

MINUTES  
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE  
January 9, 2006

1. Professor Parviz Famouri, Faculty Senate Chair-elect, called the meeting to order at 3:15 PM in Assembly Rooms A/B, NRCCE. He asked that a moment of silence be taken for the sole survivor and the 12 coal miners that died in the Sago Mine in Buckhannon, West Virginia on January 4, 2006.

Member Present:

Abbott, J.	Dillis, C.	Janson, D.	Myers, T.	Ruscello, D.
Ameri, S.	Dixon, S.	Johnson, D.	Napolitano, M.	Sand-Jecklin, K.
Atkins, C.	Elmore, S.	Kershner, R.	Nath, C.	Sedgeman, J.
Bilgesu, I.	Etzel, E.	Kite, S.	Nelson, C.	Selin, S.
Bowen, E.	Garbutt, K.	Kleist, V.	Nutter, R.	Shambaugh, N.
Branch, D.	Gerbo, R.	Kuhlman, J.	Olson, K.	Steranka, P.
Brooks, R.	Gladwin, M.	LaGodna, B.	Outterson, K.	Stolzenberg, A.
Bryner, R.	Griffith, R.	Latimer, M.	Panaccione, D.	Tauger, M.
Burton, J.	Held, J.	Lively, M.	Peace, G.	Townsend, C.
Campbell, L.	Hill, R.	Long, K.	Perry, J.	Verlinden, S.
Canfield, P.	Hoey, J.	Mandich, M.	Petronis, J.	Weihman, L.
Clark, N.	Hornak, L.	Mays, M.	Price, S.	Wilkinson, C.
Cohen, S.	Hornsby, G.	McCutcheon, T.	Putman, H.	Woloshuk, J.
Cottrell, L.	Howard, S.	McDiarmid, M.	Riemenschneider, S.	
D'Souza, G.	Iskander, W.	McNerney, K.	Riley, W.	
Dedhia, H.	Jackson, K.	Mutz, C.	Royall, B.	

Members Absent:

Almond, C.	Cumming, J.	Milhoan, P.	Richards, A.	Van Loo, I.
Behling, R.	Douglas, W.	Miller, M.	Robbins, J.	Voelker, J.
Bergner, G.	Graeber, J.	Morgan, D.	Rosen, C.	Walker, E.
Brown, G.	Grose, K.	Mullett, C.	Sexstone, A.	Wilcox, G.
Brown, P.	Harris, B.	Nuss, M.	Stockdale, T.	Wilson, R.
Bryan, W.	Hurst, M.	Ogershok, P.	Temple, J.	Wright, F.
Cook, L.	Jackowitz, A.	Rassekh, C.	Ullrich, I.	Yeater, R.
Culberson, J.	Lastinger, M.	Rezaei, A.	Valentine, S.	

2. President Hardesty acknowledged the extraordinary efforts of many people at the University who were involved in the mine disaster and its aftermath including representatives of Mining Extension Service and organizations of Health Sciences who had extraordinary work to do, and they managed it very well.

The President said he attended an invitation-only conference in Washington, D.C. that was hosted by the Secretary of State, Condoleezza Rice and Secretary of Education, Margaret Spellings. He said 70 presidents were in attendance as well as representatives from the state, education, and commerce departments. The president of the United States and the first lady were also in attendance. The subject of the conference was, "International Education and Language Education." He said Secretary Rice has sparked a national interest at the national level concerning this subject. President Hardesty spoke on the following themes of the conference:

- Language is now a matter of national security.
- The need for more partnerships concerning international and language education.
- Partnership with STEM faculty (science, technology, engineering, and math).
- Focus on ease for student travel to and from the United States.
- Need to re-acquaint the country with the value of international education; funds will be made available for this project.
- Ideas for pedagogy include using technology to teach languages at multiple locations and across the world. Oral competency has become more important; need to use nontraditional teachers.
- Ability to earn a major or minor in one year.
- Require languages be taken before studying abroad. Adult-oriented schools, which include community colleges may not require a language; therefore, problems may be associated with learning languages later in life.
- STEM and language faculty collaboration.
- The State department will increase Fulbright funding.
- Suggestions for dual degrees offered to students from other countries.
- Exchange faculty on a permanent basis (but not have the same faculty every year).
- Need to recruit foreign students.
- Study abroad programs partnering with K-12 and other colleges, with the flagships acting as hosts.
- Segment talent levels and teach differently.
- Need for cash incentives.

The President said he and Provost Lang will review the issues and decide if an ad hoc committee should be put in place, or if he will assemble people together for discussions, and/or assimilating grant-making ideas. The President said he would get materials to the proper departments:

3. It was moved and duly seconded to approve the [minutes](#) from the December 12, 2005 meeting. On page 2, 4<sup>th</sup> item, 5<sup>th</sup> bullet, the correct spelling should be “DeFrank-Cole” instead of “DeFranco.” Motion carried.
4. Professor Famouri said the WVU football team should be congratulated for their Sugar Bowl win over the University of Georgia, which was held January 2, 2006. Chair-elect Famouri reported on the following issues for Chair Lastinger, who was on a trip out of the country this month: the faculty handbook will be placed online and updated twice per year; minor changes will go to the Senate Executive Committee and major changes will come to the Faculty Senate; he expressed thanks to Narvel Weese for the financial report he made in December and to Joe Fisher for the report he gave in December. Mr. Fisher will be asked to come back in 2006 to give an update concerning the “Green Initiative.” Other administrators and guests that will be invited to future Faculty Senate meetings include: Ken Gray and David Stewart from Student Life, Ed Pastilong and Brad Cox from Athletics, and Dan Boroff, Morgantown’s City Manager. The BOG asked Chair Lastinger for strategy issues and funding priorities, so he gave them a report concerning faculty salaries and the green

initiative Chair-elect Famouri said he is chairing the Joint Rule Committee, so he will have a report prepared for the March meeting.

5. Professor Mays, Chair, Faculty Senate Curriculum Committee, moved for approval of [Annex I](#), New Courses and Course Changes. Motion carried. He deferred discussion of Annex II, Revised BSMInE Curriculum, until it is confirmed that the GEC requirements are met for the courses listed.
6. Professor Held, Chair, General Education Committee, moved for approval of [Annex III](#). He said History 111 was pulled from the report until a new course number has been assigned. Motion carried.
7. Professor Hornak said the Strategic Planning and Assessment Committee met last Monday, and he reported that the deans have submitted their game plans concerning how they will do their alignments. The plans will be reviewed by the committee this week, and a report will be given to the Faculty Senate in February.
8. Professor Hornak gave an overview of [Annex IV](#), Ad hoc Committee on Faculty Senate Organization for Research on Graduate Education Engagement. He said the report was presented to the Senate Executive Committee last month, and he asked senators to consider its recommendations. The report will go back to the Senate Executive Committee again, and it will decide a forward motion. The report will come back to the Faculty Senate at a later date. Professor Hornak thanked the members of the Ad hoc committee, and presented the following recommendation,

**“We recommend that the Senate Executive Committee work with administration to form a University-level taskforce to undertake a comprehensive assessment of WVU’s treatment of graduate education and research and make concrete recommendations for a more holistic approach in achieving effective linkage and enhance quality and sustain growth.”**

9. New Business

Professor Clark said graduate students often achieve a grade for research of satisfactory, unsatisfactory or incomplete. He said an “incomplete” has specific meaning, and it is not intended to be used as something between satisfactory and unsatisfactory. He said it is very difficult to warn students of their performance prior to giving an unsatisfactory grade. He said graduate students that receive a stipend and then are terminated, will require a record of poor performance prior to their being terminated. He requested that the chair refer this issue to the Senate Executive Committee, so it could refer it to the appropriate committee. A hand-count was taken to establish if the item was an issue that needed further discussion; the hand-count indicated that senators would like it referred to the Senate Executive Committee.

Professor Wilkinson asked that the Senate Executive Committee also refer an issue to an appropriate committee that would include a, “recommendation for guidance, especially for new faculty, regarding WVU’s attendance policy”. He said the guidance should include the

necessity or virtue of an explicit statement that among events or activities where absences would not be excused for those pertaining to extra-curricular activities in which the student is not a participant.

10. The meeting adjourned at 4:00 p.m. to reconvene Monday, February 13, 2006
11. An executive session was held immediately after the meeting to discuss honorary degrees.

Mary Strife  
Faculty Secretary

To: Faculty Senate Executive Committee  
From: Mike Mays, Chair, Faculty Senate Curriculum Committee  
Date: December 19, 2005  
Re: New Courses and Course Changes

**SCHOOL OF PHYSICAL EDUCATION**  
**Athletic Coaching Education**

**New Course:**

PE 128. Intermediate Clogging. 1-Hr. This class reviews basic clogging steps; introduces intermediate steps used in more advanced clogging routines, and gives ample time for practice. (Effective Term: Spring, 2006) (CIP-131314)

**Rationale:** Although the interest in clogging and intermediate/advanced classes is small compared to other courses, there is a definite interest in this style of dance and this class continues to meet the needs of those students who want to continue their experience in this area.

**COLLEGE OF ENGINEERING AND MINERAL RESOURCES**  
**Industrial and Management Systems Engineering**

**New Courses:**

ENGR 463. Find an Engr. Job/Internship. 1-Hr. Assist engineering or computer science students in finding an engineering job or internship. Topics covered are resume and cover letter writing, interview skills, look for a job, and assessing job offers. (Effective Term: Fall, 2005) (CIP-147777)

**Rationale:** This class is to assist the engineering students to professionally develop themselves and give them skills to find an internship while in college as well as find a job after college.

**Mechanical and Aerospace Engineering**

**Course Change:**

**From:**

MAE 241. Statics. 3-Hr. PR: MATH 155. Engineering application of equilibrium of forces. Vector operations, couple and moment of force, resultants (two and three dimensions), center of gravity and center of pressure, static friction, free-body diagrams, trusses and frames.

**To:**

MAE 241. Statics. 3-Hr. PR: grade of C or better in PHYS 111. Engineering applications of force equilibrium. Vector operations, couples and moments, resultants, centers of gravity and

pressure, static friction, free-body diagrams, trusses and frames. (Effective Term: Fall, 2006) (CIP-141301)

**Rationale:** Students who are “on track” for our existing curriculum should already have taken Physics 111 before enrolling in MAE 241. However, many are currently entering this class with inadequate skills in mathematics and without having taken the physics class. Their presence causes too much review of elementary material, compromising the quality of the course for those students who are adequately prepared and motivated. The addition of Physics 111 as a prerequisite and the imposition of minimum performance levels in the prerequisites will reduce the amount of time that must be spent on preliminary topics such as basic vector addition and particle equilibrium, allowing more time to focus on the advanced material. We intend to significantly raise the level of performance required in the class, with or without the prerequisite change. Adding the prerequisites will reduce the number of students who underperform or fail this class in the future.

## **EBERLY COLLEGE OF ARTS AND SCIENCES**

### **English**

#### **New Courses:**

ENGL 103. Accelerated Academic Writing. 3-Hr. PR: Consent. An accelerated 3-credit hour composition course for students who have already demonstrated a certain level of writing proficiency. English 103 satisfies WVU’s introductory writing requirement by emphasizing both expository writing and researched argumentative writing. (Effective Term: Fall, 2006) (CIP Code: 230101)

#### **Rationale:**

- Even the strongest writers can benefit from additional writing practice—especially in a course designed to challenge them with rigorous goals centered on advanced writing strategies. This accelerated course provides a foundation for the other required writing components the students will encounter in their Writing Intensive (“W”) courses and their capstone projects.
- Because of its rigorous goals and accelerated curriculum, ENGL 103 is most appropriate for students who have been highly successful writers in high school, who are already in control of their sentence style and mechanics, and who meet designated benchmark scores on the ACT/English and SAT/Verbal. (Note: Initial benchmark scores will be 29 and above on the ACT/English exam or 620 and above on SAT/Verbal.)
- Pending GEC approval, the accelerated course maintains the major learning outcomes for English 101 and 102, but combines them into one course for students who already possess strong writing abilities; English 103 will help them adapt their abilities to the specific context of academic writing at WVU.
- Specifically, English 103 will ask students to develop their abilities to summarize and synthesize material from varied sources; use writing and reading for inquiry, response and understanding, and revise their writing over the course of the semester as students evaluate and interpret information, create well-argued positions, and solve problems.

- Students will still have opportunities to develop their writing abilities through “W” courses, which should be available in all majors, and through capstone courses, which include a writing component.
- The reduced composition requirement would make WVU more competitive for top students because it would help them complete the General Education foundation requirements more quickly, thus opening up hours for internships, lab experiences, research and Study Abroad.

## **Humanities**

HUM 107. The Humanities of Egypt. 3-Hr. This course will focus on the cultural history of Egypt from ancient until modern times. (Effective Term: Fall, 2006) (CIP Code: 240103)

**Rationale:** In the survey class, Humanities 101, one of the most interesting civilizations that the class studies is ancient Egypt. However, Humanities 101 students have the idea that Egyptian history ended when that country was conquered by Rome in 31 BC. This course will introduce them to Egypt as a separate culture which is Islamic and non-western. Also, this class will investigate why there is still a significant interest in Egyptian artifacts in the 21<sup>st</sup> Century. Overall, this course will give students a complete history of a country which is usually presented as a culture that was just a small part of western civilization.

Memorandum

19 December 2005

To: Senate Executive Committee

Fr: James D. Held, Chair  
General Education Curriculum  
Oversight Committee

Re: Recommendations

The GECO Committee met on December 1, 2005 and recommends the following courses for approval.

<u>Course</u>	<u>Title</u>	<u>GEC Obj / LSP / W</u>
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*New Courses:*

ENGL 103	Accelerated Academic Writing*	1
HIST 316	World War I in Europe	3,8 A

*Audits of Existing Courses:*

ENGL 285	Images of Women in Literature	5 A,Fmg
PLSC 105	Plants and People	2c,4 B,C
GEOL 103-104	Earth Through Time	2+Lab C+lab

\*Note that with the approval of Engl 103, Objective One of the GEC will change. It is understood that students will have to qualify to gain admittance to the course and that they will still have to complete 128 total credits to graduate.



Date: December 19, 2005

To: Executive Committee  
WVU Faculty Senate

From: Lawrence Hornak  
Senate Past Chair and Ad hoc Committee Chair

**Subject: Final Report and Recommendation of the Ad Hoc Committee on Senate Organization for Research and Graduate Education Engagement**

Prior to summarizing the findings and recommendations of the committee, I would like to recognize its members and thank them again for their contributions. The members are

Patrick Callery, School of Pharmacy, HSC Representative  
Nigel Clark, Senator, 04-05 Curriculum Committee Chair  
Roy Nutter, Senator, 04-05 Committee on Committees Chair  
William Riley, Senator and Chair, 04-05 Research, Grants and Publications Committee  
Lisa Weihman, Senator and Chair, 05-06 Research and Scholarship Committee  
Tim Sweet and Andy Hawkins, Chairs, Graduate Council  
Bob Stitzel, Director, Graduate Education  
Alan Martin, Director, Sponsored Programs, Research Office (Ex Officio)  
Chris Wilkinson, Past Senate Chair, and 04-05 Liaison to the Graduate Council

**Executive Overview of Key Recommendations**

We detail in this final report our specific findings and recommendations. These recommendations include changes to the structure and processes of the Executive Committee, the Research, Research Grants, and Publications Committee; the Curriculum Committee, and in coordination with the Director for Graduate Education, the Graduate Council. Adoption of these recommendations detailed below is important to meaningful discourse on graduate education and research issues within the Senate and linkage of Senate and Graduate Council processes. The Committee is in parallel seeking approval by the Graduate Council for necessary changes to its organization and processes.

In addition to these recommendations, an overarching recommendation of central importance clearly emerged as we reviewed our current structures supporting graduate education and research within the university in light of their critical role in meeting WVU's strategic goals for 2010. *We recommend that the Executive Committee work with administration to form a university-level task force to undertake a comprehensive assessment of WVU's treatment of graduate education and research and make concrete recommendations for a more holistic approach to achieving their effective linkage, enhanced quality, and sustained growth.*

## **Review of Committee Origin and Charge**

The *Ad Hoc Committee on Senate Organization for Research and Graduate Education Engagement* was formed in January 2005 by the Faculty Senate Executive Committee under Faculty Senate Constitution Article III, Section 4. As stated in this article, the Senate must expressly renew standing committees every five years. Prior to this renewal, it is appropriate that the Senate revisit the core academic need which the committee seeks to meet, assess whether the Senate's current processes and organization are well suited to meeting this need, and reorganize as necessary to effectively do so. Given the rapidly increasing importance of research and the graduate programs, the Executive Committee charged our committee to review the Senate's organization for research and graduate education engagement, including but not limited to the Research, Research Grants, and Publications Committee. The specific charge to our committee was

- 1.) Review the completeness and effectiveness of current processes, organization, and linkages of the Senate with respect to research and graduate education.
- 2.) Make recommendations to the Executive Committee regarding
  - a. Senate process or organization changes and
  - b. Opportunities external to the Senate for increased Senate representation to optimize the effectiveness of the Senate's engagement in research and graduate education.

Our committee addressed this charge in two phases.

### **Phase I: Recommendation regarding the Research, Grants, and Publications Committee**

Phase 1 was reported to the Faculty Senate at its 2005 June Meeting. The complete report can be found in the Senate meeting minutes. Based on its Phase 1 recommendation, the Senate approved renewal of the *Research, Research Grants, and Publications Committee* with a new name, revised charge, and altered makeup. The Committee was renamed the *Research and Scholarship Committee* with the revised charge "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." Thanks to the efforts of Lisa Weihman, first chair of the newly reconfigured committee, the committee has already streamlined its travel grant review process, enabling time for deliberations by the new committee membership that now includes university research and graduate education policy representation on issues effecting academic research and scholarship.

### **Phase II: Senate and University Processes and Organization for Graduate Education**

Currently, the Senate approves undergraduate and graduate courses, undergraduate programs, and undergraduate academic policies but does not undertake undergraduate or graduate program review. The WVU Graduate Council approves and reviews graduate programs and policies, but does not approve graduate courses.<sup>1</sup> This phase of the Committee's deliberations sought to find a way to better connect the Senate's processes with that of the Office of Graduate Education and the Graduate Council, provide a means to address issues both from and to the newly formed

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<sup>1</sup> The interested reader is referred to the minutes of the Senate Meeting of December 2004 for a link to the historical perspective on the origin of the present relationship between the Senate and the Graduate Council at WVU.

Research and Scholarship Committee, and achieve high-level visibility for graduate education. In order to achieve these ends, we make the following recommendations for changes to senate committee structure and processes.

#### Senate Leadership and Senate Executive Committee (EC)

The following changes are recommended for the EC in order to be able for this body to address graduate education and research issues coming to it from the reconstituted Research and Scholarship Committee, the Curriculum Committee, and the Graduate Council.

*Structural Changes:* The following additions are recommended for the EC membership

- Senate Chairs must be Members of the Graduate Faculty
- Grad Council Chair, Ex Officio *Voting* Faculty Member
- Director of Graduate Education, Ex Officio *Voting* Member
- Designee of Office of Research and Econ. Dev., Ex Officio *Voting* Member

*Process Changes:*

- Address issues targeting improved research & scholarship from new Research and Scholarship Committee
- Review activities of Graduate Council as recurring agenda item.
- Address Curriculum Committee grad course issues now with representation from Graduate Council to provide context.

#### Senate Curriculum Committee (CC)

The following changes are recommended in order for the CC to better deal with issues arising during graduate course approval.

*Structural Changes:* The following additions are recommended for the CC membership

- Grad Council Chair (or designee<sup>2</sup>), Ex Officio *Voting* Faculty Member

*Process Changes:*

- Copy CC minutes and Agenda to Graduate Council.
- Address Graduate Council agenda issues and grad courses early in CC meeting enabling Graduate Council Chair to depart.
- Notification of CC by Graduate Council Chair of new program intent to plan enables review of new graduate courses in context of their planned programs.

#### Graduate Council (GC)<sup>3</sup>

The following changes are recommended in order for the GC to be linked with the course approval efforts of the Senate.

*Structural Changes:* The following additions are recommended for the GC membership

- Senate Curriculum Committee Chair-Elect, Ex Officio *Voting* Faculty Member
- Senate Past-Chair, Ex Officio *Voting* Faculty Member

*Process Changes:*

- Copy GC minutes and Agenda to Curriculum Committee
- Chair of GC and/or Graduate Director alert(s) Executive Committee and Curriculum Committee of graduate program issues, new graduate programs, intents to plan.

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<sup>2</sup> Ideally, this designee should be the Grad Council Chair-elect. However no such ascendancy structure currently exists within the grad council.

<sup>3</sup> These changes are being addressed within the Graduate Council in parallel with the consideration of this final report by the Senate Executive Committee.