

SOAR Exemption Form

Fairmont State University Core Curriculum First-Year Seminar Exemption Information

Beginning fall semester 2020, all first-year students at Fairmont State University will be required to enroll in and successfully complete a one-credit Core Curriculum First-Year Seminar (FYS).

The purpose of this class is to provide students with a sense of belonging and the tools needed to be successful in college.

First-year seminar is part of the new Fairmont State Core Curriculum being implemented fall 2020 that outlines a required curriculum that all students must complete along with course requirements determined by their major and Academic College in order to graduate with a degree.

It is important students understand that First-Year Seminar:

- Is a graduation requirement.
- Must be attempted for the first time within the first 2 semesters or first 30 credits.
- Requires a grade of “C” or higher (students who earn a D or F in First-Year seminar must repeat the class).

The University recognizes there will be academic programs and new students that either require or are eligible for exemption from the Core Curriculum First-Year Seminar.

The following list outlines primary reasons a student may be approved for an exemption from the Core Curriculum FYS requirement:

- Academic Program with an approved exemption.
- Transfer student with 30 completed credits (does not include dual enrollment, CLEP, or AP credits/classes).
- Re-enrolled with successful completion of 30 academic credits.
- Earned Associate Degree or higher.
- Non-Degree students.
- Students who were actively enrolled in Spring 2019 and chose to move to an Academic Course Catalog containing the First-Year Seminar requirement."

Individual students interested in applying for an exemption must complete the *Request for Exemption from the First-Year Seminar Core Curriculum Requirement form*. This form is available in the Fairmont State forms repository.

All individual exemption requests will be reviewed by the Coordinator for the First-Year Seminar Program. The Office of the Provost will review appeals for denied requests.

According to the most recent National Survey for the First-Year Experience, almost 74% of colleges and universities, public and private, have a First-Year Seminar as part of an overall First-Year Experience at their institution. While some students may be eligible for an exemption, all new students will be invited and encouraged to enroll in a First-Year Seminar to increase their likelihood of success in college.

Fairmont State University
Core Curriculum First-Year Seminar Exemption Request

Students requesting an exemption from the Core Curriculum First-Year Seminar must complete this form and submit it to the First-Year Seminar Coordinator at 1201 Locust Ave., 307 ED. Bldg., Fairmont, WV 26554 or by emailing carol.tannous@fairmontstate.edu.

Student Information

Last Name _____ First Name _____ MI _____

Date _____

F-Number _____

Phone _____

Email _____

Academic Department _____

Major _____ Minor _____

Reason for Exemption

- ____ Transfer student with 30 completed credits
- ____ Re-enrolled with successful completion of 30 academic credits (does not include dual enrollment, CLEP, or AP credits/classes)
- ____ Earned Associate Degree or higher
- ____ Non-Degree students
- ____ Catalog Change

Approved exemptions will be sent to the Registrar's Office with a request to update the student's Degree Works. The Registrar will notify the SOAR FYS Coordinator via email that the exemption has been applied. The SOAR FYS Coordinator will notify the student and official Academic Advisor of this change.

All questions regarding the FYS exemption process should be directed to the SOAR First-Year Seminar Coordinator.

Signature of SOAR FYS Coordinator

Date

Approved Not Approved

Notes:

Housing Concerns

Housing Concerns

I have recently been contacted regarding students who were given exemptions to stay in the dorms being asked multiple times to try to find other options—to the point that students report feeling harassed.

Let me say at the outset that I do not envy anyone in the position of making the hard decisions that had to be made when the coronavirus crisis hit, and I understand that we are all responding daily to new information, which may mean that some early decision required revisiting. However, I think it is imperative that we are all aware of how and why decisions are being made so that we have the facts at hand when we are contacted by someone or hear complaints or concerns through the grapevine.

Here are concerns that I have heard:

- Students being asked multiple times to find alternative housing—when they have no alternative or when returning home would mean returning to abusive or unsafe housing.
- Students exhibiting symptoms of PTSD due to this pressure.
- Students feeling “furious” or “beaten down” after being told multiple times to “keep trying to find other options.”
- Students being told the Friday after the COVID 19 case was discovered on campus that they would have to stay in their dorm rooms for 14 days and would have food delivered by the dining hall—or they could move out by Easter Sunday (essentially a one day notice to find other lodging and move).
 - I witnessed at least two students moving out on Sunday—accompanied by a police presence (I drive though campus to go to Farmington to care for my horse’s hoof injury).
- Students being told that the Marion County Health Department said they must evacuate.
 - The Health Department denies it made any such statement.
- Students who are also Resident Assistants are not only losing their housing but also their jobs, though some have been offered virtual employment.
- That the supervisors/administration in Housing are “not shy about threatening” jobs.
- That two additional cases of COVID 19 were diagnosed on campus.
- That Tim McNeely has been replaced by General Counsel.

Questions and requests that faculty and students have made include:

1. Can we be provided with a timeline of each ResLife decision, the numbers of students impacted by the decisions at each point, who made the decision(s) and with whom did decision makers consult?
2. For students who did or didn't come back after break, what is the status of room and board refunds and/or credits? Total or partial? If they did get a refund, how quickly did they get it after they left? NOTE: The FSU website’s COVID-19 information page/FAQs regarding housing has not been updated since mid-March.
3. While the students were in the dorms after break, what access to medical care did students have (since the health center had been closed, and FMRC closed during that period, as well)? Did FSU verify that the first aid kits in the dorms had thermometers and other basic, nonexpired supplies?
4. How many students were tested, how many came back positive, and where were the students living (dorms or already off-campus) by the time the results came in?

5. Why was the 14 day quarantine shortened to 6-7 days? Who made this decision? Who did they consult? What guidance, if any, did the Marion County Health Department provide and, if guidance was provided, who at the HD provided it?
6. The Health Department has reported to faculty that the students were not required to evacuate campus, therefore, why were they put out in the community before their quarantine was up?
7. How were housing decisions made differently for American vs. international students, as well as for RA's?
8. What supports (financial, community outreach, faculty outreach, etc.) were provided to students who were forced or cajoled into leaving the dorms at each point?
9. For the students who left campus after the first positive result, what follow up did school do to verify that the students who left didn't turn positive within the 14 days?
10. What is our ethical and legal liability for turning the students out of the dorms before their quarantine is up? How were our *in loco parentis* duties dealt with?

2020-2021 Faculty Senate Meeting Dates

Faculty Senate meetings for 2020-2021 academic year

Meeting location: 303 Education Building

Meeting time: 3:00-5:00 pm

All meetings held on 2nd Tuesday of the month except where noted:

August 19, 2020 (3rd Tuesday)

September 8, 2020

October 6, 2020

November 10, 2020

December 8, 2020

January 12, 2021

February 9, 2021

March 16, 2021 (3rd Tuesday)

April 13, 2021

May 4, 2021 (1st Tuesday)

Athletics Committee Report

Committee – Athletics Committee

Members:	Jim Davis – Chair	Tony Morris
	William Harrison	Paul Reneau
	Debra Hemler	Aimee Richards
	Charley Hively	Amanda Sanchez-Hall
	Brianna Locante	Gary Zickefoose

Ex-Officio: Director of Athletics

Ex-Officio: Director of NCAA Compliance

ATHLETICS COMMITTEE. The Athletics Committee shall:

- a. Review and recommend policies;
- b. Advise the President and the Athletic Director in the determination and maintenance of high standards of performance by the institution in this specialized area;
- c. Act as a liaison between faculty, students and administration;
- d. Monitor the athletic budget allocations and inter-collegiate schedules; and
- e. Periodically review compliance with MEC, NCAA, and Title IX policies and regulations.
- f. Review and make judgement on all athletic transfer appeals

The Athletics Committee shall consist of interested faculty from the Academic Units. The Director of Athletics and the University NCAA Academic Representative shall be ex-officio members.

Mr. President,

The Athletics Committee had been dormant for some time and was reconvened by the request of Dr. Susan Ross in February. With the assistance of Dr. Hokom, Senate President, an additional charge was put to the committee to listen to athletic transfer appeals during this meeting. Appropriate athletic personnel were in attendance to give details on the transfer process. During that meeting I was elected Chair of the committee since there had been changes in the committee membership since it last met.

At this time there are no outstanding actions required of the committee. As Chair of the Athletics Committee, I plan on having the committee meet with appropriate athletic personnel for their report to the committee. Due to the Pandemic I plan on setting this meeting sometime in mid to late September, if possible.

Please let me know if you have any questions or concerns,

Sincerely,

James B. Davis, MBA
Assistant Professor, School of Business
206-G Jaynes Hall
304-367-4188
James.davis@fairmontstate.edu

Legislative Advocacy Committee Report

2019-20 Annual Report

Legislative Advocacy Committee

The Legislative Advocacy Committee and the President's Office organized and funded a Legislative Forum that took place on Wednesday, December 4, 2019. Senator Roman Prezioso and Delegates Michael Angelucci, Mike Caputo, Linda Longstreth, Dave Pethtel, Ben Queen, Amy Summers, Danielle Walker and Terry Waxman attended. There were about fifteen administrators, faculty, staff and students in attendance. A lot of discussion about a number of issues occurred. The roundtable format was utilized during the program.

The important bills during this year's legislative session were: HB 4022 Clarifying the qualifications of the Chancellor of the HEPC, SB 150/HB 4021 Budget Bill, SB 760 Allowing State college or university to apply to HEPC for designation as administratively or financially exempt school, HB 4729 Requiring higher education institutions to use previous versions or editions of instructional materials, and HCR 102 Relating to funding formulas for institutions of higher education.

On Thursday, February 6, 2020, I went to the legislature with the Advisory Council of Faculty (ACF). There were eighteen of us representing sixteen higher education institutions in West Virginia. Meetings took place with Senate President Mitch Carmichael, Senate Education Chair Patricia Rucker, House Majority Whip Paul Espinosa, House Education Chair Joe Ellington, and House Finance Chair Eric Householder. I went to the legislature with a member of the Legislative Advocacy Committee on February 13, 2020. We had a number of meetings with Senators and Delegates. I also went to the legislature on Tuesday, February 25, 2020 for the first Fairmont State University Day in the Legislature. There was no Higher Education Day in the Legislature this year because the HEPC cancelled the event.

We continue to depend upon the FSU faculty at large to make phone calls, and/or write letters when such action is deemed necessary. Several members attended PEIA events. Members continue to attend local legislative events in support of FSU's interests.

Respectfully submitted,

Harry Baxter

Chair, Legislative Advocacy Committee

General Studies Committee Report

Report to FSU Faculty Senate

General Studies Committee

2019-2020

Respectfully submitted, Chair, Dr. James Matthews

During the academic year 2019-2020, the General Studies Committee's business consisted of the following:

- 1) We finalized the new Core Curriculum to replace our current GS program (see additional attachment).
- 2) We further revised the course application process and form to match the Core Curriculum outcomes rather than those for the current General Studies program.
- 3) We drafted a First Year Seminar Exemption policy.
- 4) We reviewed and approved a BSSL curriculum proposal that would align that program's general education requirements with the Regents' BA degree rather than the Core.
- 5) Because of this curricular overhaul, we did not review submitted assessment materials this year.

Financial Aid Appeals Committee Report

Student Financial Aid Appeals Committee Report – Academic Year 2019-20

The Committee reviewed and addressed all Financial Aide appeals forward to the committee by the Office of Financial Aide.

Constitution and Bylaws Committee Report

Ad Hoc Committee – Senate Constitution and By-Laws Revision

Members: Jim Davis – Chair
Donna Long
Galen Hansen
Jacquelynn Sherman
Theresa Jones

Mr. President,

The Senate Constitution and By-Laws Revision Ad Hoc Committee met several times during the academic year in order to try and determine necessary revisions based on restructuring. After a meeting with Provost Harvey, it was suggested that the committee pause until revisions to the University's structure were complete – at the time of this report, restructuring timelines were unknown.

Donna Long and myself have agreed to work sporadically over the Summer in order to update the committees section of the By-Laws.

Since the work of this committee has extended well beyond the original intended time frame of completion, I am recommending that the committee re-convene in August to either put the final revisions (based on University Structure) in place or to revise as needed according to current structure (with the understanding that as the structure of the University changes, changes regarding Senate representation will also have to change).

I would like to put a tentative completion date of October, 2020 in place. As you know, changes to the By-Laws do not require a faculty wide vote. However, changes to the Constitution do require a faculty wide vote of approval.

Please let me know if you have any questions or concerns,

Sincerely,

James B. Davis, MBA
Assistant Professor, School of Business
206-G Jaynes Hall
304-367-4188
James.davis@fairmontstate.edu

Personnel Committee Report

MEMO



*Charles A. Shields, J.D.
Professor of Criminal Justice
108 Hardway Hall
304-367-4114
e-mail: Charles.Shields@fairmontstate.edu*

To: Dr. Matthew Hokom, President
Fairmont State University Faculty Senate
From: Dr. Charles Shields, Chair, Faculty Senate Personnel Committee
Date: April 30, 2020
Subject: Faculty Senate Personnel Committee Report
2019/2020 Academic year

SENATE PERSONNEL COMMITTEE REPORT ACADEMIC YEAR 2019-2020

Members: Dr. Charles Shields, Chair, Dr. John O'Connor, Ms. Jennifer Boggess, Dr. Galen Hansen and Dr. Matthew Hokom.

Committee Business: The committee charge was to consider two applications for promotion to the rank of associate professor, and two applications for tenure. The committee did not consider any applications for promotion to the rank of professor or applications for sabbatical leave or emeritus status.

After considering all applications, the committee made recommendations to the President of the University through the Provost and Vice President for Academic Affairs.

If you have further questions or the need of further information, please advise.

Respectfully,
Charles A. Shields
Charles A. Shields, J.D.
Professor of Criminal Justice
Chair, Faculty Senate Personnel Committee
108 Hardaway Hall
304-367-4114
Charles.Shields@fairmontstate.edu

Admissions & Credits Committee Report

Committee on Admissions and Credits
Annual Report to the Senate
2019-2020

During the current academic year, the Committee conducted two meetings, in the first of which Leland George was elected to serve as chair for the year; two electronic votes were appended to the minutes of the second meeting. Also occurring since last report were two meetings in the summer of 2019.

Six (6) student appeals were heard.

The Committee approved the following recommendation to the Senate:

1. That the Director of the Tutoring and Testing Center be added to the list of ex officio members.

Respectfully submitted,

Leland M George, PhD
Professor of English
Chair, Committee on Admissions and Credits

Faculty Welfare Committee Report

May 5, 2020

Year-end report for Faculty Welfare Committee for 2019-2020

The Faculty Welfare Committee suffered a discouraging setback this year. After being told by the Provost that the Academic Honesty Policy was approved and ready to go, we introduced the policy to the faculty and were working towards full implementation of the policy for this school year. However, President Martin intervened in January 2020 and the policy has now been put into an administrative limbo with no clear path to implementation. The frustrating and confusing boondoggle that has stretched our work on this policy out to three years (still without resolution) has made it clear to the committee that Fairmont State University desperately needs a clear and explicit process for the creation, approval, and implementation of policies. To this end, we drafted the following statement in our February meeting and forwarded it to the Faculty Senate for their consideration:

“Fairmont State lacks a clear process for creating and vetting university policies, and for determining whether such policies fall under the authority of Academic Affairs or require approval of the Board of Governors. The Faculty Welfare committee recommends to Faculty Senate that such a process be created.”

The committee continued organizing Faculty Social Hours, usually on the first Friday of each month. President Martin continued to provide drinks for the social hours, and we were allowed to resume serving alcohol. We organized two “virtual” social hours during the spring pandemic shutdown. Attendance at the social hours has been lower this year. The committee has decided to try some new things next year in hopes of reviving interest and participation among the faculty.

During the fall, the committee did some work regarding the high numbers of temporary and adjunct faculty that are being hired by the university, relative to the number of tenure-track positions that are being offered. We asked Cindy Curry and Jacob Abrams to do some research, and Cindy presented some results in our November meeting. Indeed, the number of term and adjunct positions has increased in recent years. Anecdotally, it seems like more tenure-track searches are being permitted this year, so hopefully the university is trending back in a positive direction. However, it is an issue that needs continued attention.

We reached out to Mike Ransom about collaborating with him on the Campus Climate Survey, in hopes of getting some data from the survey that would help inform our work. Mike attended our January meeting, and we gave him a list of suggested topics that we would like to include in the survey.

Two other issues of concern were discussed this year:

- 1) trans issues on campus and the need for Fairmont State University to create guidelines for how faculty should deal with trans students and for what protections/accommodations the university will offer to trans faculty, staff, and students;
- 2) the need for a clear policy regarding political speech and activism by faculty.

We met with Provost Harvey to discuss these issues. We also tried to arrange a meeting with General Counsel Sikora to discuss these issues. We were not able to schedule a meeting with her, but she did provide some information via email. The way forward on these issues remains unclear, particularly because of the university’s lack of a clear process for creating new policies. Because no process is specified, we receive conflicting and confusing information about how to proceed.

Respectfully submitted,
Sam Spears
Chair, Faculty Welfare Committee

Committee Assignments for 2020- 2021 (for first reading)

Sheet1

Academic Year	Committee	Committee Member
2020-2021	Academic Appeals Board	Leland George
2020-2021	Academic Appeals Board	Tabitha Laffere
2020-2021	Academic Appeals Board	Pam Huggins
2020-2021	Academic Appeals Board	Janet Floyd
2020-2021	Academic Appeals Board	Julie Reneau
2020-2021	Academic Appeals Board	Ellen Condron
2020-2021	Academic Appeals Board	Janet Gilberti
2020-2021	Academic Appeals Board	Leia Bobo
2020-2021	Academic Appeals Board	Adam Podlaskowski
2020-2021	Academic Appeals Board	Philip Freeman
2020-2021	Academic Appeals Board	Jim Weekley
2020-2021	Academic Appeals Board	Virginia Delawder
2020-2021	Academic Appeals Board	Amanda Smith
2020-2021	Academic Appeals Board	Nina Slota
2020-2021	Admissions & Credits	Leland George
2020-2021	Admissions & Credits	Nathan Myers
2020-2021	Admissions & Credits	William Harrison
2020-2021	Admissions & Credits	Brian Blackwood
2020-2021	Admissions & Credits	Stephanie Jones
2020-2021	Admissions & Credits	Musat Crihalmeanu
2020-2021	Admissions & Credits	Mac Cassell
2020-2021	Admissions & Credits	Sharon Smith
2020-2021	Admissions & Credits	Valerie Morphew
2020-2021	Admissions & Credits	Beverly Michael
2020-2021	Admissions & Credits	Denice Kirchoff
2020-2021	Admissions & Credits	Ellen Condron
2020-2021	Admissions & Credits	Joe Kremer
2020-2021	Admissions & Credits	Janie Leary
2020-2021	Admissions & Credits	Audrey Pilling
2020-2021	Admissions & Credits	Robert Kelly
2020-2021	Athletics	Charley Hively
2020-2021	Athletics	Amanda Hall-Sanchez
2020-2021	Athletics	Gary Zickefoose
2020-2021	Athletics	Deb Hemler
2020-2021	Athletics	Tony Morris
2020-2021	Athletics	Director of Athletics
2020-2021	Athletics	Director of NCAA
2020-2021	Athletics	Jim Davis
2020-2021	Athletics	Paul Reneau
2020-2021	Athletics	Brianna Locante
2020-2021	Athletics	Budd Sapp
2020-2021	Athletics	Greg Noone
2020-2021	Athletics	Randall Baker
2020-2021	Athletics	Jim Weekley

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2020-2021	Athletics	Randy Baker
2020-2021	Common Book	Nina Slota
2020-2021	Common Book	Steve Roof
2020-2021	Common Book	Charley Hively
2020-2021	Common Book	Frances Young
2020-2021	Common Book	Leisa Muto
2020-2021	Common Book	Randy Baker
2020-2021	Curriculum Committee	Zachariah Moore
2020-2021	Curriculum Committee	Donna Long
2020-2021	Curriculum Committee	James Vassil
2020-2021	Curriculum Committee	Molly Barra
2020-2021	Curriculum Committee	Jean Engebretson
2020-2021	Curriculum Committee	Brianna Locante
2020-2021	Curriculum Committee	Andrea Haney
2020-2021	Curriculum Committee	Jason Noland
2020-2021	Curriculum Committee	Stephanie Jones
2020-2021	Faculty Development	Ann Shaver
2020-2021	Faculty Development	Jeri Kirby
2020-2021	Faculty Development	Brian Blackwood
2020-2021	Faculty Development	Abby Chapman
2020-2021	Faculty Development	Rachel Cook
2020-2021	Faculty Development	Jason Noland
2020-2021	Faculty Development	Janet Gilberti
2020-2021	Faculty Development	Sharon Mazure
2020-2021	Faculty Development	Amy Godfrey
2020-2021	Faculty Development	Kristi Kiefer
2020-2021	Faculty Harassment Complaint	Matt Hokom
2020-2021	Faculty Harassment Complaint	Galen Hansen
2020-2021	Faculty Harassment Complaint	Virginia Delawder
2020-2021	Faculty Harassment Complaint	Denice Kirchoff
2020-2021	Faculty Harassment Complaint	Tony Morris
2020-2021	Faculty Harassment Complaint	Barbara Wierzbicki
2020-2021	Faculty Harassment Complaint	Mahmood Hossain
2020-2021	Faculty Personnel	Provost
2020-2021	Faculty Personnel	Matt Hokom
2020-2021	Faculty Personnel	Chuck Shields
2020-2021	Faculty Personnel	Fances Young
2020-2021	Faculty Personnel	Galen Hansen
2020-2021	Faculty Personnel	Jennifer Boggess
2020-2021	Faculty Welfare	Craig White
2020-2021	Faculty Welfare	Deborah Nestor
2020-2021	Faculty Welfare	Amanda Hall-Sanchez
2020-2021	Faculty Welfare	Erica Harvey
2020-2021	Faculty Welfare	Cynthia Curry HR
2020-2021	Faculty Welfare	Julie Reneau
2020-2021	Faculty Welfare	Kristi Kiefer

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2020-2021	Faculty Welfare	Ellen Condron
2020-2021	Faculty Welfare	Adam Podlaskowski
2020-2021	Faculty Welfare	Sunil Surendran
2020-2021	Faculty Welfare	Amanda Smith
2020-2021	Faculty Welfare	Lindsey Walck
2020-2021	General Studies	Spencer Tyce
2020-2021	General Studies	Dennine Larue
2020-2021	General Studies	Matt Scanlon
2020-2021	General Studies	Jacki Sherman
2020-2021	General Studies	Jim Davis
2020-2021	General Studies	Jan Kiger
2020-2021	General Studies	Frances Young
2020-2021	General Studies	Barbara Wierzbicki
2020-2021	General Studies	Amanda Hall-Sanchez
2020-2021	Institutional Review Board	Joe Shaver
2020-2021	Institutional Review Board	Michael Ransom
2020-2021	Institutional Review Board	Tad Kato
2020-2021	Institutional Review Board	Zach Moore
2020-2021	Institutional Review Board	Janie Leary
2020-2021	Institutional Review Board	Kristy Henson
2020-2021	Institutional Review Board	Stephen Rice
2020-2021	Institutional Review Board	Raymond Alvarez
2020-2021	Institutional Review Board	Debra Hoag
2020-2021	Institutional Review Board	Theresa Jones
2020-2021	Institutional Review Board	Amy Godfrey
2020-2021	Institutional Review Board	Julia Dos Santos
2020-2021	Institutional Review Board	Mahmood Hossain
2020-2021	Institutional Review Board	Jamie L. Miller
2020-2021	International Education	Matt Hokom
2020-2021	International Education	Donald Teter
2020-2021	International Education	Galen Hansen
2020-2021	International Education	Sunil Surendran
2020-2021	International Education	Jason Noland
2020-2021	International Education	Julia Dos Santos
2020-2021	International Education	Hailey Park
2020-2021	International Education	Janet Gilberti
2020-2021	International Education	Philip Freeman
2020-2021	International Education	Jim Weekley
2020-2021	International Education	Mahmood Hossain
2020-2021	International Education	Lindsey Walck
2020-2021	International Education	Barbara MacLennan
2020-2021	International Education	Zachariah Moore
2020-2021	Legislative Advocacy	Teresa Hefferin
2020-2021	Legislative Advocacy	Craig White
2020-2021	Legislative Advocacy	James Matthews
2020-2021	Legislative Advocacy	Galen Hansen

Sheet1

2020-2021	Legislative Advocacy	Kim Derico
2020-2021	Legislative Advocacy	Advisory Council of Faculty
2020-2021	Legislative Advocacy	Assistant to the President
2020-2021	Legislative Advocacy	Faculty BOG Representative
2020-2021	Legislative Advocacy	Budd Sapp
2020-2021	Legislative Advocacy	Travis Wamsley
2020-2021	Legislative Advocacy	Diana Noone
2020-2021	Library	J. Robert Baker
2020-2021	Library	James Vassil
2020-2021	Library	Siegfried Bleher
2020-2021	Library	Marcus Fisher
2020-2021	Library	Kristi Kiefer
2020-2021	Library	Alexis Hicks
2020-2021	Library	Barbara Wierzbicki
2020-2021	Library	Robert J. Niichel
2020-2021	Library	Ann Shaver
2020-2021	Library	Joe Shaver
2020-2021	Presidential Perception	Charley Hively
2020-2021	Presidential Perception	Craig White
2020-2021	Presidential Perception	Elizabeth Savage
2020-2021	Presidential Perception	Phil Yeager
2020-2021	Presidential Perception	Gina Fantasia
2020-2021	Presidential Perception	Jan Kiger
2020-2021	Presidential Perception	Debra Hoag
2020-2021	Presidential Perception	Pamela Pittman
2020-2021	Presidential Perception	Joe Riesen
2020-2021	Student Financial Aid Appeals	Angela Schwer
2020-2021	Student Financial Aid Appeals	Robin Payne
2020-2021	Student Financial Aid Appeals	Brian Blackwood
2020-2021	Student Financial Aid Appeals	Rebecca Giorcelli
2020-2021	Student Financial Aid Appeals	Sharon Smith
2020-2021	Student Financial Aid Appeals	Ellen Condron
2020-2021	Student Hearing Board	Craig White
2020-2021	Student Hearing Board	Donna Long
2020-2021	Student Hearing Board	Robert J. Niichel
2020-2021	Student Hearing Board	Tia Como
2020-2021	Student Hearing Board	Mark Flood
2020-2021	Student Hearing Board	Jason Frazer
2020-2021	Student Hearing Board	Jason Noland
2020-2021	Student Hearing Board	Beverly Michael
2020-2021	Student Hearing Board	Jennifer Satterfield
2020-2021	Student Hearing Board	Stephanie Andnora
2020-2021	Student Hearing Board	Cecelia Cotton Elam
2020-2021	Student Publications Board	Tom Cuchta
2020-2021	Student Publications Board	Erica Harvey
2020-2021	Student Publications Board	Siegfried Bleher

Sheet1

2020-2021	Student Publications Board	Raymond Alvarez
2020-2021	Student Publications Board	Nathan Myers
2020-2021	Technology	Zach Moore
2020-2021	Technology	Tom Cuchta
2020-2021	Technology	Gary Zickefoose
2020-2021	Technology	Kristy Henson
2020-2021	Technology	Phil Yeager
2020-2021	Technology	Cliff Jackson
2020-2021	Technology	Jason Noland
2020-2021	Technology	Debra Hoag
2020-2021	Technology	Leia Bobo
2020-2021	Technology	Theresa Jones
2020-2021	Technology	Travis Wamsley
2020-2021	Technology	Toru Chiba
2020-2021	Technology	Jan Kiger
2020-2021	Technology	Barbara MacLennan
2020-2021	Technology	Robert Kelly

Committee on Committees Report

Dear Faculty Senate:

May 2020

The 2020 Committee on Committees met twice this semester, and was comprised of Tom Cuchta, Jason Noland, Paul Reneau, Jennifer Satterfield, Nina Slota, and Steve Roof. After the first meeting, an email to solicit committee membership was sent to faculty by the Faculty Senate President.

The constitution (Article VI Section 2) says the Student Government may nominate members to some Faculty Senate Committees. Solicitation for nominees was sent to the Student Government Executive Committee; no student nominees were received.

Appointments were received this year by individuals, department chairs, and deans on behalf of chairs. After collecting and organizing the data, we met again and finalized the spreadsheet of 2020-2021 memberships for first reading.

We have a few recommendations to forward to the senate:

1. Ensure that the chair of this committee can send messages to the faculty email list.
2. Amend the Senate bylaws or constitution to better define the process for collecting the information for the Committee on Committees.
3. Committee membership nominations should be handled at the unit-level or by individuals instead of at the college-level. We recommend that the deans be removed entirely from the process of disseminating committee membership information.
4. Reaching out to the student government for nominees earlier in the semester would be wise. Allowing the Student Government to amend the spreadsheet by appointing members to committees in the Fall should be permitted by the Senate.

Sincerely,



Dr. Tom Cuchta

Chair, Committee on Committees

Assistant Professor of Mathematics

Institutional Review Board Report

**Institutional Review Board
2019-2020
Year-End Report**

I – Members:

Tad Kato
Zach Moore
Michael Ransom
Joe Shaver
Tom Cuchta
Janie Leary
Kristy Henson
Stephen Rice
Debra Hoag
Theresa Jones
Raymond Alvarez
Todd Clark
Joshua Smallridge (Chair)
Spencer Tyce
Julia Dos Santos

II – Activities:

- A.** The committee reviewed applications for approval to conduct research involving human subjects from individuals planning projects for school courses, and faculty working on individual or departmental research projects. For class wide student research projects each students proposal was reviewed individual but approval was sent to the instructor for the class.

Fall 2019 Approvals

1. Minimal risk approval given on 9/30/2019 for Dr. Zach Moore and Amber Balsinger. 19201
2. Minimal risk approval given on 10/2/2019 for Dr. Raymond Alvarez's project. 19202
3. Minimal risk approval given on 10/8/2019 for Dr. Paul Reneau's class – 14 students. 19203
4. Minimal risk approval given on 10/8/2019 for Dr. Janie Leary's class– 9 students. 19204
5. Minimal risk approval given on 10/8/2019 for Dr. Tadashi Kato's Capstone of Psychology class – 20 students. 19205
6. Minimal risk approval given on 10/8/2019 for Dr. Julia Dos Santos's project. 19206
7. Minimal risk approval given on 11/16/2019 to Rebecca Hyman for a research project under the guidance of Dr. Christopher Kast. 19207
8. Minimal risk approval given on 12/13/2019 to Stephanie West for a research project. 19208

Spring 2020

1. Minimal risk approval given on 1/16/2020 to Faith Hough for a research project. 20101
2. Minimal risk approval given on 1/22/2020 to Dr. Andreas Baur for a research project. 20012
3. Minimal risk approval given on 1/22/2020 to Zachary Arthur for a research project. 20103

4. Minimal risk approval given on 2/5/2020 to Dr. Julia Dos Santos for student research projects – 15 students. 20014
5. Minimal risk approval given on 2/10/2020 to Miriam Osungwu and Patricia Holland for a research project. 20105
6. Minimal risk approval given on 2/10/2020 to Dr. Kristy Henson for a research project. 20106
7. Minimal risk approval given on 2/25/2020 to Sierra Wright for a research project. 20107
8. Minimal risk approval given on 2/25/2020 to Kelsey Criss for a research project. 20108
9. Minimal risk approval given on 3/11/2020 to Rachel Cook for a research project. 20109
10. Minimal risk approval given on 3/15/2020 for Dr. Zach Moore class – 20 students. 20110
11. Minimal risk approval given on 3/17/2020 to Dawn Lipscomb for a research project. 20111

Curriculum Committee Report

**Report to the FSU Faculty Senate
Curriculum Committee
2019-2020
Respectfully submitted, Chair, Dr. Jason Noland**

During the 2019-2020 academic year, the Curriculum Committee reviewed and passed 25 Curriculum Proposals:

- 19-20-01 B.S. In Accounting Program Changes
- 19-20-02 BSBA 1100 Business OnBoarding Creation
- 19-20-03 SOAR 1100 Creation
- 19-20-04 Women's & Gender Studies Changes
- 19-20-05 Folklore Studies Deletion, Creation, and Renaming of Courses
- 19-20-06 PHYS 1103 Introduction to Physics for Aviation Creation
- 19-20-07 HCMG 4400
- 19-20-08 HCMG Healthcare Minor Creation
- 19-20-09 Medical Terminology Course Creation
- 19-20-10 History Curriculum Revisions
- 19-20-11 Community Health Program Changes
- 19-20-12 CHEP Course Creation
- 19-20-13 BSN in Nursing Program Revisions
- 19-20-14 BSN in Nursing Program – Course Change
- 19-20-15 Behavioral Sciences Special Topics Conversion
- 19-20-16 Sci Tech Minor in Data Science
- 19-20-17 Mathematics Program Changes (B.S. and B.A.)
- 19-20-18 Honors Conversion to new Core Curriculum
- 19-20-19 LPN to ASN (RN) Curriculum Changes
- 19-20-20 B.S. Degree Strategic Leadership Creation
- 19-20-21 Information Systems Management Changes
- 19-20-22 Aviation Name Change and Concentrations
- 19-20-23 EDUC 2200/EDUC2200L Changes
- 19-20-24 Minor in Nutrition Science Creation
- 19-20-25 EDUC 1103: College Success – AIMSS Creation

Additionally, the following memos were shared:

- Deactivation of Education Minor (October)
- NUTR 2215 Deletion (January)

Faculty Development Committee Report

**Report to the FSU Faculty Senate
Faculty Development Committee
2019-2020**

Respectfully submitted, Chair, Dr. Jason Noland

During the 2019-2020 academic year, the work of the Faculty Development Committee focused on the following:

- 1) Created a description, criteria, and rubric for the creation of a new award “Excellence in Online Teaching”. The documentation is attached to this document. The committee chair and the Provost met with the Fairmont State Foundation President in the Fall to discuss opportunities for them to support this award. The Foundation President stated she would add it to the list of items to attempt to find a donor to create this as an endowed award.
- 2) Amended the Boram Award to require the recipient to serve as the Keynote Speaker during the Fall Convocation.
- 3) Worked with the Grants Office to update the Foundation Grant and Foundation Fellow Award application and selection process to include items necessary for their office to ensure a timely turnaround on final approval to ensure selected projects meet eligibility criteria with minimal risk to the University.
- 4) Began the work of revising the awards to try to re-align with their original intent. This work will be continued by the chair during the summer, and revisited by the committee in fall 2020.
- 5) Expanded the eligibility for the Faculty Recognition Award to include FEAPs.
- 6) Reviewed 37 nominations for the annual awards (many duplicate nominees) to ensure eligibility.
- 7) Collected and reviewed award application materials, conducted relevant classroom observations, and reviewed scores to determine award recipients as follows:
 - a. Boram Award for Teaching Excellence– Julie Reneau
 - b. Harold and Roselyn Williamson Straight Award – Theresa Jones
 - c. Faculty Recognition Award – Spencer Tyce
 - d. Outstanding Adjunct Award – Michael Richards
 - e. Foundation Fellow – Valerie Morphew
 - f. Foundation Grant – Julia dos Santos

Excellence in Online Teaching Award

Purpose

This award is intended to honor faculty who show excellence in design, application, student engagement, student success, and exemplary dedication and an enhanced commitment to virtual course facilitation.

Eligibility

Full-time faculty with at least three years of service to Fairmont State University having a teaching load of 50% or more online are eligible for this award.

Award

TBD

Nomination Process

This award requires nomination by a peer or student who is currently enrolled at Fairmont State University. They should complete and submit the electronic nomination form explaining why the faculty member deserves consideration for the award. No anonymous nominations will be accepted; however the name of the nominator will not be disclosed without their consent. The committee will ask faculty members who have been named if they will accept the nomination.

Selection Criteria

The committee hopes to obtain specific information about each nominee's outstanding achievements in some or all of the following:

- Excellence in design and application of online courses
- Dedication to student engagement and success in online courses
- Unusual dedication and commitment to online course facilitation

Application Process

Those who have been nominated for the award and decide to move forward (to be considered for the award) are required to submit the following materials. The precise details for online submission will be provided to nominees with ample time prior to the application deadline. (Incomplete applications will be disqualified.)

1. Cover Letter (1-2 pages):

- The most useful cover letter does more than list the contents and reiterate the letters of support. The cover letter should make a clear and persuasive case for why the Faculty Development committee should give the nominee the award by identifying the nominee's strengths and talents in the areas listed under the Selection Criteria.

2. Nominee's curriculum vitae

3. At least one artifact and a one-page (single-spaced) description of how that artifact demonstrates the nominee's achievement in one of the areas listed in the selection criteria:

- Excellence in design and application of online courses
- Dedication to student engagement and success in online courses
- Unusual dedication to online course facilitation

4. Two Letters of Support

- One peer letter
- One Dean, Associate Dean, or Department chair letter

During the spring semester, members of the Faculty Development Committee will meet with each nominee to review at least one online course the nominee facilitates. Additionally, a survey will be sent to students in the course that was reviewed for their feedback.

Award Rubric is Attached Below

	Surpassing (4)	Succeeding (3)	Developing (2)	Beginning (1)	Score/Level
Course Design & Organization	Course is designed in a user-friendly, easy-to-navigate manner with accessibility in mind. Course follows a logical progression. Course syllabus, calendar, clear modules, and other support tools are easily identified.	Course is designed in a user-friendly, easy to navigate manner with accessibility in mind. Course follows a logical progression. Includes all but one of the following: Course syllabus, calendar, clear modules, and other support tools that are easily identified.	Course navigation is mostly easy to navigate, but may not follow a logical progression. Is missing two or more of the following: Course syllabus, calendar, clear modules, and other support tools that are easily identified?	Course is difficult to follow and understand expectations. Support tools including: Course syllabus, calendar, clear modules, and other support tools are not easily identified.	
Instructional Materials	Course utilizes 4 or more types of instructional materials and presentation methods though the course to ensure accessibility and engage students of various learning styles. These may include readings (journals, textbook, etc.), videos, audio files, and presentation tools (PowerPoint, Prezi, Emaze, etc.)	Course utilizes 3 types of instructional materials and presentation methods though the course to ensure accessibility and engage students of various learning styles. These may include readings (journals, textbook, etc.), videos, audio files, and presentation tools (PowerPoint, Prezi, Emaze, etc.)	Course utilizes 2 types of instructional materials and presentation methods though the course to ensure accessibility and engage students of various learning styles. These may include readings (journals, textbook, etc.), videos, audio files, and presentation tools (PowerPoint, Prezi, Emaze, etc.)	Course utilizes 1 type of instructional materials and presentation methods though the course to ensure accessibility and engage students of various learning styles. This may include readings (journals, textbook, etc.), videos, audio files, or presentation tools (PowerPoint, Prezi, Emaze, etc.)	
Subject Matter Expertise	Instructor demonstrates superior knowledge of the subject matter and effectively explains it to the students.	Instructor has adequate knowledge of the subject matter and can explain it sufficiently well for students.	Instructor knows the subject matter but is unable to explain it well to the students.	Instructor is lacking in basic knowledge about this subject matter.	

Student Engagement	Clear facilitation of effective student engagement individually, between peers, and the instructor through varied means is evident throughout the entire course.	Clear facilitation of effective student engagement is evident between two of these three groups: individually, between peers, and the instructor through varied means throughout the entire course.	Clear facilitation of effective student engagement is evident individually, between peers, and the instructor through varied means is evident through more than half of the course.	Clear facilitation of effective student engagement individually, between peers, and the instructor through varied means is either not evident, evident through less than half of the course.	
Activities & Assessments	Varied activities and assessments are included throughout the entire course that are learner-centered and provide for effective knowledge building and practical/real-world use of information and skills as appropriate. Instructor serves as a facilitator, mentor, or guide. Sound pedagogy is evident.	Varied activities and assessments are included throughout the course that are learner-centered and provide for effective knowledge building of information and skills as appropriate. Instructor serves as a facilitator, mentor, or guide.	Activities and assessments are limited in variety throughout the course. Activities may not be learner-centered or provide for effective knowledge building of information and skills as appropriate. Instructor is less of a facilitator, mentor, or guide.	Activities and assessments are limited in variety and are not learner centered and do not provide for effective knowledge building of information and skills as appropriate.	
Critical Thinking	Instructor promotes student critical thinking by integrating; question analysis, insightful evaluation of material, inference, and inductive/deductive reasoning into the lesson and providing examples of these critical thinking techniques.	Instructor promotes student critical thinking by integrating 2 or more of the following techniques; question analysis, insightful evaluation of material, inference, inductive/deductive reasoning into the lesson.	Instructor promotes student critical thinking by integrating one of the following critical thinking techniques; question analysis; insightful evaluation of material, inference, inductive/deductive reasoning into the lesson.	Instructor does not promote critical thinking into the lesson.	

<p>Course Management, Feedback & Student Support</p>	<p>Instructor shows exceptional dedication to (1)effectively managing the course, (2)giving timely feedback, (3)supporting students in their learning in a way that fits their needs (cognitively, socially, and in regard to scheduling), and (4)effectively creates an environment that is safe and encouraging.</p>	<p>Instructor shows dedication to all but 1 of the following: (1)effectively managing the course, (2) giving timely feedback, (3)supporting students in their learning in a way that fits their needs (cognitively, socially, and in regard to scheduling), and (4)effectively creates an environment that is safe and encouraging.</p>	<p>Instructor shows dedication to 2 of the following: (1) effectively managing the course, (2) giving timely feedback, (3) supporting students in their learning in a way that fits their needs (cognitively, socially, and in regard to scheduling), and (4) effectively creates an environment that is safe and encouraging.</p>	<p>Instructor shows dedication to 1 of the following: (1) effectively managing the course, (2) giving timely feedback, (3) supporting students in their learning in a way that fits their needs (cognitively, socially, and in regard to scheduling), and (4) effectively creates an environment that is safe and encouraging.</p>	
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Library Committee Report



FAIRMONT STATE
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Dr. Matthew Hokom
Faculty Senate President

Dear Dr. Hokom and our colleagues on the Faculty Senate,

Two meetings of the Library Committee took place during the 2019-2020 academic year. During those meetings, it became clear we should draw attention to a number of issues facing the Library.

Before doing so, though, we must highlight that the librarians at FSU have been responsive to the needs of students, as faculty and students have been forced to conduct ourselves remotely. Our librarians have been scanning chapters (of materials on closed reserve) for students. This service is vitally important to the success of those students who do not own course materials. Our librarians have continued to process interlibrary loans. They have constructed a variety of online tutorials for students. And they have been constructing a database of microfiche, in order to make older media newly accessible to the campus community. (This is only a partial list of the progress they have made.)

While the Library staff has risen to the challenges presented by the temporary closure of the physical campus, prior to that point, they were facing gaps in coverage during their usual operating hours. Those gaps had to be filled by student workers, which is not optimal. Sharon Mazure (as Interim Library Director) has indicated that the addition of another full-time Library staff member would suffice to properly fill these gaps. While it is difficult to anticipate some of the challenges associated with reopening the physical campus (whenever that might be), we highly recommend that this staff shortage be addressed as the Library once again becomes available for physical use.

Speaking outright to an issue with the physical constitution of the Library, there was a concern identified last academic year which has yet to find resolution. Odd as it might seem, the Library still requires proper *light switches* on the second and third floors. The lighting for those floors of the Library is directly controlled by the associated *circuit breakers*—the breakers themselves are being used as though they were light switches. To reiterate from last year's committee report, this introduces three problems:

1. Most circuit breakers are not designed to be used as switches—their regular use as such can result in their early demise.
2. There is some controversy as to whether circuit breakers may legally be used regularly as switches (as in, meeting the relevant regulations), so their use here introduces unnecessary legal risks.
3. This improper use of circuit breakers for most Library lighting presents a quality-of-life issue for staff tasked with controlling lighting (at the beginning or the end of the day). Each circuit box is cluttered with fading labels and arrows indicating which circuit breakers to leave on or off (and, in some cases, pieces of tape have been placed over breakers to “ensure” they’re remaining on). In short, it’s a mess.

These do not exhaust the problems facing the Library. Most notably, the recent loss of support from PC&TC resulted in cutting a number of (online) research database resources. Luckily, these cuts did not undermine the institution's accreditation. But these cuts were still felt (including one program

certification being affected). Were additional cuts to be made in the future, it is unclear that the damage done could be minimized to the same extent.

Finally, we have made President Martin aware of these concerns, while also stressing the importance of the Library to the academic life of the University. If the Faculty Senate has any questions, please don't hesitate to contact us.

Sincerely,

A handwritten signature in blue ink, appearing to read "Adam C. Podlaskowski". The signature is fluid and cursive, with the first name "Adam" being the most prominent.

Dr. Adam C. Podlaskowski
Associate Professor of Philosophy, Fairmont State University
Chair, Library Committee