

Minutes
West Virginia University Faculty Senate
Monday, June 12, 2017

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

Members Present:

Abate, M.	Burt, A.	Flett, R.	Maynor, L.	Shrader, C.
Abraham, R.	Clement, D.	Goff, N.	McCombie, R.	Singh-Corcoran, N.
Anderson, K.	Connors, J.	Harrison, N.	McCrory, J.	Sowards, A.
Atkins, C.	Cossman, L.	Hauser, D.	Myers, S.	Stimeling, T.
Barko, C.	Costas, M.	Hengemihle, B.	Nicholson, R.	Tou, J.
Bastress, R.	Davis, D.	Hodge, J.	Proudfoot, C.	Tu, S.
Bernardes, E.	DiBartolomeo, L.	Ibrahim, M.	Reddy, R.	Turton, R.
Bilgesu, I.	Dietz, M.	Kiefer, A.	Ruscello, D.	Utzman, R.
Billings, H.	Donley, D.	Kiefer, C.	Ryan, K.	Valenti, M.
Brock, R.	Eller, W.	Kleist, V.	Schimmel, C.	Weihman, L.
Brown, B.	Famouri, P.	Mandich, M.	Scott, H. R.	Widders, E.
Bryner, R.	Fleming, S.	Martucci, A.	Shockey, A.	Wietholter, J.
Burnside, J.				

Members Excused:

Ameri, S.	Collins, A.	Foley, K.	Li, B.	Rice, T.
Bass, A.	Cottrell, L.	Harris, T.	McCusker, B.	Robertson-Honecker, J.
Benedito, V.	Criser, A.	Hornsby, G.	Merrifield, J.	Rockett, I.
Bishop, J.	Crosno, J.	Jacknowitz, A.	Montgomery-Downs, H.	Ryan, E.
Boone, D.	Culcasi, K.	Kirby, B.	Murphy, E.	Scott, D.
Bowman, N.	Davari, A.	Krause, M.	Murray, J.	Stolzenberg, A.
Brooks, R.	Downes, M.	Kuhlman, J.	Murray, P.	Thomas, J.
Casey, F.	Eschen, E.	LaBarbara, J.	Prucz, J.	Weed, S.
Cohen, S.	Fint-Clark, B.	Lee, S.	Reymond, R.	

Members Absent:

Bergner, G.	Fisher, S.	Hartley, D.	Mitchell, M.	Theeke, L.
Boyd, J.	Floyd, K.	Knight, J.	Rakes, P.	Tobin, G.
Carpenter, R.	Fuller, E.	Lieving, G.	Rowlands, A.	Wilcox, G.
Deshler, J.	Gannon, K.	Mattes, M.	Schaefer, G.	Wilson, M.

Faculty Senate Officers Present:

Maynor, L.	Proudfoot, C.	Titolo, M.	Turton, R.	Valenti, M.
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2. Chair Maynor moved for approval of the minutes from the Monday, May 8, 2017 meeting.
Motion carried.
3. President E. Gordon Gee reported the following:
 - The legislature continues to meet in special session to address the state budget. He values the fact that we have tremendous support for the University and for its future.
 - We initiated project West Virginia Forward about 18 months ago with the goal of starting a conversation in this state about change and about opportunity. We hired McKinsey &

Company consultants to help us develop a series of recommendations for how we turn the state around and how we can best create an atmosphere that supports this university and this state over the long term. During this summer's counties tour, President Gee will hold community forums to solicit comments on McKinsey's report. We will formally unveil our recommendations to the business summit at the Greenbrier in August.

- As part of the summer counties tour, he visited Welch (in McDowell County) earlier this month. While there, the women's soccer coach and several of her players conducted a youth soccer clinic. The hope and inspiration this university provides were reflected in those children and in conversations with community members.

4. Provost Joyce McConnell reported the following:

- Barbara Dawson has been appointed CIO, effective July 31. She has terrific experience, strategic vision, and great interpersonal skills.
- Paul Kreider has been appointed associate provost for undergraduate education, effective July 1. He succeeds Sue Day-Perroots, who is retiring in August after a 34-year career.
- Keith Jackson will serve as interim dean of the College of Creative Arts.
- Jon Cawthorne is leaving WVU for Wayne State University. In addition to serving as the dean of libraries, he will serve as the dean of the college of library science.
- The new minor in Medical Humanities and Health Studies represents excellent interdisciplinary and cross-campus work. It teaches the social and cultural context of health, illness, and medicine and demonstrates how the perspectives of humanities and social sciences can help future health care participants think of health and medicine as more than just science.
- The WVU team placed fourth in year three of the EcoCAR 3 competition. Teams redesign a Chevrolet Camaro to reduce its environmental impact while maintaining its muscle and performance.
- Three WVU students were awarded 2017 Fulbright Scholarships. These students majored in International Studies, Ceramics and English, and Chemistry.
- A Deans Retreat was held on the morning of June 8 to consider the future of higher education, particularly in terms of focus areas. A retention summit was held in the afternoon. We estimate that an increase in retention of 1% will increase revenue by \$6.8 million. More importantly for our students and their families, an increase in retention represents an increase in potential for future success, particularly for first generation students.

5. Clay Marsh, Vice President and Executive Dean for Health Sciences, provided an update on the Health Sciences Center.

6. Chair Maynor reported the following:

- The following Senators were elected to serve on the 2017-18 Faculty Senate Executive Committee: Carolyn Atkins, Lesley Cottrell, Lisa DiBartolomeo, Virginia Kleist, Jennifer Merrifield, Emily Murphy, and Richard Turton.
- She thanked Barbara Dunn and Judy Hamilton of Faculty Senate Office; Parliamentarians Chad Proudfoot and Matt Titolo; Faculty Secretaries Alan Stolzenberg and Chad Proudfoot; and Julie Black, Eva Buchman, and Ryan Pratt of the Teaching and Learning Commons for their assistance and support during this Faculty Senate year.

7. Karen Haines, Chair, Curriculum Committee, moved for approval of the following reports:

Annex I, New Courses Report. Motion carried.

Annex II, Course Changes Report. Motion carried.

Annex III, Capstone Courses Report. Motion carried.

Annex IV, Course Adoptions Report, was submitted for information. Report filed.

Minor in Gerontology was submitted for information. Report filed.

8. Lisa DiBartolomeo, Chair, General Education Foundations Committee, presented the following report for information:

Annex V, GEF Transition Review. Report filed.

9. John Connors, Chair-Elect, Faculty Welfare Committee, moved for approval of the following:

Annex VI, Proposed Statement of Support for Gender Inclusivity on University Forms.

Motion carried.

10. The following 2016-17 Committee Reports and 2017-18 Goals were submitted for acceptance by their respective committee representatives:

Annex VII, General Education Foundations Committee (Lisa DiBartolomeo)

Annex VIII, Committee of Retired Faculty (Lena Maynor)

Annex IX, Research Integrity Committee (Richard Turton)

Annex X, Research and Scholarship Committee (Michael Ibrahim)

Annex XI, Service Committee (Randy Bryner)

Annex XII, Teaching and Assessment Committee (Evan Widders)

Annex XIII, Faculty Welfare Committee (John Connors)

Annex XIV, Student Rights and Responsibilities Committee (Chad Proudfoot)

Annex XV, Committee on Committees, Membership and Constituencies (Virginia Kleist)

All reports were accepted.

11. Advisory Council of Faculty – no report.

12. Richard Turton, BOG Representative, reported that:

- The Board of Governors met in executive session on May 26, 2017. Absent agreement on a State budget, the Board was unable to release a statement regarding the University's budget.
- The next meeting will be on June 16, 2017.

13. New Business

Mark Brazaitis, Eberly College, reported that over 290 U.S. cities representing 60 million people have agreed to adopt and support the goals of the Paris Climate Agreement. Morgantown's Green Team, an advisory board to the city of Morgantown, will be proposing that Morgantown as a city sign on to the Paris Climate Agreement. A motion was made and duly seconded to support the following statement: "Recognizing that a stable climate is in the best interests of our students, our university, our state, our country, and the world – and furthermore recognizing that international cooperation on an issue as complex and crucial as climate change is essential – the

WVU Faculty Senate supports a resolution proposed by the Morgantown Green Team that would encourage the city of Morgantown to adopt and support the goals of the Paris Climate Agreement.” Motion carried.

14. Matt Valenti assumed the chair to close out the meeting. He thanked Chair Maynor for her tireless efforts in leading the Faculty Senate.
15. The meeting adjourned at 4:09 p.m. to reconvene on Monday, September 11, 2017.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
From: Karen Haines, Chair, Faculty Senate Curriculum Committee
Date: May 22, 2017
Re: New Courses Report

Course Number and Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
AEM 216: Living in a Microbial World	AGFOR	3		Explores the microbial world's impact on humankind and the evolution of microorganisms from the beginning of life on Earth. Follows the journey of how these microorganisms have fundamentally shaped the world today. Students will learn about microbial diversity, the impact of microbes on human health and society, and the economic impact of microbial processes and products.	A broad introductory course will provide students a strong foundation in mainstream microbiology, which is currently only accessible as upper-level agronomy, biology and environmental microbiology courses at WVU. This course will foster a knowledge-base to prepare students for success in upper level courses associated with the Environmental Microbiology major, as well as other majors in the natural sciences.
FOR 411: Sugarbush Management and Maple Syrup Production	AGFOR	3		Introduces students to modern maple syrup production. Students will participate in all aspects of the WVU maple syrup operation, from sap collection to making finished syrup. Students will also perform an end of year financial assessment.	Expands the current forestry curriculum by adding a non-timber forest product focus to our program and provides a much needed restrictive elective course option for the Forest Resource Management students.
GEOL 386: Igneous and Metamorphic Petrology	AS	3	GEOL 284 or GEOL 286 with a minimum grade of C-	An investigation of the processes that produce igneous, volcanic, and metamorphic rocks on Earth and the terrestrial planets, with special emphasis on how processes fit into the plate tectonic paradigm. Labs will focus on the description and interpretation of igneous and metamorphic rocks in hand specimen and thin sections. (Required weekend field trip.)	This proposed class replaces GEOL285 in accordance with changes in the Geology BS curriculum where the old 3+3 credit GEOL284 and GEOL285 sequence has been dropped for the required 4 credit GEOL286 and a new 3 credit elective (this class - GEOL386). This class will cover core material previously covered in GEOL285 and now only introduced in GEOL286, and develop advanced understanding suitable for a 300-level class. Igneous and metamorphic rocks are two of the three main types and therefore essential components of geological knowledge, and not covered otherwise in the BS program at an advanced level.
GEOL 460: Physical Volcanology	AS	3	GEOL 386 and PR or CONC: GEOL 311 with a minimum grade of C- in each	An investigation of the physical processes that produce volcanic eruptions and their deposits on Earth and in our solar system. Labs will focus on the description, analysis, and interpretation of rocks and deposits, and geospatial and numerical analysis of volcanological data.	A new class that builds on new faculty expertise and addresses feedback from graduating seniors for more electives, and for volcanology in particular. Builds on fundamental knowledge from Igneous and Metamorphic Petrology (GEOL386) and applies knowledge from Stratigraphy and Sedimentation (GEOL311). This class has an emphasis on analog experiments and experimental design not replicated in existing classes within the Geology BS curriculum. Will be an upper-division SpeakWrite class, expanding the range offered within the Geology BS curriculum.

HONR 203: Honors Mathematics and Quantitative Skills	AS	3		An introduction to mathematics and quantitative techniques and practical application of numerical, symbolic, or spatial concepts through focused, engaging subjects.	Honors Foundations Courses are flexible title special-topics courses that are listed under course numbers that are keyed to specific GEF requirements. Each HONR 203: Honors Mathematics and Quantitative Skills will serve this role for GEF 3, though different topic will have a separate alpha attached (e.g., HONR 203a). Course topics and instructors will be vetted and selected in a process outlined in the Honors Foundations Program proposal (found in the May 2016 WVU Faculty Senate Agenda, annex XA), with oversight by the Honors College with consultation from relevant department chairs and the Faculty Senate GEF Committee. Courses will be selected based on their adherence to the goals of the appropriate GEF, and will provide Honors students with course offerings that are distinct within the GEF curriculum and provide faculty members with opportunities to develop engaging and innovative courses, teaching practices, and content that they may not have the space to engage with in their regular teaching duties.
ART 444: Promoting the Arts and Culture	CCA	3		Provides a framework for effective promotion of non-profit performing arts, visual arts and service organizations in the cultural arts industry. Identifies the tactical side of commercially advancing the arts including effective implementation of arts-field-specific promotional programs and initiatives. Develops an awareness of arts organizations in the current social, cultural, and commercial environments.	This course is designed to provide both a strategic perspective and strong tactical methods to promote arts-related activities and events in today's ever-evolving market. Supplying students with the necessary training is a vital part for those entering the complicated arts market, especially those in the Music Industry field. Having students obtain these skills is crucial to their success.
ENGR 151: Introduction to Engineering Reasoning	CEMR	3	PR or CONC: MATH 126A or MATH 126B	An introduction to skills of critical reasoning. Application of reasoning skills to engineering problem solving, research and experimentation in engineering, and to the engineering design process. The course emphasizes the importance of elements of thought, universal intellectual standards, and essential intellectual traits in reasoning.	ENGR151 is a course developed for students enrolled in the Benjamin Statler College of Engineering that are not calculus ready. By providing an elective course for those students, the goal is to introduce them to engineering concepts earlier in their curriculum in order to build their interest in engineering and to solidify their critical thinking, problem solving, and engineering reasoning skills. It is anticipated that by solidifying their thinking skills, these students will perform better in their science and engineering courses and will be better retained in engineering.
MAE 361: Introduction to Unmanned Aerial Systems	CEMR	3	MAE 215	Introduction to history, current domestic regulations, and policies on unmanned aerial systems. Vehicle aerodynamics, propulsion, structures, launch and recovery, mission planning, weapons and sensor payloads, and ground and airborne system data links. Use of numerical tools, computer-aided design tools, and common engineering planning tools.	This course is intended to inform aerospace engineering (AE) students on potential academic and career pathways related to the rapidly growing field of unmanned aerial systems (UAS, aka "drones"). This course contributes to the current AE curriculum by preparing and/or reinforcing material learned in fundamental and special topics courses (e.g., MAE 215, 335, 336, 345, 365, 426, 465, 474, and 475), but is unique in the sense that it focuses on the complete scope of UAS (i.e., ground station, data link, vehicle, and sensor payload) rather than placing special emphasis on any one component (e.g., the aerial vehicle itself).

MINE 488: Mine Control Systems Engineering	CEMR	3		Provides foundation in control systems for extraction and processing industry, introducing classic control theory, mathematical analysis of second-order system response and stability, PID controller design and implementation, and selection and application of field sensors. Course project requires complete design of PLC-based control system adapted from an actual mining operation, including wiring, programming, and documentation.	This senior-level elective course provides an overview of control systems for the mining or petroleum engineer in a maintenance or engineering function who interfaces with controls specialists. The course addresses a need both requested by students and identified by the Advisory Committee to teach contemporary process control theory and technologies as applied to extraction and mineral processing. Unlike the controls courses in electrical engineering, this course introduces concepts specifically relevant to extraction industries thereby providing the student with a foundation for collaboration with the controls engineers supporting their industry.
PE 229: Fitness and Wellness	CPASS	2		Basic concepts associated with the development and maintenance of physical activity. Exposure to local fitness opportunities. Engagement in health-promoting and wellness activities. Awareness and responsibility for the maintenance of health and physical well-being through physical activity.	We offer a variety of 1 credit hour classes that focus on team and individual activities but all of these classes focus on gaining knowledge and skills in one form of physical activity. Currently, we lack a general wellness course that applies basic health and fitness concepts while students create and implement a physical activity plan for one or several forms of physical activity of their choice.
EXPH 235: Introduction to Global Issues in Exercise Physiology	MED	3		History, concepts, theories, and ethics of development, colonialism, and charity as they impact health and wellness locally, in the United States, and across the world. Topics such as poverty, food insecurity, women's rights, disease outbreaks, and NGOs are discussed to provide a broader perspective on how the past has impacted our present.	In response to student demand, we are developing a Global Health Track for Exercise Physiology majors. This course will serve as one of the requirements for those students. However, we know that students across campus will be interested in the content so we are developing ExPh 235 as a GEF to encourage non-majors to register.
NSG 478: The Role of the Nurse in the Patient Experience	NSG	2	NSG 212 with a minimum grade of C-	Didactic experience focused on exploring the nurse's role in the patient's and family's healthcare experience.	This course serves as an elective choice for nursing students interested in how nurses can impact and improve the patient health care experience.

To: Faculty Senate Executive Committee
 From: Karen Haines, Faculty Senate Curriculum Committee Chair
 Date: May 22, 2017
 Re: Course Changes and Deactivations

Course Number and Title	Old Value	New Value
ARHS 582: GPS-Architect Frank Lloyd Wright		
Title Change	Architect Frank Lloyd Wright	GPS-Architect Frank Lloyd Wright
Justification for Change		Title change is needed because the course is part of the School of Art and Design's Global Positioning Studies (GPS) initiative. All approved courses within this program are to add the GPS title designation to clarify inclusion in the initiative for students.
CCB 730: Cancer Cell Biology		
Subject Code Change	BMS	CCB
Justification for Change		We are requesting a course alteration in the subject code from BMS (Biomedical Sciences) to CCB (Cell Cancer Biology). This change will reflect the subject codes for other CCB courses in our program.
CS 111: Introduction-Data Structures		
Campus Change	WVU & PSC	WVU
Prerequisites	CS 110	CS 110 with a minimum grade of C-.
Justification for Change		In order to be successful in CS 111 a minimum grade of C- or better is needed in the CS 110.
JRL 220: Introduction to Photojournalism		
Variable Credit	Yes	No
Credit Hours	0	3
Description Change	Basic techniques of journalistic photography, digital imaging and editing. Students must have access to a film or digital camera. (A lab fee will be assessed to non majors).	Basic techniques of journalistic photography, digital imaging and editing. Students must have access to a film or digital camera
Justification for Change		Removing statement that lab fees are assessed.
JRL 318: Beat Reporting		
College Name	Reed College of Media	Media

Description Change	Essentials of developing and covering a news beat. Students generate stories, cultivate sources, and discover their community. (Lab fees will be assessed for this course).	Essentials of developing and covering a news beat. Students generate stories, cultivate sources, and discover their community.
Justification for Change		Removing statement that lab fees are assessed.
JRL 319: Editing and Curation		
College Name	Reed College of Media	Media
Course Description Change	Students develop the skills necessary to edit and design content for online and print media outlets. (Lab fees will be assessed for this course.)	Students develop the skills necessary to edit and design content for online and print media outlets.
Justification for Change		Removing statement that lab fees are assessed.
JRL 335: Video and Audio News Writing		
College Name	Reed College of Media	Media
Description Change	Gathering, researching, and evaluating facts; reporting and writing news for radio and television; editorial decision making and responsibility; broadcast news ethics. (Lab fees will be assessed for this course).	Gathering, researching, and evaluating facts; reporting and writing news for radio and television; editorial decision making and responsibility; broadcast news ethics.
Justification for Change		Removing statement that lab fees are assessed.
JRL 385: Audio Reporting		
College Name	Reed College of Media	Media
Catalog Description	Writing and reporting news for radio and other digital audio sources. Lec/lab. (Lab fees assessed for this course).	Writing and reporting news for radio and other digital audio sources. Lec/lab.
Justification for Change		Removing statement that lab fees are assessed.
JRL 386: Beginning Video Reporting		
College Name	Reed College of Media	Media

Catalog Description	Reporting, writing and producing stories for television news using digital video technology; emphasis on visual storytelling, editorial decision making, and ethical and legal considerations. (Lab fees will be assessed for this course.)	Reporting, writing and producing stories for television news using digital video technology; emphasis on visual storytelling, editorial decision making, and ethical and legal considerations.
Justification for Change		Removing statement that lab fees are assessed.
JRL 418: Advanced Reporting		
College Name	Reed College of Media	Media
Catalog Description	Students write carefully researched stories using writing, reporting, and interviewing skills they have acquired in previous classes while applying techniques of literary journalism. (Lab fees will be assessed for this course.)	Students write carefully researched stories using writing, reporting, and interviewing skills they have acquired in previous classes while applying techniques of literary journalism.
Justification for Change		Removing statement that lab fees are assessed.
JRL 420: Feature Writing		
College Name	Reed College of Media	Media
Catalog Description	Developing writing, and editing news features, personality profiles, color pieces, issue oriented articles and human impact stories for news, public relations and film. (Lab fees will be assessed for this course.)	Developing writing, and editing news features, personality profiles, color pieces, issue oriented articles and human impact stories for news, public relations and film.
Justification for Change		Removing statement that lab fees are assessed.
JRL 426: Investigative Reporting		
Description Change	Reporting on the agencies, structures, and programs that make society work, including circuit court and police. (Lab fees will be assessed for this course.)	Reporting on the agencies, structures, and programs that make society work, including circuit court and police.
Justification for Change		Removing statement that lab fees are assessed.
PSYC 203: Research Methods & Analysis 1		
Prerequisite Change	PSYC 101 and (MATH 126A or MATH 126B or MATH 126C or MATH 129 or MATH 150.	(PSYC 101) and (MATH 126 or higher, or a satisfactory ACT/SAT math score, or satisfactory math placement exam performance)

Justification for Change		Added upper level MATH courses as prerequisites to assist students who have placed into calculus (Math 126 *or higher*) when registering for PSYC 203, and made changes in catalog to reflect satisfactory test scores are an acceptable PR metric. These alterations allow Banner to recognize additional evidence of students' possessing prerequisite math ability, minimizing necessity of manual overrides
SM 387: Issues in Sport Studies		
Course Number Change	487	387
Prerequisite Change	SEP 271 and ENGL 101 and ENGL 102 and junior standing.	SEP 271 and ENGL 101 and ENGL 102.
Capstone Course	Yes	No
Justification for Change		Students need this course earlier in their academic career. The program decided to accept majors in the second semester of their freshman year. This course is considered valuable for students new in the major.
SM 486: Sport Marketing & Sales		
Title Change	Sport Marketing	Sport Marketing & Sales
Capstone Course	No	Yes
Justification for Change		The major did not have a Sales Course. Sales is an important skill identified by the Industry as the entry point for most students into the Sport Industry. Sales! Sales! Sales!
Deactivations:		
ADV 421: Advertising Research		
BMS 734: Cell Signaling Metabolism		
BMS 740: Neuroscience 2		
JRL 425: High School Publications Advising		
JRL 456: West Virginia Uncovered		

To: Faculty Senate Executive Committee From: Karen Haines, Chair, Senate Curriculum Committee Date: May 22, 2017 Re: Capstone Courses Report						
Title	College	How will students demonstrate each of the following abilities:			How is the written component of the Capstone Experience completed?	How is the oral component of the Capstone Experience completed?
		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:		
SM 486: Sport Marketing & Sales	CPASS	Students will complete Marketing Research plans that will be featured in CPASS Research Day. These Marketing Plans include information from their previous courses and exhibit high quality work reflected in the science, theory, and practical application.	Students in the major have taken courses in multiple disciplines connected to Management, Marketing, Research, Economics, Governance, and Law. Students are immersed in the specific skill sets that the Sport Industry requires. The goal of the Capstone is to have students consider the entirety of their course work as they connect to a specific career. They use the Capstone experience to communicate a viable Business Marketing Plan that incorporates each of these sport business related Cognac areas. The content will flow through the Marketing Plan. Producing a viable practical plan that has considered Economics, as well as Legal concerns when they try to implement their plans.	Ethics is a driving force with the Capstone. Students work independently and one on one with the instructor. All the work is original and created by the student.	The Capstone Project has three components. A written component accompanies the portfolio, along with a Roster and power point slide deck! The Project receives three separate grades.	The Marketing Plan is presented in class using the power point slides, and the student will also present the poster at the CPASS Research Day.

To: Faculty Senate Executive Committee
 From: Karen Haines, Faculty Senate Curriculum Committee Chair
 Date: May 22, 2017
 Re: Course Adoptions

Course Number and Title	Adopting Campus	Course Description
MUSC 113: Twentieth Century American Pop Music	WVUIT	Introduction of history and development of American popular music.
NSG 482: Palliative Care Nursing	WVUIT	Focus is on the care of patients with chronic non-curable conditions across the life span. The course analyzes the definition of palliative care and defines the role of hospice as a part of palliative care. Cultural sensitivity and communication with palliative care patients and their families is emphasized.
PATH 200: Medical Terminology	PSC	General medical terminology with emphasis on clinical and anatomic pathology terminology.
PE 223: Net and Wall Games	PSC	This teaching games for understanding (TGfU) course is designed to introduce the students to the rules, skills, and strategies involved in playing net and wall games.

To: Faculty Senate Executive Committee
 From: Lisa DiBartolomeo
 Date: May 22, 2017
 Re: GEF Transition Review

The General Education Foundations Committee met on April 17 and May 1 and passed the following courses for GEF transition review:

Title	General Education Foundations	LEAP Learning Outcome
ASTR 110: Explosions in Space	F2A. Science & Technology (no lab)	2a: Inquiry and analysis
BIOL 115: Principles of Biology	F2B. Science & Technology (with lab)	2b: Critical and creative thinking
BIOL 117: Introductory Physiology	F2B. Science & Technology (with lab)	2b: Critical and creative thinking
CDFS 112: Introduction to Marriage and Family	F4. Society & Connections	1: Knowledge of human cultures and the physical and natural world
CS 101: Intro to Computer Applications	F2A. Science & Technology (no lab)	2d: Quantitative literacy
CSAD 270: Effective Public Speaking	F4. Society & Connections	2c: Written and oral communication
FCLT 260: Cultures of Mexico	F7. Global Studies & Diversity	2c: Written and oral communication
GEOG 149: Digital Earth Lab	F2B. Science & Technology (with lab)	2d: Quantitative literacy
GEOG 150: Digital Earth	F2B. Science & Technology (with lab)	2d: Quantitative literacy
GEOG 207: Climate and Environment	F2A. Science & Technology (no lab)	1: Knowledge of human cultures and the physical and natural world
GEOL 101: Planet Earth	F2B. Science & Technology (with lab)	1: Knowledge of human cultures and the physical and natural world
GEOL 102: Planet Earth Laboratory	F2B. Science & Technology (with lab)	1: Knowledge of human cultures and the physical and natural world
GEOL 103: Earth Through Time	F2B. Science & Technology (with lab)	1: Knowledge of human cultures and the physical and natural world
GEOL 104: Earth Through Time Laboratory	F2B. Science & Technology (with lab)	1: Knowledge of human cultures and the physical and natural world
MATH 128: Plane Trigonometry	F3. Mathematics & Quantitative Skills	2d: Quantitative literacy
SEP 272: Psychological Perspectives of Sport	F4. Society & Connections	2b: Critical and creative thinking
ULIB 300: Film and Media Literacy	F6. The Arts & Creativity	2e: Information literacy

Proposed Faculty Senate Statement on the Use of Gender Inclusive Options on University Forms

West Virginia University is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. Faculty, students, and staff are asked to complete a variety of forms for the University, some of which request demographic information. The use of only “female” and “male” options in demographic sections of forms on campus pose a challenge to transgender or non-binary gendered individuals. Further, individuals may have concern regarding how demographic information may be used.

The WVU Faculty Senate supports the use of inclusive gender options on forms and the provision of the option not to disclose gender when possible. Further, in instances when gender data is not needed, then gender election should not be included on forms. When possible, individuals should be informed of the reason for collecting demographic information and how that information will be used.

General Education Foundations Committee (GEFCo)

Annual Report, May 2017

Lisa Di Bartolomeo

Members

Nathalie Singh-Corcoran, Eberly, Chair-elect

Robert Brock, Medicine

Lesley Cottrell, Medicine

Abra Elkins, Medicine

David Hauser, Eberly

Kristen Matak, Davis

Jennifer Merrifield, Potomac State College

Melissa Morris, Statler

Beth Nardella, Medicine

Gayle Neldon, Education and Human Services

Kaushlendra Singh, Davis

Li Wan, B & E

Sue Day-Perroots, Associate Provost for Undergraduate, ex-officio

Lena Maynor, Faculty Senate Chair

Elizabeth Barnhart, SGA Representative (until December 2016)

Olivia Dudley, SGA Representative (from January 2017)

Sean McGowan, Office of the University Registrar (OUR), ex officio

Matt Valenti, Faculty Senate Chair-Elect, ex officio

Tracey Beckley, WVU Teaching and Learning Commons (TLC), non-member,
attending

Louis Slimak, Director of Assessment and Academic Excellence, non-member,
attending

Committee Charge

The General Education Foundations Committee (GEFCo) will:

1. Review applications for new GEF courses and existing GEF courses;
2. Produce resources and educational opportunities to support the GEF, and institutions to develop appropriate WVU Learning Goals;
3. Collaborate with other committees and any relevant administrative bodies on Outcomes Assessment of the GEF and other relevant assessment issues;
4. Address in a timely fashion any other issues pertinent to the success of the GEF;
5. Collect course-level assessment of the GEF as part of the application and review process;
6. Evaluate periodically national trends in general education and best practices, and implement changes as needed.

The GEFCo met 9 times during the 2016-17 academic year.

Summary

Our primary goal this year (2016-17) was to develop and facilitate assessment tools for the GEF curriculum that was implemented for students matriculating in August 2016.

1. We reviewed a total of 94 courses, of which 26 were new courses to the GEF.
2. The GEFCO worked extensively with the TLC and especially with Tracey Beckley and Lou Slimak, as well as with OUR representative Sean McGowan on the following efforts over the course of the year:
 - a. *Revise and update the Curriculum Inventory Management system.* In order to accommodate the new LEAP Learning Goals and GEF Areas, CIM forms needed to be revised and updated. As of April 2017, the courses that were already in the CIM system have been made compliant with the requirement of specifying only one WVU LEAP Goal, which enables the vendor of CIM software to change the form, to reflect more accurately WVU's needs, and to help faculty avoid unnecessary work in the system.
 - b. *Revise and update the CIM questions.* The questions in CIM needed to be updated to move from the old GEC objectives and goals to the GEF Goals and Areas. We revised and reduced the number of questions, in an effort to streamline the process for instructors. The revised CIM questions appear as Annex VIII on the November 2016 Faculty Senate agenda.
 - c. *Revise CIM workflow.* In an effort to clarify the process for updating courses in the GEF, and transitioning courses from GEC to GEF, we developed a clear workflow for CIM. The revised CIM workflow is represented in Annex IV of the January 2017 Faculty Senate agenda.
 - d. *Develop and implement GEF assessment cycle.* In order to ensure a timely assessment of GEF courses, as well as to manage the number of courses moving through CIM and GEFCo review at any one time, a timeline was developed that clearly outlines the expected dates for each Area's courses to be called up, their instructors invited to participate in workshops on the GEF and LEAP, and moved through an expedited review process. The GEF assessment timeline is posted in Annex IV on the January 2017 Faculty Senate agenda.
 - e. *Implement the HEPC General Education Assessment Grant.* Director of Academic Excellence and Assessment Louis Slimak applied for and was awarded a grant from WV HEPC to provide stipends to GEFCO members who perform assessment activities outside the normal range of GEFCo service. Such active effort on the part of Director Slimak is indicative of the strong engagement and cooperation between the Office of Assessment and the GEFCo, and demonstrates the understanding that institutional-level assessment requires additional resources.
 - f. *Implement Quality Matters (QM) Reviews of GEF Courses.* Again, thanks to Director Slimak, with the participation of the QM and online learning team here at WVU, stipends will be provided to support

faculty work in performing internal Quality Matters reviews of GEF courses. Faculty will be used to pay reviewers to evaluate courses annually.

- g. *Revise and streamline the WVU LEAP Learning Goals.* To avoid confusion between WVU Learning Goals and LEAP Goals, the two lists were combined into one, simplifying our information and resources pages, as well. The revised WVU LEAP Goals appear as Annex VII in the November 2016 Faculty Senate agenda.
- 3. The GEFCo developed a clear rationale regarding course selection for the GEF, and an explanation of the philosophical rationale behind WVU's general education. That rationale appears as Annex VI on the November 2016 Faculty Senate agenda.
- 4. The GEFCo would like to thank Judy Hamilton, as always, for her outstanding support of the committee's work. In addition, we are deeply appreciative of Lou Slimak and Tracey Beckley's involvement with the GEFCo, as they have been instrumental in devising assessment tools and plans for GEF courses. Finally, we are also very grateful for the excellent and constant support of the OUR for our interaction with the CIM system, especially the excellent service of Sean McGowan.

TO: Judy Hamilton
Office Administrator
Faculty Senate

FROM: Art Jacknowitz
Professor Emeritus
Committee of Retired Faculty

RE: Annual Report to the Faculty Senate

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

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

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

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

The West Virginia University Retirees Association (WVURA) was recently established with the goal of providing opportunities for the membership to remain involved with the University community and with other retirees through activities to include, but not limited to, programs, interest groups, travel, volunteerism, health and financial seminars, and cultural and social events. The WVURA is open to all faculty and staff members who are retired and current

employees who are in phased retirement or who meet retirement eligibility from West Virginia University (age 60 with 5 years of service or any age with 30 years of service), as well as retirees of the WVU Foundation and the WVU Research Corporation. Spouses and partners are also welcome to join.

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

- Stan Cohen, Eberly Arts & Sciences (2016-2017)
- Wils Cooley, Statler Engineering (2019-2020)
- John Fisher, Law (2018-2019)
- Romy Hilloowala, Medicine (2016-2017)
- Art Jacknowitz, Pharmacy (2016-2017)
- Charlotte Nath, Nursing (2016-2017)
- Tom Witt, Business & Economics (2017-2018) – Chair
- Jean Woloshuk, Extension (2018-2019)
- Bonnie Anderson, President’s Office , ex-officio
- Matthew Clark or Donna Fucello, WVU Foundation, ex-officio
- Toni Christian, Human Resources, ex-officio
- Billy Coffindaffer, Village at Heritage Point, ex-officio
- Michael Cooper, WVU Retirees Association, ex-officio

Accomplishments

As in the past, this year the Committee of Retired Faculty held monthly programs at the Heritage Point’s Great Room. Programs ranged from a discussion of the opioid crises in West Virginia to “Einstein’s Theory related to gravity waves”. A full listing of programs is available upon request. Dates of programs are published via e-mail to retired faculty and refreshments provided thanks to the generosity of the WVU Foundation.

An important initiative undertaken by Board of Directors Professor Emeritus Stan Cohen resulted in the following being added to section 3.1.4 of the WVU Faculty Handbook.

Emeritus Faculty – (Liability Coverage)

“Some Emeritus Faculty may continue to engage in teaching, research, and service activities at WVU outside of a paid employee status acting on a voluntary basis. When these activities fall within the ‘scope of his duties as such’ and designated and agreed to by a WVU unit, any professional liability issues that might arise are covered through insurance under the West Virginia Board of Risk Management Policies (BRIM). [Refer to Coverage C.3. Persons Insured (State Liability Policy 2016.PDF).]”

Goals 2017-2018

1. The CRF will combine its monthly lecture series with the WVURA. At least two members of the CRF will be added to the WVU Retirees Association Program Committee to assist the organization in growing its programs. CRF will ask the WVU Foundation to continue its sponsorship of the refreshments available at the monthly program.
2. The CRF mailing list, currently managed by the WVU Foundation, will be shifted to the WVU Retirees Association. All programs will be communicated to the WVU Retiree Association members, through e-mail, website and calendar. Additionally, any other communications to retired faculty, including quarterly newsletters as such, will be sent through the same mechanism.
3. The CRF will refocus its attention to the Committee Charge provided by the WVU Senate.
4. The CRF will meet on a quarterly basis, unless circumstances necessitate otherwise.

Annual Report of the Faculty Senate Research Integrity Committee

2016-17 Members

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

COMMITTEE CHARGE

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

ANNUAL REPORT

The nature of the allegations for pending cases considered by the **Research Integrity Committee** include plagiarism, falsification of data, and misrepresentation of credentials. A total of 16 cases are under consideration by the committee. Of these cases, no misconduct was found in 8 cases, misconduct was found in 2 cases, and the remaining 6 cases are still under investigation. Due to the confidential nature of these cases, no additional information can be shared.

May 8 2017

Annual report of the Faculty Senate Research and Scholarship Committee

To: Senate Executive Committee

From: Trevor Harris (Chair 2016-2017 Research and Scholarship Committee)

The charge of the Research and Scholarship Committee is to engage in enhancing the university's environment for research, scholarship, and creative endeavors and to make recommendations to the Senate as deemed appropriate. The primary task undertaken by the Committee is to evaluate faculty applications for internal grant support and travel requests.

The Committee membership for this academic year included Trevor Harris, Eberly (chair); Ilkin Bilgesu, Statler (chair-elect; Barbara Apostolou, B&E; Gwen Bergner, Eberly; Nick Bowman, Eberly; Melanie Clemmer, Medicine; Alan Collins, Davis; Lesley Cottrell, Medicine; Erik Herron, Eberly; Stan Hileman, Medicine; Michael Ibrahim, CCA; Mikylah McTeer, CCA; Lizzie Santiago, Statler; Travis Stimeling, CCA; Joshua Woods, Eberly; Melanie Page, Associate Vice President for Research, ex officio; Provost's Office, ex officio; Director, Sponsored Programs, ex officio.

Several items and issues are noted here for consideration by the Executive Committee:

1. Distributable funds to the committee were cut substantially this year relative to previous year allocations. In 2015-2016 the funding distributed by this committee for both travel grant awards and internal grant awards was \$660,728. In 2016-2017 this amount was reduced by some \$130,000 (\$100,000 reduction from WVU Research Office, and \$30,000 from central funding) a reduction of almost 20%. The community engagement funds (\$60,000) and academic conference funds (\$30,000) are separate pools of money and are not dispersed by this committee. Following the changes put in place by the previous year's committee, two tranches of travel requests were implemented with closing dates in the fifth week of the Fall and Spring semesters. Because of the short notice concerning the budget reductions it was not possible to provide advance warning to faculty of any potential cuts to support travel. As a result, in the Fall semester the committee considered that dramatic changes in travel funding would have a high impact on faculty who had already incurred travel expenses or who had already made commitments to pursue upcoming conference travel and development travel. Accordingly, the committee decided to reduce domestic travel funding for this year from a maximum of \$800 to \$700 per applicant and for international travel from \$1000 to \$900 maximum per applicant. It was felt that a reduction of \$100 would inconvenience faculty less at this stage of the award process given that no prior warning of funding reduction was possible from the committee.
2. The travel request process has been greatly simplified and made available online. In Fall 2016 some \$189,580 (263 awards) was allocated to support faculty travel. In Spring 2017 the amount dispersed for faculty travel was \$167,722, for a total allocation of \$357,302. The total allocated for travel during 2015-2016 was \$348,885 (474 awards).

In this respect, even though the individual allocations for domestic and international travel were reduced by \$100 to a maximum of \$700 and \$900 respectively, the funding allocated to travel actually increased. This indicates an increasing demand by faculty for travel and personal development support. For the first time, the office of Dr Melanie Page handled the administration of all the travel applications directly and only those requiring a committee decision were brought to the chair of the committee or the committee for a decision. The process worked smoothly and very effectively.

Specifically, the committee agreed on the following clarifications:

- a. That travel requests from visiting professors would be supported if they were full-time employees.
 - b. That travel applications made to the incorrect fund such as the academic conference fund would be rejected.
 - c. That claims for travel incurred during June-July-August could be made against the Spring or Fall grant application period (previously this had been for July and August only). If the application was made in the Fall round of applications, then the maximum cap for that year will apply to the applicant.
3. Some 74 internal grant requests were received for funding consideration by the committee. Of these requests, 44 were seed grant applications and 30 were scholarship applications. The total grant requests amounted to \$1,118,744. Due to the substantial budget reductions and the resulting funding available to the committee for disbursement, a total of \$189,277 was distributed, representing 16.9% of the total requested by faculty. This total compares to \$311, 843 allocated during 2015-2016 academic year – a reduction of almost 40% in grant available funding. Fifteen grant awards were made. Each application underwent three independent reviews by members of the committee and the awards were made based on a summation of the reviewers scores and substantial discussion during a special meeting of the whole. For the first time, internal grant applications were submitted through the WVU+kc system and through the offices of Dr. Melanie Page. Several teething problems did occur but these have been rigorously followed up and resolutions put in place by Dr Page and the kc office. A maximum award of \$15,000 was determined by the committee and an additional \$3000 was made available if truly interdisciplinary cooperation was demonstrated in the grant application. It was agreed that committee funds left over from the previous academic year (including those funds where the travel award made to a faculty member was not claimed) will roll over into the following academic year budget. The names and titles of the internal grant awardees will be posted.
4. As indicated above and new to the operations of this committee this year is that both the travel and internal grant application procedures were moved online. This action was made in order to facilitate the timely granting of travel awards, the transfer of funds to appropriate EBOs, and to lighten the administrative loads on committee members. The office of Dr Page processed the travel awards premised on the following caveats:
 - a. That this 2016-2017 academic year would be a pilot review and that the committee would revisit at the end of this academic year. Upon review of the first year experiment the committee decided to continue this procedure.
 - b. That the funding would come to this committee for disbursement in the first instance.

- c. That the amount and proportion of funding to be allocated to domestic and international travel would be made by the committee.
- d. That any questions concerning faculty applications would be returned to the committee for decisions concerning granting or denying the award.
- e. That a spreadsheet would be provided by Dr Page's office concerning the applications received and the funding awarded or denied by the committee.

The committee considered the process to be highly successful and will continue with this procedure in subsequent years.

- 5. As part of the committee's remit to be an advocate and representative of the University research community as a whole, the committee met with Fred King to engage in discussions focused on how the institutional research endeavour could be sustained and grown in order to maintain Research 1 status. These discussions will continue during the next academic year on a semester basis.
- 6. Finally, the committee for next year will be tasked with reviewing the future of travel support and internal grants. With the reduction in available funds, growing demand for travel and personal development support, and the extensive investment made by faculty in submitting grant applications and the committee in reviewing them requires that a committee evaluation and review is necessary early in the Fall semester. Concern was again raised at several points during the year regarding the need for continuity in leadership for this committee given the complexity of the annual operations.

Respectfully submitted

Trevor Harris (committee chair)

2016-2017 WVU Faculty Senate Service Committee Report
Submitted by: Randy Bryner, Committee Chair

Committee Members:

Randy Bryner, Chair

School of Medicine

(304) 293-0441

rbryner@hsc.wvu.edu

Ashley Martucci, CEHS, Chair-elect

Thomas Brindock, Dentistry

Frank DeMarco, B&E

Becca Fint-Clark, Extension

Karen Haines, CEHS

Barbara Hengemihle, Librarians

Virginia Kleist, B&E

Dave McGill, Davis

Lori Ogden, Eberly

Jon Wietholter, Pharmacy

Staff Council Representative

Provost's Office, ex officio

Committee Charge:

The Service Committee shall evaluate proposals competitively submitted for support by Senate Service Funds and shall make recommendations concerning the service mission of the University as deemed appropriate.

Committee Report:

The WVU Faculty Senate Service Committee met once during the spring, 2017 semester. We were charged with evaluating and selecting Community Engagement grants, formerly known as Public Service grants, which best stimulate and support community outreach and engagement projects that benefit the citizens of West Virginia. Members of the Faculty Assembly and other full-time regular employees conduct these grants. Funding from this program is intended to encourage development of additional support for these projects from other sources in the future as well as scholarly output. Funding is provided from the Provost's Office.

We had an excellent committee made up of individuals from numerous disciplines from across the university. Each member was asked to rank the grants for review preference based on expertise and interest prior to the meeting. Members were assigned two to three grants to review. Nine of the eleven-committee members were able to attend the proposal review session. Both individuals who had to miss sent their reviews to the Chair prior to the meeting. Dr. Melanie

Page, Associate Vice President for Creative and Scholarly Activity and Deanna Whorton, Program Coordinator provided excellent support to the committee.

We received 14 proposals this year totaling \$83,597.94 in funding requests. Each proposal was thoroughly evaluated by a primary and secondary reviewer, who presented their reports orally. This was followed by a careful discussion by the total committee of the merits of each project especially as it related to community outreach and engagement projects that would most benefit the citizens of West Virginia. The budget of each was meticulously scrutinized. We were given a total budget of \$60,000.00 for this year's projects. Eleven of the 14 proposals were considered appropriate for funding, either in full with partial funding, for a total of \$58,072.00. Titles of the funded or partially funded projects are as follows:

Cheat Lake Elementary School Science Fair
 Southern West Virginia Lifestyles (SWVL) Project
 National Writing Project @ West Virginia University Supplemental Support
 Rhizosphaera Needle Cast Management in Residential Landscapes: A Community Based Awareness and Action Plan
 Bringing the Great American Solar Eclipse to West Virginia
 Healthy Aging Fair: An Interprofessional Collaborate to Educate Seniors in West Virginia
 SKAT! (Skin Cancer Away Today!)
 Health Screenings for Emergency First Responders: "Protecting Our Local Heroes"
 Science Kits for Rural Elementary Schools in West Virginia
 Re-Entry Initiative: to provide legal and social holistic services to justice-involved veterans in West Virginia
 Outdoor interpretive signs for the Pearl S. Buck Birthplace

Committee Goals:

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

May 16, 2017

To: Lena Maynor, Chair, Faculty Senate

From: Evan Widders, Chair, Teaching and Assessment Committee

RE: Teaching and Assessment Committee Annual Report 2016-2017

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 SEI;
- (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 Curriculum Oversight 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.

In addition to these year-on-year goals, last year's report suggested that the committee focus on increasing student SEI response rates:

When Blue was used in the Spring 2016 semester, the overall response rate was 56.5% after "in progress" reports were submitted by the system, and 55.4% submitted by students using the "submit" button to complete the survey. Students informally asked about the survey reported tiring of answering questions when it was used across all courses. This is most likely an indication the survey remains too long in the context of completing the SEI for all courses, as opposed to those who only completed them for one course during the Fall pilot. This is an area in which the TAC should continue to work over the 2016-2017 year to further reduce the number of questions.

Report for 2016-2017:

Over the academic year 2016-2017, the TAC committee addressed the following issues in detail:

- (a) The advisability of providing automated supervisor access to instructor SEI. The committee felt that allowing chairs, SEI coordinators, and program

directors to access faculty SEI at the end of the semester would facilitate a supervisor's ability to adjust course offerings the next semester. Additionally, this measure provides an original copy of the SEI to the supervisor, mitigating the concern that SEI reports are not "locked" PDFs and could conceivably be modified before inclusion in the faculty file. After determining that the SEI belonged to the university, the new process was approved by Faculty Senate in May 2017, and will begin in the Summer 2017 session.

- (b) Shortening the questionnaire. The committee was convinced of the benefits of shortening the SEI instrument to improve response rates and decrease survey fatigue. It was necessary, however, to facilitate PET by maintaining some level of compatibility with previous versions of the SEI. Ultimately, the committee decreased the number of mandatory SEI questions from 23 to 9. The number of optional question bank and write-in questions remained at 6.
- (c) Revising the questions. The committee reviewed scholarly literature on student evaluation of instruction before evaluating the SEI instrument. After considerable discussion, the committee created 9 new questions to replace the previous mandatory questions. The new questions are aligned with current best practices and should serve to begin identifying student biases while providing data for analysis, PET, and programmatic assessment. The new questions were approved by the Faculty Senate at the May 2017 meeting, and will be implemented in Summer 2017.
- (d) Setting the minimum number of respondents to generate SEI reports. The committee considered setting a minimum student threshold for generating SEI reports, but ultimately decided that confidentiality risks were outweighed by the desirability of enabling every student to provide substantive feedback on the record.
- (e) The committee reviewed the SEI reports and approved a "long-form" report which provides a detailed analysis of the SEI data over 15-20 pages. The long report is meant to supplement, not replace, the original SEI reports.
- (f) The committee evaluated Blue's ability to provide analysis of qualitative SEI responses and determined that such capabilities could be a valuable counterpoint to the quantitative analysis of SEI data. Further investigation of these capabilities appears warranted.

Additional data on response rates are now available. Using the previous SEI system, the overall response rate was 64%. The paper survey response rate was 72% and the eSEI response rate was 47%.

In the first semester with all faculty using Blue, Fall 2016, students submitted 80208 completed SEI and 1314 were left in progress but eventually counted. Students failed to

complete 68106 surveys. The overall response rate was 54%. ITS generated 5806 SEI reports while 586 courses did not have any responses and did not generate reports.

In Spring 2017, students completed 70888 SEI and 1073 were left in progress but eventually counted. Students failed to complete 64692 surveys. The overall response rate was 53%. ITS generated 5598 SEI reports while 671 courses did not have any responses and did not generate reports.

An overall student response rate of 53-57% has been consistent over the three semesters that Blue has been in widespread use. The committee hopes that the new shortened SEI instrument will increase these response rates for academic year 2017-2018.

Goals for 2017-2018:

The committee has identified four potential goals for 2017-2018:

- (a) To evaluate the SEI data in the context of research indicating that SEI consistently reflect gender, age, and race biases. As SEI are used as documentation of teaching effectiveness for PET, teaching awards, and merit raises, it is important that we better understand how and where bias occurs. As Blue allows for significantly more nuanced analysis of SEI data than the previous SEI system, the committee may want to begin testing student responses for bias.
- (b) The TAC committee is apprehensive that academic units are over relying on SEI data when assessing teaching effectiveness. A key concern is that poor SEI may be used to punish faculty, perhaps by denying promotion or merit raises, rather than constructively for the improvement of teaching competence. The university administration and the TAC committee have acknowledged the insufficiency of SEI as the sole arbitrator of teaching effectiveness in the PET process, but have not yet provided comprehensive guidance for integration of other measures into the evaluation of teaching. Perhaps the committee can work with the Teaching and Learning Commons to begin formulating such guidance.
- (c) Further investigation into the use of Blue's tools for qualitative analysis of student comments appears warranted. The committee should develop suggestions for better integrating qualitative data into the teaching evaluation process.
- (d) The TAC may want to formulate a policy concerning the confidentiality of completed SEI. What are the criteria that would justify violating confidentiality or redacting portions of a SEI report?

MEMORANDUM

TO: Lena Maynor, WVU Faculty Senate Chair

FROM: Emily Murphy, Chair and John Connors, Chair-Elect WVU Faculty Senate Faculty Welfare Committee (with approval by the FWC on May 17, 2017)

SUBJECT: Faculty Welfare Committee Annual Report 2016 – 2017

DATE: May 17, 2017

COMMITTEE MEMBERS:

Emily Murphy, Extension, Chair	Shine Tu, Law
John Connors, Medicine, Chair-Elect	Scott Wayne, Statler
Hawley Montgomery-Downs, Eberly	Stanley Cohen, Retired Faculty, ex officio
Marie Abate, Pharmacy	Michael Ibrahim, Academic Leadership Fellow, ex officio
Sam Ameri, Statler	Lena Maynor, Faculty Senate Chair, ex officio
Anne Cronin, Medicine	Matt Valenti, Faculty Senate Chair-Elect, ex-officio
Bob Dailey, Davis	James Morris, Asst. Vice President, Human Resources, ex officio
Asadollah Davari, WVU IT	C.B. Wilson, Associate Provost for Academic Personnel, ex officio
Traci Mays, Libraries	
Litha Sivanadan, Extension	

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

This year, through diligent work on the part of all members who met for twelve 90-minute in-person committee meetings, the FWC addressed several important issues. The FWC thanks our many ex officio members for providing significant insight and inspiration. In addition, the FWC thanks:

- Clement Solomon, Director of Parking, for continuing to work with the FWC on parking concerns and issues across campus throughout the 2016–2017 academic year;
- Tom Patrick for giving an informal update and reflective insight regarding his new role as the Ombudsperson on campus.
- Samuel Lopez for coming to talk to the FWC about the Office of Diversity, Equity and Inclusion and brainstorming ways that the FWC and his office may partner on initiatives in the coming year.
- Liz Reynolds for updating the FWC regarding policies and enrollment for the WVU Child Learning Center.
- Staff Council for sending a representative to attend every FWC meeting this year. Some of these issues are common to faculty and staff.

The table below summarizes issues undertaken by the FWC during the 2016-17 academic year as well as recommendations for activities during 2017-18 academic year.

<i>Goal for 2016 – 2017</i>	<i>Status Update</i>	<i>Goal for 2017–2018</i>
Communication		
Ensure the previously-passed communications resolution is fully implemented at all levels of the University.	No official progress to date, but this issue will be carried over to fall 2017. Communication is an underlying theme of many topics brought before the FWC, and therefore it is a top priority of the FWC to help better and strengthen communication.	Revisit and continue to work on issues related to all levels and directions of communication. Work with Faculty Senate Chair to ensure ongoing implementation of faculty inclusion resolution

<i>Parking</i>		
Follow-up with Director Solomon about solutions for parking problems	Meetings with the Parking Director identified recurring issues. The FWC chair attended meetings of the Transportation and Parking committee. The Parking office sent an eNews with parking updates, encouraging faculty and staff with pertinent and timely issues to contact the office directly.	Continue work to develop better and more creative solutions for parking-related issues across campus.
<i>Tuition Benefits Program</i>		
Develop a 4-person tuition benefits program sub-committee to review current proposal draft, research tuition benefits program and funding mechanisms at other Big12/Land Grant Universities and update the current proposal with innovative ways to fund the tuition benefit program at WVU.	Due to possible budget cuts, VP Weese has placed this project on hold. However, in light of potential budget cuts that could negatively impact faculty retention and morale, the FWC encourages a pilot tuition benefits program. This program can developed in a manner that minimizes or eliminates loss of revenue or other expenses, and the pilot can determine the actual cost vs. institutional benefits of a tuition benefits program.	Once the sub-committee identifies viable ways to fund and implement a pilot, a revised pilot tuition benefit project proposal will be developed and shared with administration.
<i>Faculty Ombudsperson</i>		
Continue to communicate with the Ombudsperson to make sure the job description remains current and relative.	Tom Patrick was appointed to this position in March 2016. Tom gave an informal presentation to the FWC and will report to the Provost officially at the end of the academic year.	The FWC will continue to support the Ombudsperson position and review the annual report from the Office of the Ombudsman. FWC has made a request to the current Faculty Senate Chair (Lena Maynor) that Tom Patrick present to Faculty Senate in the fall of 2017.
<i>PEIA issues</i>		
Continue to obtain updates about efforts to improve or enhance PEIA benefits. This remains an important issue.	Shine Tu has been appointed as a fellow to work on PEIA issues and will update the FWC as needed.	Receive regular updates from Dr. Tu and step in to advocate for changes that are within the purview of the FWC
<i>ISSUES EMERGENT IN 2016-17</i>		
	<u>Emails to Faculty Welfare Committee:</u> Many (27) WuFoo messages were received regarding communication issues within University departments/services.	FWC will continue to follow-up on issues raised by faculty in WuFoo messages received in an appropriate manner.
	<u>Gender Identity and University forms:</u> There is a need to revise some forms to more effectively collect demographic and gender information.	Proposed language was presented to the Faculty Senate Executive Committee and further revisions of language is still needed.

ISSUES TO CONTINUE TO ADDRESS IN 2017–2018

Work to improve communication and faculty inclusiveness at all levels.

Continue to monitor issues for faculty that will allow them to be efficient and effective in their jobs. There are ongoing concerns from faculty about increased workload and work expectations.

In the light of budget cuts, FWC committee will continue to monitor and seek ways to increase morale amongst faculty as well as staff.

University Committee on Student Rights and Responsibilities

2016-2017 Annual Report

Chad N. Proudfoot, Chair

Prepared by: Stacy Vander Velde, Director – Office of Student Conduct

The information below represents data points on the number of student conduct board hearing that occurred as well as the types of violations, outcomes, and sanctions. Additionally, there is a summary of the faculty service on the boards. Each student conduct board hearing is made up of 2 or 3 faculty committee members and 1 or 2 student committee members. The period reported upon is from June 1, 2016 thru May 31, 2017 which is the term committee members serve upon appointment.

	2016-17	2015-16	2014-15	2013-14	2012-13
Cases Heard	20 (3 TIX)	20 (10 TIX)	35	47	70

Generally, all student conduct board cases have more than one violation alleged. The represents the different violations alleged for all cases resolved via a Student Conduct Board Hearing.

Violations Alleged in 2016-2017 Cases	Count
a) Sexual misconduct.	3
b) Prohibited drug related conduct.	3
c) Prohibited alcohol related conduct.	4
f) Aiding, abetting, assisting, or facilitating prohibited behavior.	1
g) Assault or battery.	3
i) Violation of West Virginia University Board of Governors policies, institutional rules and regulations, or campus rules and regulations.	1
j) Violation of federal, state, or local law.	2
k) Endangerment.	3
l) Obstruction or disruption.	1
o) Theft.	3
p) Damage, vandalism, or misuse of property.	1
q) Prohibited computer or electronic activity.	3
x) Domestic misconduct	1
cc) Possession of deadly weapons or destructive devices.	1
dd) Trespass.	2
gg) Abuse of the Student Code.	4

Summary of Sanctions levied in cases when Student was Responsible

Sanction	Count
Deferred Suspension	9
Expulsion	7
Restitution	5
Suspension	4

Other Sanctions	4
Counseling (Recommended)	3
Alcohol and Other Drug Intervention	3
Theft – Research Paper	3
Academic Sanctions	2
Community Service Hours	2
Loss of Privileges	2
12 Student Assistance Program Sessions (Alcohol and Other drug counseling)	1
Alcohol – Reflection Paper	1
General – Reflection Paper	1
Attend On Campus Event and Reflection Paper	1

Committee Members who served and corresponding # of hearings

Member	# of hearings
Steve Hardy	14
Jacqueline Speir	12
Jim Kotcon	11
Elizabeth Fones-Wolf	10
Dale Olson	9
David Hauser	9
Barbara Hengemihle	7
Abhishek Srivastava	6
Sam Ameri	5
Cate Johnson	5
Kim Floyd	4
Kristina Olson	4
Nick Bowman	4
Leslie Graebe	2
Deborah Boone	1
Helen Hartnett	1

It is important to note that other committee members may have been struck from serving due to a conflict of interest with the parties involved (for example, they had the student in class). Additionally, there were other panels that were completely excused that the student entered into an agreed resolution with the University thus deeming the hearing unnecessary.

MEMORANDUM

2016-2017 WEST VIRGINIA UNIVERSITY FACULTY SENATE ANNUAL REPORT

Committee on Committees, Membership and Constituencies

TO: Lena Maynor, Faculty Senate Chair, Clinical Associate Professor, School of Pharmacy

FROM: Virginia Franke Kleist, Chair, Committee on Committees

COMMITTEE CHARGE:

The Committee on Committees, Membership and Constituencies is charged with the responsibility to “secure capable committee members and committee chairs who have experience on their respective committees and to achieve a balance between senior and junior faculty members and among the various schools and colleges, and review and report to the Senate upon the constituencies to be represented within the University Assembly.”

COMMITTEE MEMBERSHIP:

The Committee members for this cycle included the following members:

Virginia Franke Kleist, Chair, College of B and E, Chair

Lesley Cottrell, Medicine, Chair-elect

Robert Bastress, LAW

Sandra Elmore, WVUIT

Becca Fint-Clark, Extension

Jennifer Merrifield, PSC

Lena Maynor, Pharmacy, Faculty Senate Chair, ex officio

Alan Stolzenberg, Eberly, Faculty Secretary, ex officio

Richard Turton, Statler, Faculty Senate Past Chair, ex officio

Matthew Valenti, Statler, Faculty Senate Chair-elect, ex officio

ACCOMPLISHMENTS FOR 2016-2017:

- The Faculty Senators were polled regarding their willingness to serve on various Senate Committees, and a spreadsheet of volunteers was created with the expert help of Faculty Senate Office Administrator Judy Hamilton. This spreadsheet was used to inform the CoC as they worked to build the Faculty Senate Committees for the 2017-2018 academic year.
- The final spreadsheet included information about Faculty Senator interests, their history with respect to service on various committees, and their role in leadership of various committees. Additional information regarding Faculty Senate election results were also compiled as part of the information used to populate committees.
- Our committee met and worked diligently to populate our various committee memberships with the required membership as well as with a balance of experienced

hands, new committee members, Senators and non-Senators as well as Chairs, and Chair elects. The Committee worked to include faculty from all campuses, including Potomac and WVU Institute of Technology at Beckley, as well as to have breadth across disciplines represented on our committees for next year. The results of our committee outcomes are appended to this report.

- The committees were vetted with the proposed members by the CoC, e.g., each person either volunteered or was contacted and they agreed to serve.
- When possible, the ex-officio members were also named and contacted. It is recommended that each committee chair contact their respective committee members, seek help from the Faculty Senate Secretary to identify SGA and ex officio members as of yet not named, and coordinate and convey meeting times and committee charges with their new committees.
- Any issues with committee membership concerns or changes should be raised with either the current CoC through June 30th, and with the new CoC post June 30th.
- The Faculty Secretary will populate the student members of committees via the SGA President prior to the start of the fall semester.
- The committee discussed the role of ex-officio members and also discussed the appropriate method for filling committees. The objective of our committee was to fill memberships with interested and dedicated committee members who would be willing to engage and participate in the various Faculty Senate committees for the 2017-2018 academic year.

GOALS FOR 2017-2018 COMMITTEE ON COMMITTEES, MEMBERSHIP AND CONSTITUENCIES

- The current Faculty Senate Constitution indicates that the voting status of ex-officio members is to be determined by the Committee on Committees, Membership and Constituencies. As such, there is a need to evaluate charging the various Faculty Senate committee chairs for next year to ask that they formally define the voting role of ex-officio members within each committee, and then document this decision in the committee's official minutes, as well as to convey this to the Faculty Secretary for inclusion in the Senate minutes for the record.
- The 2013-2016 version of the Faculty Senate Constitution indicated that ex-officio members did not vote, and this was changed to the current policy where voting of ex-officio's varies by committee. Anecdotally, voting by current Faculty Senate ex-officio committee members varies by committee. It may be that we discuss the return to a uniform policy, adopt this policy and include the policy in the Constitution in the future. Robert's Rules, which we are our currently adopted rules of procedure according to our constitution, indicates that ex-officio members do vote. Ex-officio voting usually does not matter one way or the other until it matters, and then it is too late to look at the policy.

Committee on Committees, Membership, and Constituencies 2017-2018 **3, 2, 0, 0, 4**

Committee Charge

The Committee on Committees, Membership and Constituencies is to:

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

Senators and Faculty:

Lesley Cottrell, Chair (Senator 2018, School of Medicine)

Carolyn Atkins (Senator 2019, College of Education and Human Services)

Bob Bastress (Senator 2019, College of Law)

Richard Turton (Faculty, SCEMR, BOG Representative)

Becca Fint Clark (Faculty, Extension Service)

Jennifer Merrifield (Faculty, Potomac State)

Ex-officio:

Chad Proudfoot (Senator 2019, Extension Service, Ex-Officio Faculty Senate Secretary)

Matt Valenti (Senator 2018, SCEMR, Ex-officio, Faculty Senate Chair)

Lena Maynor, Chair Elect (Senator, 2019, School of Pharmacy, Ex-officio, Past Faculty Senate Chair)

David Hauser (Senator, 2018, Eberly, Ex-officio, Faculty Senate Chair Elect)

Curriculum Committee 2017-2018 **4, 10, 0, 0, 3**

Committee Charge: The Curriculum Committee is to review and approve specific proposals and curricula changes from the course to the program level.

Senators and Faculty:

Ralph Utzman, Chair (Senator, 2020, School of Medicine)

Kimberly Floyd, Chair Elect (Senator, 2018, College of Education and Human Services)

Karen Haines (Senator, 2020, College of Education and Human Services)

Ednilson Bernardes (Senator, 2018, Business and Economics)

Anne Cronin, (Senator, 2020, School of Medicine)

Alcinda Trickett-Shockey (Senator, 2018, Dentistry)

Vagner Benedito (Senator, 2018, Davis)

Nick Bowman (Senator, 2018, Eberly)

Elaine Eschen (Senator, 2019, SCEMR)
Robin Hissam (Faculty SCEMR)
Charis Tsikkou (Faculty, Eberly)
Rachael Bragg (Faculty, WVU Beckley)
Susan Arnold (Faculty, University Librarians)
Sheryl Chisolm (Faculty, Potomac State)
Amy Funk (Faculty, School of Dentistry)
Terese Giobbia (Faculty, College of Creative Arts)
Jennifer Steele (Faculty, Eberly)

Ex-officio (3):

Paul Kreider, Associate Provost
Aimee Pfeifer, University Registrar
Associate or Assistant Registrar

Faculty Welfare Committee 2017-2018

5, 5, 0, 0, 5

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

Senators and Faculty:

John Connors, Chair (Senator, 2018, School of Medicine)
Samuel Ameri (Senator, 2019, SCEMR)
Anne Cronin (Senator, 2010, School of Medicine)
Emily Murphy (Senator, 2020, Extension Service)
Shine Tu (Senator, 2018, School of Law)
Marie Abate (Faculty, School of Pharmacy)
Asad Davari (Faculty, WVU Institute of Technology)
Becca Fint-Clark (Faculty, Extension Services)
Annastella Vester (Faculty, Eberly)
Scott Wayne (Faculty, SCEMR)
Heiko ter Haseborg (Faculty, College of Education and Human Services)

Ex-Officio (5):

David Hauser (Faculty Senate Chair Elect, Eberly)
Retired Faculty
Retired Faculty
Staff Welfare Committee
Cris DeBord, Vice President of Talent & Culture

General Education Curriculum Oversight Committee 2017-2018

5, 8, 0, 1, 2

Committee Charge:

The General Education Foundations Committee (GEFCo) will:

1. Review applications for new GEF courses and existing GEF courses;
2. Produce resources and educational opportunities to support the GEF and institutions to develop appropriate WVU Learning Goals;
3. Collaborate with other committees and any relevant administrative bodies on outcomes assessment of the GEF and other relevant assessment issues;
4. Address in a timely fashion any other issues pertinent to the success of the GEF;
5. Collect course-level assessment of the GEF as part of the application and review process;
6. Evaluate periodically national trends in general education and best practices, and implement changes as needed.

Senators and Faculty:

Nathalie Singh-Corcoran, Chair (Senator, 2019, Eberly)

Robert Brock, Chair-elect (Senator, 2019, School of Medicine)

Lesley Cottrell (Senator, 2018, School of Medicine)

Lisa DiBartolomeo (Senator, 2010, Eberly)

Kristen Matak (Senator, 2020, Davis College)

Susanne Kitchen (Senator, 2018, College of Business and Economics)

Jennifer Merrifield (Faculty, Potomac State)

Melissa Morris (Faculty, SCEMR)

Beth Nardella (Faculty, School of Medicine)

Gayle Neldon (Faculty, College of Education and Human Services)

Kaushlendra Singh (Faculty, Davis College)

Li Wang (Faculty, College of Business and Economics)

Laura Pyzdrowski (Faculty, Eberly)

Beth Royall (Faculty, University Librarians)

Student (1):

Faculty Secretary requests names appointed by President of SGA

Ex-officio (2):

David Hauser (Faculty Senate Chair Elect, Eberly)

Paul Kreider, Associate Provost

Library Committee 2017- 2018

2, 4, 0, 2, 3

Committee Charge: The Library Committee has advisory responsibility for the formulation of Library policies and procedures in circulation, collection development, instructional services,

research services, funding, and keeps the University Senate informed regarding current library issues and concerns.

Senators and Faculty:

Amy Burt, Chair (Senator, 2018, School of Medicine)

Scott Myers, Chair Elect (Senator, 2019, Eberly)

Sammy Lee (Senator, 2018, Reed)

Kelley Gannon (Senator, 2018, School of Medicine)

Lynn Maxwell (Faculty, College of Law)

Jason Manning (Faculty, Eberly)

Evan McCarthy (Faculty, College of Creative Arts)

Students (2)

Faculty Secretary requests names appointed by President of SGA

Ex-Officio (3)

Dean of Libraries

Senior Senator, Libraries

Representative, Provost's Office

Research Integrity Committee 2017-2018

4, 8, 0, 0, 0

Committee Charge:

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

Senators and Faculty:

John Connors, Chair (Senator, 2018, School of Medicine)

Matthew Dietz (Senator, 2020, School of Medicine)

Bingyun Li (Senator, 2019, School of Medicine)

Ian Rockett (Senator, 2018, School of Public Health)

Richard Turton (Faculty, SCEMR)

Dean Bonsall (Faculty, School of Medicine)

Asadollah Davari (Faculty, WVU Institute of Technology)

Daniel Eades (Faculty, Extension Services)

Barbara Hengemihle (Faculty, University Librarians)

Mikylah McTeer (Faculty, College of Creative Arts)

Mark Nigrini (Faculty, College of Business and Economics)

Joseph Prudhomme (Faculty, School of Medicine)

Research and Scholarship 2017-2018

8, 7, 0, 0, 3

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

Senators and Faculty:

Ilkin Bilgesu, Chair (Senator, 2019, SCEMR)
 Alan Collins Chair Elect (Senator, 2019, Davis College)
 Trevor Harris (Senator, 2018, Eberly)
 Nick Bowman (Senator, 2018, Eberly)
 Lesley Cottrell (Senator, 2018, School of Medicine)
 Michael Ibrahim (Senator, 2020, College of Creative Arts)
 Linda Vona Davis (Senator, 2020, School of Medicine)
 Julie Lockman (Senator, 2020, School of Medicine)
 Erik Herron (Faculty, Eberly)
 Mikylah McTeer (Faculty, College of Creative Arts)
 Lizzie Santiago (Faculty, SCEMR)
 Joshua Woods (Faculty, Eberly)
 Jason Huber (Faculty, School of Pharmacy)
 Melanie Clemmer (Faculty, School of Medicine)
 Laura Theeke (Faculty, School of Nursing)

Ex-Officio (3)

Associate VP for Research
 Representative, Provost's Office
 Director, Sponsored Programs

Service Committee 2017 –2018

5, 6, 1, 0, 2

Committee Charge:

The Service Committee shall evaluate proposals competitively submitted for support by Senate Service Funds and shall make recommendations concerning the service mission of the University as deemed appropriate.

Ashley Martucci, Chair (Senator, 2018, College of Education and Human Services)
 Karen Haines Chair-Elect (Senator, 2020, College of Education and Human Services)
 Randy Bryner (Senator, 2018, School of Medicine)
 Jason Burnside (Senator, 2019, Extension Services)
 Randy McCrobie (Senator, 2019, School of Medicine)
 Becca Fint- Clark (Faculty, Extension Services)

Virginia Kleist (Faculty, College of Business and Economics)
Barbara Hengemihle (Faculty, University Librarians)
Dave McGill (Faculty, Extension Services)
Lori Ogden (Faculty, Eberly)
Melissa Brooks (Faculty, University Librarians)

Staff (1)
Lisa Martin- Staff Council Representative

Ex-officio (2):
Representative from the Provost's office
Voting ex-officio Representative from the Center for Service Learning (as approved at
Committee on Committees)- Lindsey Rinehart

Student Rights and Responsibilities Committee 2017-2018 **14, 16, 0, 15, 1**

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

Senators (14)
Kim Floyd, Chair (Senator, 2018, College of Education and Human Services)
Sam Ameri (Prof., Statler)
Robert Bastress (Prof., Law)
Ednilson Bernardes (Assoc. Prof., B&E)
Ilkin Bilgesu (Assoc. Prof., Statler)
Jason Burnside (Instr., Extension)
Michelle Costas (Asst. Prof., Medicine)
Diana Davis (Asst. Prof., Medicine)
Trevor Harris (Prof., Eberly)
Helen Hartnett (Assoc. Prof., Social Work)
David Hauser (Teaching Asst. Prof., Eberly)
Chad Proudfoot (Coordinator, Extension)
Ashlee Sowards (Asst. Prof., Dentistry)
Chris Plein (Senator, 2020, Eberly)

Other Faculty (16)
Deborah Boone (Faculty, Davis College)
Daniel Brewster (Faculty, Eberly)
Amy Cyphert (Director, Aspire)
Marianne Downes (Faculty, School of Medicine)
Elizabeth Fones-Wolf (Faculty, Eberly)
Steve Hardy (Faculty, School of Medicine)

Barbara Hengemihle (Faculty, University Libraries)
Cate Johnson (Asst. Dir. ASPIRE/FEAP, Honors)
Adam Komisaruk (Faculty, Eberly)
James Kotcon (Faculty, Davis College)
Evelyn Martin (Faculty, Nursing)
Mikylah McTeer (Faculty, College of Creative Arts)
Kimberly Meigh (Faculty, College of Education and Human Services)
Mark Nigrini (Faculty, College of Business and Economics)
Dale Olson (Faculty, College of Law)
Ramana Reddy (Faculty, SCEMR)
Carla See (FEAP, Eberly)

Students (15)

Faculty Secretary requests names appointed by President of SGA

Ex-officio (1)

Representative from the Provost's office

Teaching and Assessment Committee 2017-2018

6, 6, 0, 0, 4

Committee Charge

The Teaching and Assessment Committee will:

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

Senators and Faculty:

David Hauser, Chair (Senator, 2018, Eberly)
Ashley Martucci, Chair Elect (Senator, 2018, College of Education and Human Services)
Heather Billings (Senator, 2018, School of Medicine)
Evan Widders (2018), (Eberly)
Nicklaus Goff (Senator, 2019, Potomac State College)
Ashlee Sowards (Senator, 2020, School of Dentistry)
Ordel Brown (Faculty, SCEMR)
General Hambrick (Faculty, College of Creative Arts)
Adam Komisaruk (Faculty, Eberly)
Abhishek Srivastava (Faculty, College of Business and Economics)

Rachel Stein (Faculty, Eberly)
Richard Turton (Faculty, SCEMR)
Melissa Ventura-Marra (Faculty, Davis College)

Ex Officio (4):
Representative, Office of the Provost
Representative, Health Sciences Center
Representative, Academic Innovation
Representative, OIT

Committee of Retired Faculty 2017-2018

Stan Cohen, Eberly Arts & Sciences
Wils Cooley, Statler Engineering
John Fisher, Law
Rumy Hilloowala, Medicine
Art Jacknowitz, Pharmacy
Charlotte Nath, Medicine
Tom Witt, Business & Economics- CHAIR
Jean Woloshuk, Extension
Bonnie Anderson, President's Office, ex officio
Matthew Clark or Donna Fucello, WVU Foundation, ex officio
Toni Christian, Human Resources, ex officio
Billy Coffindaffer, Village at Heritage Point, ex officio
Michael Cooper, WVU Retirees Association, ex officio

Respectfully submitted,



Virginia Franke Kleist, Senator, 2017, College of Business and Economics
Chair, Committee on Committees, Membership and Constituencies