServe, the value of volunteer time from independentsector.org and student and community statements taken from written evaluations and verbal presentations.

Faculty Resources

- One on one consultation
- Sample syllabi
- Online platform to track student service
- Connections to community partner organizations
- Service-learning forms and evaluations
- Reflection resources
- Service-Learning Teaching Assistants

Interdisciplinary Communities of Practice

- Clinics to share best practices
- Networking events
- Upcoming card swap collaboration as part of 2018 Week of Engagement

Online Resources

Campus Compact

www.compact.org

Carnegie Foundation for the Advancement of Teaching

www.carnegiefoundation.org

Center for Information and Research on Civic Learning and Engagement

www.civicyouth.org

Corporation for National and Community Service

www.nationalservice.gov

International Association for Research on Service-Learning and Community Engagement

www.researchslce.org

Questions?

Lindsey Rinehart
Academic Service-Learning Coordinator
Center for Service and Learning

304-293-8762

service.wvu.edu

lindsey.rinehart@mail.wvu.edu

Emily Murphy
Position Statement

I have been a faculty member at WVU since 2003 and am currently an Associate Professor as the Obesity Prevention Specialist for Extension's Family and Community Development Unit. Prior to taking my current position with Extension, I was a Research Assistant Professor in the Department of Pediatrics within the School of Medicine. Extension's mission is to build and help sustain collaborations and partnerships with people and organizations in West Virginia, to improve their lives and communities. This mission truly drives my work at both an organizational, university and statewide level. Developing, nurturing and sustaining these various partnerships over the years has provided me with a considerable amount of experience working with diverse groups and individuals working towards achieving common goals.

Starting this academic year, I have been a member of Faculty Senate Executive Committee. Two important issues that we have worked on as an Executive Committee this year and that will continue to be priorities in years to come are: 1) working with PEIA to develop a Higher Education Plan that would better serve both Faculty and Staff's needs, 2) advocating for/against issues that affect higher education with the WV Legislature, and 3) working with administration and leadership to improve the culture for faculty, staff and students.

As member and former Chair of the Faculty Welfare Committee, I have had the honor of working with my colleagues from across campuses to help find positive solutions to various issues with the potential of making faculty's lives a little easier, but most importantly more fulfilling. Our committee focuses on promoting a positive culture through effective communication strategies, workplace appreciation, inclusiveness and transparency at all levels.

Because the nature of my current position does not put me in direct contact with university students, I purposefully recruit undergraduate and graduate interns each year and I also teach a portion of an Exercise Physiology course to keep me connected and current with students on campus. I have worked with the Healthy Science and Technology Academy (HSTA) for over 15 years. My work with both Extension programs and HSTA has made me passionate of both the recruitment and retention of all students, but even more specifically students who are underrepresented here at WVU and amongst college campuses in general.

By trade, I am a Pediatric Exercise Physiologist and my passion is the promotion of lifelong physical activity and healthy lifestyle behaviors for WV residents across the lifespan. Much of my research and programming focuses on improving personal health behaviors as well as physical activity and nutrition policies/environments for families with young children.

In closing, my experiences both within Faculty Senate and other areas of the University have provided me with important skills that would be very valuable as the Chair of the Faculty Senate. I have particular interest in finding ways to help Faculty Senate committees complete their service effectively and efficiently, while continuing the momentum towards an inclusive and diverse One WVU.

Virginia Franke Kleist, Ph.D., Professor, Management Information Systems, Chair, MIS Department

POSITIVE VIEW OF WVU. Over the nearly 20 years that I have been a faculty member at West Virginia University, our institution has changed dramatically. We have grown from 20,000 students to an institution with close to 33,000 students. Over these same 20 years, we have collectively achieved some spectacular milestones. WVU is now an R1 Research Classification institution, populated with PROMISE scholars and higher caliber students, we are more internationally situated, and our national profile has escalated to new heights with our terrific faculty. We seem to improve every year over the year before- in terms of our graduates, reputation, capabilities, potential and also in realizing our role as a land grant institution. I am very positive about our future as compared to other land grant state institutions- together, we have faced financial obstacles for years and years and, despite it all, we know how to prosper and make it all work despite the problems.

BUT WE ARE CHALLENGED. Nevertheless, there are some clear downsides to our continual expansion. We are challenged with larger class sizes, more overloads, smaller library budgets, lower pay increases, more committee work, more accreditation responsibility, reduced state funding, tougher competition for external grant funding, increased costs for our PEIA healthcare plan, ongoing rivalry for good students, parking hassles, more traffic, and a far greater reliance on the student tuition driven funding business model than ever before. Every day, the WVU faculty “do more with less.” One wonders at how long we can continue to keep up with this grueling pace while performing so well. Overall, the WVU glass is half full, but we are challenged as we continue to improve.

EXPERIENCE WITH FACULTY SENATE AND WVU. I served as a Faculty Senate Senator from 2004-2010 and 2011-2017, and was just reelected for the 2018-2021 period. I served on the Faculty Senate Executive Committee for eleven years under five presidents. I was the Chair of the Faculty Senate in 2008-2009, covering the year where we had one president resign, were given an interim president and then hired a new president, resigning slightly early at the juncture of the transition over to the third president. I served three years on the Committee on Committees, one year as Chair. I served on the Service Committee for seven years, Chairing it once. I served as a member of the Research Committee for two years, the Teaching and Assessment Committee, Chaired the Faculty Senate Presidential Search Member Selection Committee, twice, Chaired the Faculty Senate Work Group on Shared Governance, and was a member of the Ad Hoc General Education Writing Committee. I served on the Undergraduate Council for four years, and the Graduate Council for one year. I was a member of the Ad Hoc Faculty Handbook Committee four times, and served on a variety of other panels and committees at the university level. I am a Professor of Management Information Systems, a technologist by trade, proudly won the WVU Foundation Outstanding Teaching Award, and participated in several grants. I am a Department Chair, giving me the experience to understand our need to support excellence in teaching, research and service, as well as giving me a deep understanding the faculty tenure and evaluation processes and knowledge of budgets.

GOALS, ACHIEVEMENTS AND OUTCOMES: *I am a strong believer in the critical role of the faculty in the shared governance and leadership of WVU.* WVU faculty must effectively lead together with the administration to successfully achieve the strategic and core missions of WVU in teaching, research and service. This view of mine is evident in my long term commitment to the work of the Senate. As Senate Chair, my most important goal will be to make sure that our faculty have a seat at the table as we move forward into a period of decision making under uncertainty, facing a time when choices may be made based upon funding or the lack thereof. In the future, we will continue to see ongoing, draining budgetary challenges and we may also experience technology-driven business model changes at our institution. In the face of these challenges, we must continue to educate our students well, and conduct our top level research as we push back against the constraints of funding in a poor state. As faculty, we must actively participate in the decisions that are made about promotion and tenure, programming, efficiencies, curricula, budget allocations, entrepreneurial models, and all else that concerns faculty in the governance of our great university. As Faculty Senate Chair, I will work collaboratively and transparently with faculty, administrative and staff leadership as we strongly uphold our educational and research values.

To: Faculty Senate Executive Committee

From: Ralph Utzman, Chair, Senate Curriculum Committee

Date: March 26, 2018

Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description	Rationale
HORT 315: Seed to Weed: Unpotting the Plant	AGFOR	3		This course encourages discussion and discourse on the cultivation and uses of cannabis by exposing students to the history, laws and regulation, health effects, environmental issues, growing and marketing of cannabis and cannabis products.	Seed to Weed will teach the principles underlying Cannabis sativa production and uses. As such it will round out the curriculum by discussing one more plant that is routinely used for food and fiber. Although there is a significant interest in all aspects of hemp and marijuana production and uses - including the legal and political issues surrounding this plant - much unscientific information, disinformation, and half-truths plague the debate around this plant. Seed to weed aims to elevate the discussion surrounding this plant at WVU and the state as a whole. In addition this course will be one of the courses offered in a new online certificate program that is now under development: Sustainable Agricultural Entrepreneurship
ARSC 402: Global Internship Experience	AS	5	Sophomore standing.	Prearranged internship coordinated with the Office of Global Affairs. Students receive credit for completing internship placement and coursework that fosters critical inquiry into professional and intercultural competency. Course offers opportunities to reflect on global citizenship as it relates to workplace issues.	A guided global experience offered in conjunction with the Office of Global Affairs. Goes beyond the typical internship placement in that it offers a position through an international internship provider who in turn provides orientation, housing, and local support. Students must apply and be accepted through Office of Global Affairs. The credit hours (6) for the course are designed to be used as elective hours. The academic component provides robust opportunities for personal reflection during a unique work placement, making this a guided intercultural experience. The course requires different context, preparation, and instruction than a traditional field experience.

Title	College	Credits	Prerequisites	Course Description	Rationale
COMM 652: Diversity in the Workplace	AS	3		Examines diversity/difference at work applying an "intergroup communication approach" intersecting diversity, identity, prejudice, inclusion and exclusion. Explores the prominence of differences of social, moral, religious, racial, and familial group memberships in our everyday lives.	This course is a requirement for graduate students with an area of emphasis in Organizational Communication. It is similar to other department courses in its inclusion of theories and empirical research connecting cognitions and communication behaviors that (in)effectively improve production and relations at work; it is unique in its emphasis on social categorization (i.e., diversity). While diversity is a buzz word as much as it is an important component of work life, this course helps students to see that virtually any workplace, and any important or arbitrary social categorization within that workplace, reflects and can be improved upon regarding its "diversity". In other words, this course opens their eyes to what diversity is and how it is essential and beneficial if approached with informed and well-intended communication. As such, student assignments call on them to reflect upon their work experiences and interactions, and to construct theoretically- and empirically-based solutions that can truly enhance the worklives of themselves and colleagues.
COMM 655: Computer-Mediated Communication and Professional Identity	AS	3		Examines digital media footprints and strategies for effectively communicating professional identities online. Students evaluate current online identity portrayals and develop a theory-based strategy for goal-directed self-presentations.	This course will be required for the M.A. in Corporate and Organizational Communication. It is distinct from other courses in that it shifts the focus from the professional organization as the 'body' of communication activities to the individual professional; the course emphasizes developing a theory-based personal brand architecture to employ in goal-directed communications. The course complements the other courses in the curriculum by helping students situate their own personal communications management within that of the broader organization – individual communications exist as apart from AND a part of organizational communication.
GEOL 681: Grad Internship in Geology	AS	1-6	Be enrolled in the Geology MS with a Professional Studies AOE and consent.	To obtain practical work experience in a professional setting while obtaining skills and knowledge as a geologist.	This is one of three possible Professional Experience options in our Masters in Geology with an Area of Emphasis in Professional Studies. All students in that AOE are required to complete one of the three options.

Title	College	Credits	Prerequisites	Course Description	Rationale
SOCA 361: Practicing Sociology and Anthropology	AS	1		Career applications of sociological and anthropological knowledge and skills and practical concerns with preparing for life after graduation. Provides for personalized career exploration and planning.	SOCA 361 will provide departmental majors (in Criminology, Sociology, and Anthropology) with more guidance about preparing for life after graduation. We will be dropping SOCA 199 (Orientation to Sociology and Anthropology) from our curriculum in favor of offering our own First Year Seminar (SOCA 191), and will require SOCA 361 for students who transfer to our majors after having completed a First Year Seminar with another program. We will also encourage (but not require) students who complete SOCA 191 to take 361, given its greater depth and exclusive focus on career development.
THET 742: Advanced Graduate Stage Movement 3	CCA	2	THET 643.	The final course in the Graduate Acting movement sequence. An introduction to stage violence, specifically unarmed combat and basic rapier.	The Graduate Acting program is designed to include five semesters of Graduate level movement courses. This course would be the last in this sequence, to be completed in the final year in the MFA Acting program.
MDIA 441: Sports and Adventure Media Internship	RCM	1-3		This course provides exposure to the sports, sports media, adventure sports and adventure recreation industries, and to the media roles in these industries. Students will learn about sports and adventure sports media by completing professional experience in these industries.	This new internship course is necessary because it introduces required content that will allow the internship instructor to issue grades for the students who are enrolled in this course. This, in turn, allows this course to follow the normal grading mode rather than pass/fail. It is necessary to be able to issue grades to students who take this course because this is a required course in the new Sports and Adventure Media major in the College of Media. The existing journalism internship course in the College of Media (JRL 441) is a pass/fail course. Additionally, this internship course is required in the Sports and Adventure Media major, because it is crucial for students to have experiential learning opportunities in their field of study while they are in college. In the media industry, employers expect recent college graduates to have at least one internship during their college career, and this course requirement will ensure that students meet the minimum industry expectation.
WVUE 189: Academic Mindset	UC	1		The course will introduce students to a mindset that will assist them in acquiring knowledge and developing skills associated with achieving academic and personal success.	This course is for students, advised by the Center for Learning, Advising and Student Success, who are on academic probation at the end of their first term at WVU. The course will introduce students to a mindset that will assist them in acquiring knowledge and developing skills associated with achieving academic and personal success at West Virginia University (WVU). Students will be exposed to a combination of traditional classroom instruction with a faculty member and one-on-one instruction with a student success coach.

To: Faculty Senate Executive Committee From: Ralph Utzman, Chair, Senate Curriculum Committee Date: March 26, 2018 Re: Course Changes Report		
	Old Value	New Value
ART 472		
Course Is Capstone	No	Yes
Course Has prereqs taught by other academic unit	No	Yes
Catalog Prerequisites Change	ART 272 and ART 372 and JRL 225 and VISJ 322.	ART 272 and ART 372 and JRL 225 and VISJ 322 with a minimum grade of C- in each.
Justification		The course is currently operating as an IDEA Fellow sponsored partnership with CS475: Game Development course offered by Dr. VanScoy. Students in Advanced Interactive Design worked with computer science students to create video games that address campus, community, or national issues. Students presented their games to a panel of local industry leaders, communications professors, and digital designers. A previous offering of the course included a partnership with the Morgantown History Museum to redesign their website, establish a social media presence, and open an online storefront to raise revenue while facing declining state funding.
BCOR 350		
Catalog Prerequisites Change	WVU sections require ACCT 202 and CS 101 and ECON 202 and (ECON 225 or STAT 211) and ENGL 102 with a minimum grade of C- in each and (MATH 150 or MATH 155 or MATH 156) with a minimum grade of D-, WVUIT sections require ECON 201 with a minimum grade of C-.	
Justification		These pre-requisites were added to let the students take this class in their Junior year. We now have a more effective system to ensure this, and thus these pre-requisites are no longer needed.
BCOR 360		
Course Description Change	The course acquaints students with a variety of production and operations management concepts and techniques. Productivity, competitiveness, operations strategy, capacity, location, layout, inventory, forecasting, and supply chain management are key concepts covered.	The course acquaints students with a variety of supply chain management key concepts, to include purchasing, logistics, competitiveness, location, inventory, forecasting, layout, production and operations management concepts and techniques.
Catalog Prerequisites Change	BCOR 330.	
Justification		This is an alteration on the pre-requisite for the course: removing BCOR 330 as a pre-requisite. There is no curriculum based rationale for the pre-requisite.
DMC 671		
Course Full Title Change	User Experience Platforms	Data Management Platforms
Justification		After the course was taught for the first time, we had feedback from students and faculty that the course name did not reflect the course content. The content of the course was well-received students and well-developed by faculty, but we want the name of the course to better reflect what is actually being taught. For this reason, we are requesting a change to the name of the course. No other changes course content or it's place in the curriculum are being requested.
FIS 202		
Catalog Prerequisites Change	FIS 201.	FIS 201 with a minimum grade of C-.

	Old Value	New Value
Justification		There is no change to overall course content, only the prerequisites. It has been longstanding policy in other parts of the catalog that FIS students are expected to earn a C in any FIS-listed course; this change is part of an overall update to make sure that Banner, Degreeworks, and the catalog accurately reflect on another.
FIS 380		
Catalog Prerequisites Change	FIS 201.	FIS 201 with a minimum grade of C-.
Justification		There is no change to overall course content, only the prerequisites. It has been longstanding policy in other parts of the catalog that FIS students are expected to earn a C in any FIS-listed course; this change is part of an overall update to make sure that Banner, Degreeworks, and the catalog accurately reflect on another.
HIST 281		
Course Full Title Change	The Agrarian Transformation	Peasants to Agribusiness: History and Problems of Modern Agriculture
Course Instruction Type	Laboratory	Lecture
Justification		This course has long met the requirements for two GEC fields. Now that WVU is switching to GEF, I think having the course meet a GEF field will maintain the value and contribution of this course in the new curriculum matrix. In the past, The course fulfilled the requirement for GEC category 3, "The Past and Its Traditions," because this course examines substantial and important areas of the human past, and category 4, "Contemporary Society," because a substantial part of the course examines contemporary agrarian issues that affect large numbers of people around the world.
JRL 433		
Course Instruction Type	Laboratory	Web Based
Course Description Change	PRL JRL 101 and (PR 215 or ADV 201 or ADV 215). This online course examines how messages can be crafted for maximum success and reach in the social media landscape.	JRL 101 and (PR 215 or ADV 201 or ADV 215 or STCM 215). This online course examines how messages can be crafted for maximum success and reach in the social media landscape. Students will explore different methods for monitoring and measurement, explore current trends in social media and examine case studies of successful social media integration across multiple platforms.
Catalog Prerequisites Change		JRL 101 and (ADV 201 or ADV 215 or PR 215 or STCM 215).
Justification		Adding STCM 215 to the list of accepted prerequisite courses to bring this course in line with the other required upper level courses courses within the Strategic Social Media minor.
JRL 434		
Course Instruction Type	Laboratory	Web Based
Catalog Prerequisites Change	JRL 101 and (PR 215 or ADV 201 or ADV 215).	JRL 101 and (PR 215 or ADV 201 or ADV 215 or STCM 215).
Justification		Adding STCM 215 to the list of accepted prerequisite courses to bring this course in line with the other required upper level courses courses within the Strategic Social Media minor.
NBAN 770		
Course Instruction Type	Lecture	Laboratory
Credits Low	5	6
Justification		The Neuroscience program is collapsing NBAN 771 in order to streamline the curriculum. The Neuroanatomy component of NBAN 771 will now be included in NBAN 770 resulting in an increase of one credit.
NBAN 772		

	Old Value	New Value
Course Description Change	This is the second course of a two-semester sequence covering core concepts in Neuroscience. Advanced concepts related to Sensory Systems, Motor Systems, and Disorders of the Central Nervous System.	This is the second course of a two-semester sequence covering core concepts in Neuroscience. Advanced concepts related to Sensory Systems, Motor Systems, Cognition and Disorders of the Central Nervous System are covered.
Catalog Prerequisites Change	NBAN 771.	NBAN 770.
Credits Low	3	4
Justification		The Neuroscience program is collapsing NBAN 771 in order to streamline the curriculum. The components of NBAN 771 will now be included in NBAN 772 resulting in an increase of one credit.
OEHS 629		
Credits Low	1	2
Justification		The number of course hours has been increased to match the level of effort required to complete the course learning outcomes and to match the other MPH major capstone requirements - this uniformity across MPH majors is a new requirement of our accrediting body.
THET 213		
Course Instruction Type	Laboratory	Standalone Lab
Course Description Change	Practical production experience as stage manager. (May be repeated for a maximum of 4 hrs.)	Practical production experience as stage manager. (May be repeated for a maximum of 6 hrs.)
Course Repeat Units	8	6
Catalog Prerequisites Change	THET 112 and THET 113.	THET 113.
Justification		This is just a minor administrative adjustment to remove THET 112 as a prerequisite since that course is no longer offered. Also, the type of section was adjusted to more accurately reflect the actual course delivery.
Course Deactivations		
FIS 410 Forensic Capstone		
NBAN 771 Graduate Medical Neurobiology		
Course Adoptions		
<i>Course Number and Title</i>	<i>Course Description</i>	<i>Campus Requesting Course</i>
ENGL 306 Topics in Humanities Computing	Topics include: literary studies (electronic publications, web-based interactive fiction, poetry, drama, nonfiction), creative writing in digital media, composition online, pedagogy, cultural studies of electronic media, online communications, language studies. Topics rotate; check with the instructor for current topic.	WVUIT

<p>To: Faculty Senate Executive Committee From: Ralph Utzman, Chair, Faculty Senate Curriculum Committee Date: March 26, 2018 Re: Capstone Courses Report</p>						
		How will students demonstrate each of the following abilities:				
Title and Course Number	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:	Describe how is the written component of the Capstone Experience completed?	Describe how is the oral component of the Capstone Experience completed?
Art 472: Advanced Interactive Design	College of Creative Arts	Students will independently research the client's media needs, identify their competition, investigate the client's industry, and identify the most relevant information needed to propose an effective solution to the client's needs. Students will also gather audiovisual media from the client and outside sources, conduct market research, and convene focus groups when necessary.	Students will bring together various components of their undergraduate education, including professional writing practices, market research, audiovisual design (including video production, graphic user interface design, and audiovisual branding), professional client interaction skills, coding experience, and innovative design thinking and experimentation.	The projects will require the very best effort of the students to consider and contemplate the ethical implications of their proposals to the client. Students will be required to identify and consider the impact of their proposals on their clients, the client's customers, and on society in general, including emergent issues of the application of digital technologies in the area of communication, targeted promotion, and online relationships.	Students will be required to complete a document containing the client's background information, a description of the client's needs, research into the client's field, an identification of the problem to be solved, the students' proposal to address the client's need, visual element design and brand identity, and evaluations of the team member's duties and responsibilities.	Students will be required to present their proposals to the client through a ten minute oral presentation, that will include an outline of the client's needs, background information about the client's business, the proposed project that addresses the client's issues, and audiovisual proof-of-concept demonstrations of the proposal's outcome.

To: Faculty Senate Executive Committee
From: Ralph Utzman, Faculty Senate Curriculum Committee Chair
Date: March 26, 2018
Re: Graduate Program Reviews from Graduate Council, February 15, 2018

The following summarizes actions taken at the February 15, 2018 meeting of the Graduate Council:

(Statler College) New MS in Biomedical Engineering and new major in Biomedical Engineering PhD program **Approved**

(Davis College) New major in Energy Environments in the MS in Resource Management degree. **Passed pending** clarification of potential overlap with other units. Dr. Karraker will update the council at this Thursday's meeting (March 22)

(College of Creative Arts) New Artist Diploma in Music Performance graduate certificate **Approved**

(School of Nursing) Intent to Plan - Nurse Anesthesia major in Doctor of Nursing Practice (DNP). Intent to Plan **Approved.**

(School of Public Health) Program change - MS in Biostatistics **Approved**

(School of Pharmacy) Program change – PhD in Pharmaceutical and Pharmacological Sciences **Approved**

To: Faculty Senate Executive Committee
 From: Nathalie Singh-Corcoran, Chair, GEFCO
 Date: March 26, 2018
 Re: GEF Transition Review

The General Education Foundations Committee met on February 19, 2018 and passed the following courses for GEF transition review:

Title	General Education Foundations	LEAP Learning Outcome
ARE 187: Energy Resource Economics	F2A. Science & Technology (no lab)	4: Integrative and applied learning
ARE 220: Introductory Environmental and Resource Economics	F4. Society & Connections	1: Knowledge of human cultures and the physical and natural world
ARHS 160: Survey of Art History 2	F6. The Arts & Creativity	2b: Critical and creative thinking
ARHS 382: GPS-Architect Frank Lloyd Wright	F6. The Arts & Creativity	2a: Inquiry and analysis
ARHS 388: The Art of Andy Warhol	F6. The Arts & Creativity	2a: Inquiry and analysis
CHEM 112: Survey of Chemistry	F2B. Science & Technology (with lab)	2f: Teamwork and problem solving
CHIN 203: Second Year Chinese 1	F7. Global Studies & Diversity	2c: Written and oral communication
CHIN 204: Second Year Chinese 2	F7. Global Studies & Diversity	2c: Written and oral communication
CLAS 101: Elementary Latin 1	F5. Human Inquiry & the Past	2c: Written and oral communication
CLAS 102: Elementary Latin 2	F5. Human Inquiry & the Past	2c: Written and oral communication
DANC 170: Introduction to Dance	F6. The Arts & Creativity	1: Knowledge of human cultures and the physical and natural world
DISB 304: Special Education in Contemporary Society	F4. Society & Connections	1: Knowledge of human cultures and the physical and natural world
ENGL 131: Poetry and Drama	F6. The Arts & Creativity	2b: Critical and creative thinking
ENGL 154: African American Literature	F6. The Arts & Creativity	3b: Intercultural knowledge and competence
ENGL 170: Literature of Minds and Selves	F6. The Arts & Creativity	2b: Critical and creative thinking
ENGL 171: Literature of Science and Nature	F6. The Arts & Creativity	2c: Written and oral communication
ENGL 225: Western World Literature	F6. The Arts & Creativity	2b: Critical and creative thinking
ENGL 230: Film Studies	F6. The Arts & Creativity	2a: Inquiry and analysis
ENGL 241: American Literature 1	F6. The Arts & Creativity	1: Knowledge of human cultures and the physical and natural world
ENGL 242: American Literature 2	F6. The Arts & Creativity	2a: Inquiry and analysis
ENGL 251: American Folklore and Culture	F6. The Arts & Creativity	1: Knowledge of human cultures and the physical and natural world
ENGL 254: African American Literature	F6. The Arts & Creativity	1: Knowledge of human cultures and the physical and natural world
ENGL 261: British Literature 1	F6. The Arts & Creativity	2a: Inquiry and analysis
FCLT 161: The Many Latin Americas	F7. Global Studies & Diversity	2b: Critical and creative thinking
FCLT 380: Holocaust: Eastern Europe Film and Literature	F6. The Arts & Creativity	2c: Written and oral communication
FILM 101: The Art of Film 1	F6. The Arts & Creativity	2b: Critical and creative thinking
FILM 102: The Art of Film 2	F6. The Arts & Creativity	2b: Critical and creative thinking
FLIT 216: Chinese Literature Translation 1	F6. The Arts & Creativity	2a: Inquiry and analysis
FLIT 217: Chinese Literature in Translation 2	F6. The Arts & Creativity	2a: Inquiry and analysis
FLIT 256: Russian Literature Translation 1	F6. The Arts & Creativity	2c: Written and oral communication
FLIT 257: Russian Literature Translation 2	F6. The Arts & Creativity	2c: Written and oral communication
FLIT 285: Brazilian Literature Translation	F6. The Arts & Creativity	2a: Inquiry and analysis
FOR 140: West Virginia's Natural Resources	F2A. Science & Technology (no lab)	1: Knowledge of human cultures and the physical and natural world
GEOG 108: Human Geography	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
HIST 180: World History Since 1500	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
HIST 203: Introduction to Medieval Europe	F5. Human Inquiry & the Past	2a: Inquiry and analysis
HIST 204: Renaissance and Reformation	F5. Human Inquiry & the Past	1: Knowledge of human cultures and the physical and natural world
HIST 205: Absolutism Enlightenment	F5. Human Inquiry & the Past	1: Knowledge of human cultures and the physical and natural world
HIST 281: The Agrarian Transformation	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
MUSC 111: Introduction to Music	F6. The Arts & Creativity	2b: Critical and creative thinking
MUSC 112: Great Composers in Performance	F6. The Arts & Creativity	2b: Critical and creative thinking
MUSC 113: Twentieth Century American Pop Music	F6. The Arts & Creativity	2b: Critical and creative thinking

Title	General Education Foundations	LEAP Learning Outcome
MUSC 116: Music in World Cultures	F7. Global Studies & Diversity	3b: Intercultural knowledge and competence
MUSC 120: History of Musical Theatre	F6. The Arts & Creativity	1: Knowledge of human cultures and the physical and natural world
MUSC 271: History of Western Musical Traditions 2	F6. The Arts & Creativity	4: Integrative and applied learning
MUSC 477: Music of Africa	F7. Global Studies & Diversity	3b: Intercultural knowledge and competence
RELG 102: Introduction to World Religions	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
RELG 231: Religions of China and Japan	F7. Global Studies & Diversity	4: Integrative and applied learning
RELG 301: Studies in Asian Scriptures	F7. Global Studies & Diversity	4: Integrative and applied learning
SOCA 105: Introduction to Anthropology	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
SOCA 207: Social Problems in Contemporary America	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
SOCA 221: Families and Society	F4. Society & Connections	1: Knowledge of human cultures and the physical and natural world
SOCA 258: Introduction to Archaeology	F5. Human Inquiry & the Past	2a: Inquiry and analysis
SPED 304: Special Education in Contemporary Society	F4. Society & Connections	1: Knowledge of human cultures and the physical and natural world
WDSC 100: Forest Resources in United States History	F5. Human Inquiry & the Past	4: Integrative and applied learning
WGST 150: Women in Movies	F6. The Arts & Creativity	2a: Inquiry and analysis
WGST 170: Introduction to Women's and Gender Studies	F7. Global Studies & Diversity	2b: Critical and creative thinking
WGST 225: Women in Appalachia	F7. Global Studies & Diversity	2a: Inquiry and analysis
WGST 260: Perspectives on Lesbian, Gay, Bisexual, Transgender, and Queer Studies	F7. Global Studies & Diversity	3a: Civic knowledge and engagement - local and global
WGST 340: Gender and Violence	F7. Global Studies & Diversity	3b: Intercultural knowledge and competence
WGST 345: Women in International Development	F7. Global Studies & Diversity	3a: Civic knowledge and engagement - local and global

Honors Foundation Courses: 2018-2019

HONR 202: Energy and Its Implications

Dr. Derek Johnson, Mechanical and Aerospace Engineering, CEMR

Section Description: Though the study of energy is driven by science and technology, this course aims to introduce students to its broader implications by addressing it within multiple social contexts. Improving energy literacy is crucial in today's STEM driven society. We will examine the big E's of energy – economics, efficiency, and emissions. We will learn about the research and development that drives the future of the energy sector. This STEM based course will integrate unconventional methods including Project Based Learning (PBL), Technical Writing, and Debating within a 200-level course. We will use PBL to seek solutions to problems by generating and asking questions, communicating, hypothesizing, experimenting, creating, and analyzing data. We will introduce students to technical writing and learn to differentiate between opinion-based articles and peer-reviewed scientific publications. We will also discuss and debate current politically relevant topics such as energy related regulation, emissions regulations, and the greater topic of climate change.

Course Learning Goals:

Students in this course will:

- Make connections between science and technology with respect to today's world through critical thinking.
- Employ systematic methods of analysis to understand scientific knowledge and analyze data that are relative to their own lives.
- Address scientific developments and methods related to today's world.
- Develop practical skills and understand scientific knowledge as empirical.
- Use scientific inquiry by applying learned methods and analyze the results relative to personal, local, national problems.
- Demonstrate broad knowledge of the physical and natural world as it related to energy and its implications.

Section-Specific Learning Goals:

In this section, students will:

1. Learn, use, and apply the conservation of energy principal to everyday systems to identify energy consumption pathways.
2. Demonstrate a mastery of energy units and utilize empirical relationships to analyze systems and calculate their overall efficiency
3. Develop the critical thinking skills necessary to approach energy systems analysis from multiple perspectives – energy, efficiency, and economics.
4. Participate in PBL, “mock” technical papers, and debates to develop the necessary technical writing and oral communication skills for professionals in STEM fields.

HONR 204: Society and Connections

Dr. Sara Anderson, Learning Sciences and Human Development, College of Education and Human Services

Section Description: Children and families may seem far removed from machinations in Washington, DC and state capitals, but social policies have shaped everything from how children access child care, to where families live, to how children are treated in the criminal justice system. The course will cover topics in public policy specifically as they relate to children and families. It will describe not only the why of social policies – what social problems were the policies addressing – but the how. How and why were bills drafted? Were the policies deemed effective? How is efficacy assessed? Finally, students will gain an understanding of the experiences of recipients of social policies.

Course Learning Goals:

Students in this course will:

- Make connections between the human behavior, social and political organization, communication, and today's world.
- Employ intellectual and practical skills of employing social, political, and economic systems in a way that is relevant to modern life.
- Exercise personal or social responsibility through the application of civic knowledge and practice of civic engagement, and by discussing individual, societal, and global situations and problems.
- Integrate and synthesize knowledge of human behavior and society across disciplines including, but not limited to, the social sciences.

Section-Specific Learning Goals:

In this section, students will:

1. Understand what social policies are and how they influence children and families in the U.S.
2. Connect actual social policies to the lived experiences of those who are influenced by the policies. How do social policies work (or not) for the recipients?
3. Describe the policy-making process as it occurs in the real world.
4. Critically analyze the efficacy of social policies affecting children and families.

HONR 204: Black Mirror: The Darkside of New Media and Technology”

Dr. Elizabeth Cohen, Communication Studies

Section Description: Dystopian science fiction stories are cultural artifacts that reflect our collective fears about society and help us understand and address them. The purpose of the proposed course will be to use the dark, prophetic visions of media and technology in *Black Mirror*, the popular science fiction television series created by Charlie Brooker (or in related popular media culture), as a tool to 1) teach students about the psychological theory and research that explains events depicted in the show, 2) to identify and contextualize societal fears about technology and human nature, and 3) develop ways to navigate psychological, relational, and cultural challenges of emergent technologies. Each week during the course, we will watch one episode of the television anthology and then read about and discuss its themes in light of current computer-mediated communication or media psychology theory.

Course Learning Goals:

Students in this course will:

- Make connections between *Black Mirror*’s depictions of technology and human behavior and today’s world.
- Employ intellectual and practical skills of analyzing ideas and texts in a way that is relevant to modern life.
- Exercise personal or social responsibility through the application of media psychology theory and research to current and future societal challenges with emerging technology
- Integrate and synthesize knowledge of human behavior and technology across disciplines including, but not limited to communication and media psychology.

Section-Specific Learning Goals:

In this section, students will:

1. Apply computer-mediated communication and media psychology theory and research to explain depictions of emerging technology and human behavior.
2. Analyze how the technology-related anxieties depicted in popular media culture relates to current societal fears of emergent technology.
3. Design a science fiction story that reflects a current societal fear about emergent technology.
4. Develop strategies for coping with or avoiding challenges of new technologies

HONR 205: Banks and Politics in America

Dr. Earl “Judge” Glock, Department of Economics

Section Description: This course will focus on giving students a broad, interdisciplinary understanding of the relationship between banking, finance, and politics throughout American history. It will help students understand the outlines of banking theory, as well as the nature of the connections between economic and political forces. It will give students insights into the origins of banking practices, the nature of the Federal Reserve, the creation of the IMF and World Bank, and the long debates over bailouts and financial crisis. It will allow students to engage in interdisciplinary reading and discussion of these issues, relate them to contemporary debates, and to pursue some primary research into them.

Course Learning Goals: This course will help students make connections between their historical inquiry into banking and politics and contemporary social, political, and economic debates. They will read primary texts and engage with the relationships between older political discussions and contemporary ones. They will also explain their new understandings to a broader audience, by learning to write for the public. Students will leave the class with a better understanding of multiple disciplines, including history, political science, and economics.

Section-Specific Learning Goals: Students will come to understand some of the basic mysteries of modern banking practices, such as the nature of money, capital, liabilities, assets, and Federal Reserve policy, and will discover how these seemingly esoteric issues often interested broad segments of the populace throughout American history. Students will learn how to do research into contemporary public policy and into modern business practices, and also how to write publishable editorials about a complex contemporary issue.

HONR 205: Perspectives on Caring

Dr. Roger Carpenter, Adult Health Department, School of Nursing

Section Description: The premise of this course is that caring is essential for becoming a global citizen. Through classic, contemporary, and cutting-edge works, the student will explore this concept over the past, present, and future through interpersonal, theoretical, ethical, and socio-political lenses. Engaging in discussions and reflections will illuminate ways in which the student will embody this concept and approach it in individual, interpersonal, professional, and civic engagements. This course is designed to increase the student's understanding and application of the concept of caring, assisting the student in articulating a philosophical view and approach to putting caring into action as a student, scholar, and global citizen.

Course Learning Goals:

Student in this course will:

- Make connections between the humanistic practices of philosophical, spiritual, and historical inquiry and today's world.
- Employ intellectual and practical skills of researching and analyzing ideas, texts, practices, and artifacts of the recent and distant past in a way that is relevant to modern life.
- Exercise both personal or social responsibility through inquiry into the ideas, texts, practices, and artifacts of the recent and distant past, and by applying the results of that inquiry to personal, local, national, and/or international situations and problems.

Section-Specific Learning Goals:

In this section, students will:

1. Describe experiences of caring from a personal point of view.
2. Evaluate elements of caring theories, including concepts, principles, assumptions, and hypotheses.
3. Explain the relationship of caring to the ethical principles and a professional code of ethics.
4. Express an informed personal opinion of caring as it relates to the socio-political environment.

HONR 206: Storytelling with Archives.

Beth Jane Toren, WVU Libraries

Section Description: Storytelling with Archives is an immersive experience in the history, anatomy and practice of traditional and untraditional storytelling. In the context of the history and role of storytelling in society and culture, students will explore and practice storytelling across disciplines, develop a purposeful and reflective creative process, and develop complimentary practical, intellectual, and creative skills while practicing research and demonstrating primary resource literacy and design thinking. We will focus on the people, place, and history of West Virginia. And use the WVU West Virginia Center Archives and Manuscripts for academic research and raw material for creative storytelling. The course outcome is the launch of an interactive digital experience, the Vandalia County Storytelling Festival. Visitors can select a community on a map of to read, hear, and view stories of the residents of Vandalia County, a fictional location created by students.

Course Learning Goals:

Students in this course will:

- Exercise both personal and social responsibility through the analysis and practice of art, and by discussing personal, local, national, and/or international situations and problems.
- Make connections between the arts—through analysis and/or practice—and today’s world.
- Exercise both personal and social responsibility through the analysis and practice of art, and by discussing personal, local, national, and/or international situations and problems.
- Employ intellectual and practical skills of analyzing and/or producing artwork in a way that is relevant to modern life.
- Integrate and synthesize knowledge of artistic expression across disciplines including, but not limited to, the arts and humanities.

Section-Specific Learning Goals:

In this section, students will:

1. Research a topic including: reading, summarizing and sharing primary, secondary and tertiary resources
2. Justify their creative work in a context of relevant social, historical, political or environmental issues
3. Produce and share digital stories as individuals and groups
4. Use and create primary sources in a manner that observes and respects privacy rights, cultural and historical contexts, appropriate citation style guidelines and copyright laws in the context of a creative project
5. Analyze a story by identifying the presence or lack of historical, contemporary, traditional and nontraditional storytelling characteristics
6. Produce creative and analytical journals purposefully reflecting and describing their creative processes and learning experiences and sharing the content in story format

HONR 206 - Comedic Dissonance

Dr. Jay Malarcher, School of Theatre & Dance

Section Description: This course is consciously interdisciplinary. One of the overarching lessons will be that the arts and sciences are more often than not after the same end: What makes people tick? How do creative artists frame the discourse and how do scientists? In this class, we will use several kinds of comedy as our “laboratory” to examine several facets of the problem of cognition, cognitive dissonance, and how the arts (specifically comedy) exploit the machinery of thought and reason for their own purposes.

- What is the grounding of the comedy (the problem)?
- What techniques are employed (the style)?
- What correction is sought (the “happy idea”)?
- How does the mind of the audience make sense of the incongruities?
- What does the scientific research say about the particular demands on the mind?

I have identified twelve comedy sub-categories that illustrate varying levels of comic invention, randomness, familiarity, erudition, etc. These provide material for research, small group presentations, and class discussions.

Course Learning Goals:

Students in this course will:

- Connect the arts—through analysis and/or practice—to today’s world. Comedy films reflect the world in which they are presented.
- Employ intellectual and practical skills of analyzing and/or producing artwork in a way that is relevant to modern life. Analysis is essential to melding the science with the art form and genre.
- Exercise social responsibility through the analysis and practice of art, and by discussing personal, local, national, and/or international situations and problems. Since comedy is corrective, the key to interpretation is to identify the “happy idea” that solves some social ill.
- Integrate and synthesize knowledge of artistic expression across disciplines including, but not limited to, the arts and humanities. This course does not exist other than as an interdisciplinary exercise in critical and creative thinking.

Section-Specific Learning Goals:

In this course, students will:

1. Analyze comedy for its component parts, purposes, and style;
2. Compare research in cognition to the demands made on audiences (of comedy in particular);
3. Apply the mechanisms of comedy to the concept of cognitive dissonance;
4. Discuss the social and cultural milieu surrounding classic comedies of English-language cinema;
5. Interpret and account for reactions to comedy in light of individual reception/ reception theory/phenomenology.

Teaching and Assessment Committee

Proposed Charge

The Faculty Senate 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

For reference, the old charge (from the Faculty Senate website) is:

Committee Charge

The Teaching and Assessment Committee will:

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

2018 Faculty Senate Election Results
Senate Term Ends June 30, 2021
(Unless Otherwise Noted)

College of Business & Economics

Bernardes, Ednilson
Kleist, Virginia

College of Creative Arts

Olson, Kristina

Davis College of Agriculture, Natural
Resources and Design

Benedito, Vagner
Welsh, Amy

School of Dentistry

Hildebrand, Larry

Eberly College of Arts and Sciences

Angeline, Mary Beth
Bowman, Nicholas
Crichlow, Scott
Germana, Michael
Goodykoontz, Erin
Ogden, Lori

College of Education and Human Services

Martucci, Ashley
Valentine, Keri

University Extension

Eades, Daniel
Hutson, Zona
Miltenberger, Margaret

College of Law

Tu, Shine

University Librarians

Vanderhoff, Jessica

School of Medicine

Burt, Amy
Clemmer, Melanie
Donley, David
Eubank, Timothy
Evans, Jason

School of Medicine (continued)

Flanigan, Melissa
Hardy, Steven
Holbein, Monika
Morris, Ann (2020)
Patel, Rusha
Provenzano, Aaron
Ryan, Emily
Sedney, Cara
Swager, Lauren
Ueno, Cris
Woods, SueAnn
Yu, Hangang (2019)

School of Nursing

Mallow, Jennifer
Sand-Jecklin, Kari

School of Pharmacy

Galvez, Marina
Ponte, Charles (2019)

College of Physical Activity and Sport
Sciences

No election held

Potomac State College

Chisholm, Sheryl

School of Public Health

Mann, Michael

Reed College of Media

Corio, Emily

Statler College of Engineering and Mineral
Resources

Morris, Melissa
Reddy, Ramana
Wayne, Scott

WVU Institute of Technology

Rakes, Paul