

MINUTES
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE
Monday, June 13, 2011

1. Professor Lesley Cottrell, Faculty Senate Chair-elect, called the meeting to order at 3:15 p.m. in Assembly Rooms A&B, NRCCE.

Members Present:

Abate, M.	Chalupa, C.	Hartman, K.	Paul, S.	Stuchell, R.
Abraham, R.	Clark, N.	Hileman, S.	Perry, J.	Sundaram, M.
Ameri, S.	Cohen, S.	Hogan, T.	Petty, T.	Tallaksen, R.
Anderson, J.	Cottrell, L.	Hornsby, G.	Rafter, J.	Tower, L.
Atkins, C.	Cottrell, S.	Jones, D.	Reymond, R.	Tuinetti, A.
Bastress, R.	Curtis, R.	Kirby, B.	Riemenschneider, S.	Turton, R.
Bergner, G.	Davari, A.	Kuhlman, J.	Ryan, K.	Vona-Davis, L.
Bilgesu, I.	DiBartolomeo, L.	Lofaso, A.	Sand-Jecklin, K.	Watson, J.
Blake, L.	Etzel, E.	Mays, M.	Schreurs, B.	Wenger, S.
Bonner, D.	Famouri, P.	Meckstroth, R.	Shelton, E.	Whiteman, C.
Bowen, E.	Graber, S.	Munasinghe, R.	Sherwin, M.	Wood, A.
Brazaitis, M.	Harner, J.	Nichols, A.	Stack, S.	

Members Absent:

Ahern, T.	Connors, J.	Hazard, H.	Moritz, J.	Urbanski, J.
Anfinson, J.	Davis, S.	Higgins, C.	Mucino, V.	Walker, E.
Banta, L.	Elmore, S.	Huffman, V.	Petronis, J.	Wilcox, G.
Blaydes, S.	Hall, D.	Hunter, S.	Prudhomme, J.	Wilson, M.
Bredehoft, T.	Hash, K.	Kale, U.	Putman, H.	Zimmerman, P.
Carpenter, R.	Hashmi, M.	Latimer, M.	Spleth, J.	

Members Excused:

Anderson, K.	Fleming, S.	Mancinelli, C.	Peace, G.	Stout, P.
Boyles, J.	Funk, A.	Miltenberger, M.	Perone, M.	Veselicky, K.
Bryner, R.	Huber, J.	Nutter, R.	Rockett, I.	
Clark, B.	Hutson, Z.	Oberhauser, A.	Schwartz, S.	
Cronin, A.	Insch, G.	Olson, K.	Scott, H.	
Fint-Clark, B.	Kershner, R.	Orlikoff, J.	Sherlock, L.	

Faculty Senate Officers Present:

Cottrell, L.	Griffith, R.	Lee, P.
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2. Chair-elect Cottrell moved and it was duly seconded to approve the minutes from the Monday, May 9, 2011 meeting. Motion carried.
3. President Clements reported on the following issues:
- He attended his first Innovation Advisory Board meeting in Washington, D.C. to represent higher education. There were 15 leaders from around the country to talk about how to make the country more innovative and competitive and to focus on economic development issues. The educational system in America is the key and everyone recognized it as the main component. There was also a lot of focus on strengthening the pipeline and providing incentives for innovation and job growth. The President talked about keeping higher

education strong. This was the first initial meeting; a draft report is due in the fall and a final report is due in January, 2012. The President bragged on WVU and all the great things that are happening as well as educating students and transforming lives.

- The President will go back to Washington D.C. tomorrow along with a small group of presidents to talk about the future of the Perkins Loan program, which is in question. The program focuses on low-income students giving them an opportunity to pursue their educational dreams.
- A lot of fund raising will take place this summer, and the Capital Campaign is still being finalized. People are happy with where WVU is going, and they are happy with the Strategic Plan. Donations are up significantly.
- The search for the Vice-President for Research continues. It is a critical position, and Fred King is chairing the search. An advertisement has been placed nationally; it can be found on the President's WVU website.
- Dave Miller, associate provost and director of public service and extension as well as liaison to the West Virginia Legislature, will be retiring the end of June so a new person will be needed for this position. The President asked for potential nominees.
- The BOG approved a \$200 million dollar bond resolution. Money will be available for a new Agriculture Sciences building, a new CPASS building, a new research building for Engineering and significant upgrades to the PRT.
- The salary plan was approved by the BOG, which includes a \$15 million dollar base for salary money plus \$2 million dollars in fringes. There is a pool of 4% for faculty. There was a timeframe of 4 years to fully fund the salary schedule for staff, but since the monies are available, it will be fully funded this year. Staff will get a percentage increase or a minimum dollar amount, whichever is higher.

4. Associate Provost Russ Dean reported on the following issues:

- The BOG approved the Textbook Affordability Policy; although, it was recommended to implement an Oversight Committee. The Committee should be in place by the end of summer or early fall; Professors Alan Stolzenberg and Lesley Cottrell will serve on the Committee to represent faculty. The first official report to the Board is due in November.
- Rehan Khan, Chief Information Officer and Associate Provost, is working on the Identity Management Project. All the WVU major systems will have common usernames and passwords by the end of summer, which will be tied to the Master ID. The systems will include all the wireless that OIT manages: MyAccess, the libraries, ESEI, IDEAS, STAR,

MIX, e-Campus, etc. A single sign-on will not be available yet, but the common username and password will be available.

- Approximately 5,000 freshmen students are enrolled for the fall semester, and the academic profile of the class is up again this year.
- A search committee has been appointed for the Davis College dean, and it held its first meeting. Bob Jones, Dean, Eberly College of Arts and Sciences, will chair the group. A search firm has been hired to help with the dean search, so in the next week everything should be moving along.
- Dave Miller will be retiring the end of this month; a notice has gone out to all the faculty and staff asking for nominees for an interim person.
- The State Fair will be held August 12-20, 2011. If anyone would like to be involved or make presentations, contact Professor Ann Berry from Extension.
- This past week, Provost Wheatly, Nigel Clark and Elizabeth Dooley met with the new Superintendent of Schools, Joree Marple, to talk about pre-K – 12 and the relationship with higher education concerning things we can do to have better connections and to build stronger pipelines in higher education. The Superintendent is very interested in building stronger relationships with higher education. If anyone has any questions or concerns, you can contact Nigel Clark or Elizabeth Dooley.
- There were several items that needed to be implemented from the AACRAO report that came out a couple of years ago. Everything has been completed except the implementation of the on-line grade book in Banner. It will be ready by the end of summer, so it will be available this fall. Grades will automatically be uploaded in the system by the end of the semester. Steve Robinson, University Registrar, will submit information about accessing and using the system.

5. Chair-elect Cottrell said after the May 23rd Faculty Senate Executive Committee, a reception was held for the past faculty senate chairs. They were recognized by a plaque dedication. The plaque is housed in the Wise Library outside the Milano Room. At today's meeting, all current and former faculty senate chairs stood for recognition.

The Chair-elect said 2500 pieces of art have been donated to the University; the art pieces will be placed in the new Art Museum when it is completed.

The Chair-elect said in the past, there has been discussion about senators serving on at least one committee, and since this has not been occurring, it will be discussed at the September Faculty Senate meeting. The Chair-elect encouraged senators who are not currently serving on a committee,

to do so because committee members are still needed. She asked that senators send her an email if they are willing to serve.

The following members were elected to serve on the 2011-2012 Senate Executive Committee:

Virginia Kleist, B&E
Ilkin Bilgesu, CEMR
Angel Tuninetti, ECAS
Reagan Curtis, HR&E
Robert Bastress, LAW
Ruth Kershner, MED
Sandra Elmore, WVU-Tech

6. Robert Griffith, Board of Governors representative, said when the BOG approved the budget for next year, it included a 4% pool of money for faculty that will be merit based and not across the board.

The Board also approved \$200 million dollars in bond funding that will dramatically change the look of the Evansdale Campus. It will have a new Agriculture Sciences building, a new building for the College of Physical Activity and Sport Sciences, and a new Student Health Center. The Evansdale Campus will be dramatically changed in the next few years.

Professor Griffith said at the BOG meeting, a policy was voted on to allow beer to be sold in the stadium; the vote was 10 – 5 in favor of the policy. He said he received an overwhelming number of e-mail comments from people concerned about drunks misbehaving in the stands. Athletic Director Oliver Luck and the head of the University Police have promised increased enforcement that would remove drunks from the stadium. New cables are being laid to increase the bandwidth in the stadium to allow people to text when people are misbehaving. This is a pledge from the Athletic Director and the head of University Police. Professor Griffith said because of the pledge, he voted in favor of the policy.

7. Todd Petty, Senate Curriculum Committee, submitted the following reports:

Annex I, New Courses and Course Changes. PHAR 756 was pulled for possible overlap with an existing course in HR&E. Motion carried.

Annex II, Changes to the Criminology & Investigations Major. Motion carried.

Annex III, Changes in Department Name, Degree Title and Major for Foreign Languages. Motion carried.

Annex IV, BS in Athletic Coaching Education. Motion carried.

Annex V, 2010-11 Committee Report. Accepted.

Annex VI, 2011-12 Committee Goals. Accepted.

Annex VII, The Alteration Report was submitted for information.

8. Lisa DiBartolomeo, General Education Curriculum Oversight Committee, submitted the following reports:

Annex VIII, GEC Actions. Motion carried.
Annex IX, GEC Audits were submitted for information.
Annex X, 2010-11 Committee Report. Accepted.
Annex XI, 2011-12 Committee Goals. Accepted.

9. Carolyn Atkins, Committee on Committees, Membership and Constituencies Committee, asked faculty to volunteer to serve on committees. She submitted the following reports:

Annex XII, 2010-11 Committee Report and 2011-12 Committee Goals. Accepted.

10. Marie Abate, Faculty Welfare Committee, submitted the following reports:

Annex XIII, Tuition Benefits at Peer Institutions was submitted for information.
Annex XIV, Resolution to Facilitate University Communications. Motion carried.
Annex XV, 2010-11 Committee Report and 2011-12 Committee Goals. Accepted.

11. Sam Stack, Library Committee submitted the following reports:

Annex XVI, 2010-11 Committee Report and 2011-12 Committee Goals. Accepted.

12. Angel Tuninetti, Research and Scholarship Committee, submitted the following reports:

Annex XVII, 2010-11 Committee Report and 2011-12 Committee Goals. Accepted.

13. Stan Cohen, Retired Faculty Committee, gave an overview of the Committee and submitted the following report:

Annex XVIII, 2010-11 Committee Report. Accepted.

14. The Service Committee submitted the following reports:

Annex XIX, 2010-11 Committee Report and 2011-12 Committee Goals. Accepted.

15. The Student Evaluation of Instruction Committee submitted the following reports:

Annex XX, 2010-11 Committee Report and 2011-12 Committee Goals. Accepted.

16. The Student Instruction Committee submitted the following reports:

Annex XXI, 2010-11 Committee Report and 2011-12 Committee Goals. Accepted.

17. The Student Rights and Responsibilities Committee, submitted the following reports:

Annex XXII, 2010-11 Committee Report and 2011-12 Committee Goals. Accepted.

18. Nigel Clark moved for approval of the following Proposal:

Annex XXIII. Proposed 2011 Senate Research Grant Procedures Motion carried.

19. Associate Provost Cumming moved for approval of the New Grading Policies for Graduate Students:

Annex XXIV, Satisfactory/Unsatisfactory Grading Policy for Graduate Students. Motion carried.

Annex XXV, Incomplete Grading Policy for Graduate Students. Motion carried.

20. Steve Robinson, University Registrar, moved for approval of the following Policy:

Annex XXVI, Policy on Auditing Courses. Motion carried.

21. A “Statement of the West Virginia University Faculty for Citizens’ Rights” was submitted by Professor Faulkes asking for the Faculty Senate’s endorsement. The Statement was discussed and slightly revised. It was moved and duly seconded that the Faculty Senate endorse the Statement. Motion carried.

Professor John Kuhlman moved that the Faculty Senate asked the Senate Executive Committee to identify an Ad hoc Committee of experts and establish a forum to review the pros and cons of the Marcellus shale drilling and report back to the Faculty Senate by September. It was duly seconded. Motion carried.

President Clements sent a text message to Professor Griffith saying that he will support a Faculty Senate forum to discuss the Marcellus shale drilling and would bring “experts” both on and off the campus together to discuss the issue.

22. The Committee adjourned at 5:10 p.m. to reconvene Monday, September 12, 2011.

Barbara Dunn
Committee Secretary

To: Faculty Senate Executive Committee
From: Todd Petty, Chair, Faculty Senate Curriculum Committee
Date: May 23, 2011
Re: New Course and Course Changes

College of Creative Arts

Theater

New Course:

THET 651. Graduate Acting for the Camera. 2 Hr. PR: THET 645. Exploration of the principles of acting for the camera using multiple on-camera acting exercises. The course includes performance as well as audition skills. (Effective Term: Fall 2011) (CIP: 500501)

Rationale: Acting for the Camera has never been taught as a required class in the graduate acting sequence. It has been offered on a small scale in various workshops and seminars. The performance faculty believes that we should prepare our students for the American work place. Film and Television make up the largest economic opportunity in the American workplace for actors. It is essential that acting students receive training in this area.

Eberly College of Arts and Sciences

New Courses:

Biology

BIOL 651. Evol. Of Infectious Diseases. 3 Hr. The application of phylogenetics, microbiology, immunology, and epidemiology towards comprehending the evolution of infectious diseases. Students will develop a fundamental understanding of the significance of evolution and ecology towards infectious disease emergence and control.

Rationale: The Department of Biology is dedicated to the study of living organisms and the processes of life. Although microbes make up the vast majority of life forms, there are currently no permanent BIOL classes that are specifically dedicated to their study. Infectious diseases exert a tremendous impact on global health by causing significant mortality, morbidity, political and economic detriment. This class provides critical exposure to causative agents of these diseases and aims to expand student knowledge base in microbial biology. In terms of applied knowledge, this class helps prepare and expose students to careers in the biomedical field, environmental law and public health.

Communication Studies

COMM 203. Communication Cornerstones. 3 Hr. As an introduction to the study and application of communication, this course addresses the history, theory, and applicable research

findings in central disciplinary areas including mediated, interpersonal, organizational, and health communication. (Effective Term: Spring 2012) (CIP: 099999)

Rationale: This course will serve as one of the prerequisites for the major. Though we currently have classes dedicated to a broader understanding of the field or to specific areas of study, we have yet to introduce a course that describes the history, fundamental research, and a few primary theories of each of the four areas of communication study: health, organizational, interpersonal, and mediated communication. A class that provides students with an introduction to these areas also prepares them to think about their future academic paths and goals. The class's focus on application and creative thinking will also better prepare them for our upper level classes that require deeper thinking and processing of the material and get them thinking earlier about their career in planning and options.

COMM 322. Dark Side of Communication. 3 Hr. This course deals with transgressions and violations of relational rules, as well as their communicative and behavioral antecedents and consequences in personal relationships. (Effective Term: Fall 2011) (CIP: 099999)

Rationale: This course adds to the current undergraduate curriculum in Communication Studies by focusing specific attention on one particular topic area (i.e., the dark side) within the broader sub-discipline of interpersonal communication. This particular topic area has received considerable academic (as well as popular) attention and interest over the last two decades, and has also generated a remarkable amount of research inquiries during this time frame. This course is reflective of those increased scholarly interests and research endeavors, and will provide students with specialized knowledge of this theoretically and practically relevant area of inquiry.

Foreign Languages

FCLT 383. Faculty Led Travel: Romania. 1 Hr. Faculty-led study abroad trip combining travel with cultural learning, at various locations throughout the country. Students visit important landmarks and learn about Romanian history, culture, and folk beliefs. (Effective Term: Summer 1, 2011) (CIP: 160101)

Rationale: The trip to Romania provides students with a hands-on experience in learning Romanian art, architecture, and culture. Students will learn about architectural styles as well as the many cultural influences in major Romanian cities. Additionally, students come to understand the importance of the vampire figure in Romanian history and the modern tourist climate. The course assumes no prior knowledge of Romanian language or history, and is open to anyone, although FCLT 281 is suggested as a pre-requisite. The course is a particularly attractive faculty-led study abroad option for students of any major.

FCLT 384. Faculty Led Travel: Prague. 1 Hr. Faculty-led study abroad course combining travel with cultural learning. Students visit architectural landmarks in Prague and selected Czech cities. (Effective Term: Summer 1, 2011) (CIP: 160101)

Rationale: The Faculty-led trip to Czech Republic provides students with hands-on experience in learning about Czech art, architecture and culture. Students will learn about architectural styles as well as the many cultural influences in the Czech capital, especially those of Prague's Jewish population. The course assumes no prior knowledge of Czech language or history and is open to anyone. The course is a particularly attractive faculty-led study abroad option for students of any major.

FCLT 385. Faculty led Travel: Polish Culture. 1 Hr. Faculty-led study abroad trip combining travel with cultural learning, in Warsaw, Krakow, and Lodz. Students visit important landmarks and attend lectures. Also includes visit to Auschwitz-Birkenau. (Effective Term: Summer 1, 2011) (CIP: 160101)

Rationale: This trip to Poland provides students with hands-on experience in learning Polish art, architecture, and culture. Students will learn about architectural styles as well as the many cultural influences in major Polish cities. The course assumes no prior knowledge of Polish language or history, and is open to anyone. The course is a particularly attractive faculty-led abroad option for students of any major.

Multidisciplinary Studies

MDS 101. Orientation to RBA. 1 Hr. For students beginning the Regents Bachelor of Arts degree program. Orientation to curriculum, policies, benefits, and academic merits of the RBA to help students take advantage of its unique features. (Effective Term: Fall 2011) (CIP: 240102)

Rationale: The Regents Bachelor of Arts program follows university and state requirements that differ from traditional programs. This course will allow students entering the program to assess their status and how to complete their degree by using the many unique features of the program.

Social Work

SOWK 403. Social issues of Public Health. 6 Hr. Examines issues related to assessment and intervention in community health/mental health in Vietnam and Cambodia. (Effective Term: Summer 1, 2010) (CIP: 440701)

Rationale: Students will become familiar with the language, culture, politics, and history of Vietnam and Cambodia so that contemporary community health issues can be better contextualized. A core value of social work and an emphasis in the social work curriculum is the ability to work with diverse racial, ethnic, and cultural groups. Social problems and their solutions will be examined within the diversity context that shapes the presentation of the problem and its possible solutions. Additionally, students will experientially have the opportunity to have their common perceptions of how they should behave in given social contexts challenged in a new environment. Experiencing their views as a minority view can

result in a better and more empathic response to the minority clients with which they work as social workers. Course has been offered 3 times as a special topics course to university undergraduate students.

SOWK 650. Families and Groups. 3 Hr. PR: SOWK 649. This course is designed to advance the student's knowledge in the direct practice procedures used in group and family therapy. Required course for DP students. (Effective Term: Summer 1, 2011) (CIP: 440701)

Rationale: This is the second practice methods course in the direct practice track. Students are required to have successfully completed SOWK 649 Advanced Practice With Individuals or have the consent of the instructor before taking this course. It is expected that students have knowledge of interpersonal helping skills, intrapersonal models of therapy, and knowledge of basic counseling skills. These skills will be extended through further exposure to group and family therapy models and demonstrations of, these models and their requisite skill sets.

College of Human Resources and Education

New Courses:

Child Development and Family Studies

CDFS 250. Research Methods. 3 Hr. Overview of principles and methods of CDFS research; developmental research challenges and strategies; descriptive statistics and statistical inference (hypothesis testing). (Effective Term: Fall 2011) (CIP: 190706)

Rationale: Currently, no courses in research methods are offered in the Child Development and Family Studies (CDFS) program. There is a need for this research methodology course in which we place an explicit focus on research methods and statistics, which we can tailor to the needs of our CDFS students.

Speech Pathology and Audiology

SPA 388 A-Z. International Experience/CSD. 3 Hr. Faculty-led exploration of professional practices and perspectives related to communication sciences and disorders in foreign countries and cultures. Offered only through study abroad. Additional fees required. (Effective Term: Summer 1, 2012) (CIP: 510201)

Rationale: This seminar specifically addresses multicultural issues and practices, providing a curricular, faculty-led opportunity to travel to and experience academic and professional settings in a foreign country. Although not a requirement for undergraduate or graduate students studying audiology and/or speech-language pathology, this course enhances the curriculum by providing a means to achieve personal and professional growth from a directed, travel-a broad experience. This will enhance the student's job marketability, applications for further professional/academic pursuits, and multicultural awareness.

College of Law

New Courses:

Law 685. Child & Family Law Clinic 1. 7 Hr. PR: Law 727 A course in which students represent clients in child and family matters under faculty supervision. Includes a classroom component. Average of 20 hours per week client work is expected. (Effective Term: Fall 2011) (CIP: 220101)

Rationale: The Child & Family Law clinic is an important contribution to the college of Law curriculum. The college of Law has a capstone requirement that a student take a law school clinic, a drafting seminar, or a course in trial advocacy. The college of Law offers students the opportunity to learn practical lawyering skills essential to practice law. Students represent low income clients under the supervision of a faculty member and licensed lawyer. Through live-client clinics, law students learn the fundamental lawyering skills that law school classes do not teach: how to apply law to indeterminate facts, illegal judgment, case management and case strategy, client interviewing and counseling, negotiation, and advocacy before a court. The ABA requires clinics to have a class component in addition to clinical legal work. The class permits the faculty to explore with students the choices they make in client judgment, thus enabling them to learn from their experience and cultivate life-long habits of reflective lawyering.

The Child & Family Law clinic also meets the needs of students who are particularly interested in representing children and families. The clinic exposes them to various legal issues and contexts in which they may practice, such as family violence, adoption, abuse & neglect, custody and guardianship, GAL work, education laws (including special education), and disability and benefits.

The Child & Family law Clinic also meets an important need of our University for Interdisciplinary work. The clinic serves WVU's new Medical-Legal Partnership and works with WVU Pediatrics Dept. at Health Sciences to provide for the legal needs of children that impact children's health.

LAW 686. Child & Family Law Clinic 2. 7 Hr. PR: 685. A Continuation of Law 685, Child & Family Law Clinic 1. Includes a classroom component. Average of 20 hours per week client work is expected. (Effective Term: Spring 2012) (CIP: 220101)

Rationale: As a continuance of Child & Family Law Clinic I, a second semester provides a deepening of the skills learned by students and provides continuity of representation of clients. It aids the students in learning management of long-term projects and better fulfills the service goals of the clinic.

College of Physical Activity & Sport Sciences

Athletic Coaching Education

New Courses:

ACE 410. Training Theories for Coaches. 3 Hr. PR: PET 124 and PET 125 and EXPH 365. Application of sport training theories to building, designing and assessing athlete training plans, seasonal team development and long term athlete development from physical literacy to peak performance at all participation levels. (Effective Term: Fall 2011) (CIP: 131314)

Rationale: Students currently take several courses dealing with the science of movement (e.g., PET 124, PET 125 and EXPH 365) but faculty felt that a practical application of the exercise sciences to coaching was missing from the curriculum. Faculty proposing a required course in training theories that would address that void.

ACE 661. Strg & Cndtng Methods for Coach. 3 Hr. Present basic exercise performance methodologies to assist in coaching athletes. Types of training include speed drills, agility drills, conditioning workouts, flexibility exercises, balance-improvement drills, and proper training-environment safety techniques. (Effective Term: Spring 2012) (CIP: 131314)

Rationale: Course covering basic strength and conditioning science and theory for coaches. Course will provide understanding of the science of training and enable identification of athletes' physical needs. Have taught the class the past three spring semesters under a temporary number. Requesting a permanent number for course.

ACE 663. Adv. Strg & Cndtng Coach Techni. 3 Hr. Present various exercises in hands-on settings to utilize in training. Proficiency is taught in Olympic movements, free weights, machine weights, and plyometrics. Speed and agility track exercises will be included. (Effective Term: Summer 2, 2011) (CIP: 131314)

Rationale: Give students hands on experience to perform and teach specific training movements in strength and conditioning. Technical exercises include the skills of Olympic lifting, plyometrics, running mechanics, and foot speed drills. Training movements in the course are exercises which much be utilized as strength and conditioning professionals.

ACE 665. Strg & Cndtng Prgm Desgn Coach. 3 Hr. PR: ACE 661 and ACE 663. Students in this course will learn to design programs in athletic resistance training, plyometrics, conditioning, and agility, and students will learn to handle detraining, sports specificity, and periodization for offseason and competition programs. (Effective Term: Summer 2, 2011) (CIP: 131314)

Rationale: Provide students a proper framework to organize the knowledge gathered in other coaching classes for purposes specific to individual sports; highlight similarities and differences in the training of different athletes and to present planned workouts for each individual sport.

School of Medicine

New Courses:**Exercise Physiology**

EXPH 680. Advanced Clinical Exercise Physiology. 3 Hr. graduate standing. Presentation of scientific techniques utilized by clinical exercise physiologists to assess fitness in healthy and disease populations. This course will refine clinical competencies needed to safely administer tests to assess health related components of fitness. (Effective Term: Summer 1, 2011) (CIP: 260908)

Rationale: Major requirement: Provides graduate student with information needed to accurately interpret results of various types of fitness assessments. A major emphasis is placed on identification of normal (expected) physiological responses during cardiopulmonary exercise testing (CPET) utilizing automated metabolic systems. Students are introduced to how specific abnormal physiological responses during CPET can be indicative of various disease conditions. Students are also trained to respond to medical emergencies by completing advanced cardiac life support (ACLS) certification. This information is essential as the student begins administering various fitness assessments in clinical populations in which the risk of untoward events increases.

Physiology

PSIO 770. Summer Medical Physiology, Online. 7 Hr. An online course designed for medical students who need to remediate the physiology portion of WVU SOM: CCMD 730 Human Function (or equivalent), prior to entering their second year. (Effective Term: Fall 2011) (CIP: 260901)

Rationale: This course is designed as a remediation for students who previously performed poorly on only the physiology subject materials, but did well in the biochemistry portion, of the WVU School of Medicine CCMD 730: Human Physiology (or outside institution equivalent) course. These students also demonstrated satisfactory performance in all other courses during the first year of medical school, therefore indicating that the need to repeat all courses for the entire first year is unnecessary. These are students who are evaluated as needing minimal encouragement or help to succeed in passing on to the second year. With the creation of this course, these students can be spared the monetary expense of repeating and remain in the same graduating class as their peers. In addition, medical students from other institutions who have a similar academic issue may enroll in the course, thus satisfying requirements for their equivalent physiology course.

School of Pharmacy**New Courses:**

PHAR 721. Advocacy and Leadership. 2 Hr. PR: Second and third professional year standing or consent. The course will focus on developing the student's leadership skills as an advocate for the profession of pharmacy. (Effective Term: Spring 2012) (CIP: 512001)

Rationale: New elective course available to Pharm. D. students to expand the list of elective course options for students.

PHAR 754. Decision Analysis in Healthcare. 3 Hr. Core skills in clinical decision analysis which builds on concepts derived from epidemiology, biostatistics, computing, economics and operations research and applies them to medical and pharmacological decisions. (Effective Term: Spring 2012) (CIP: 512001)

Rationale: This course allows students to learn how to use data from clinical trials research that are conducted for limited time periods(mostly less than five years) to extrapolate to longer periods and even a lifetime by using modeling simulation techniques. This is a required course in the Health Outcomes Research PH.D. track in the Pharmaceutical and Pharmacological Sciences. This has been a special topics course for several years and we are requesting a permanent course number.

PHAR 755. Pharmacoeconomics. 3 Hr. This graduate-level course is intended to train graduate students in evaluating and conducting pharmacoeconomic research. (Effective Term: Fall 2011) (CIP: 512001)

Rationale: This course focuses on economic evaluation methods used in healthcare such as cost-benefit analysis, cost-effective analysis, and cost-utility analysis that are necessary to evaluate new pharmaceutical and medical technologies in health care. It is a required course in the Health Outcomes Research PH.D track in the Pharmaceutical and Pharmacological Sciences. This has been topics course for several years and we are requesting a permanent course number.

PROPOSED CHANGES TO NAME AND DESCRIPTION OF CRIMINOLOGY & INVESTIGATIONS MAJOR

Action Requested:

Change posted name of major from “Criminology & Investigations” (phase out major code 1477) to “Criminology” (create new code)

Degree Program Title: Sociology & Anthropology

CIP Code 45.1101

The CIP code will not change

1. Rationale

We wish to change only the name and description of the Criminology & Investigations major, not the admission or degree requirements. The proposed changes deal primarily with the “investigations” component, which has created a great deal of confusion among students who believe that they will learn the techniques of criminal investigation. We are aware of their confusion because they frequently ask us for clarification. Though our curriculum delivers some procedural content, emphasis is given to increasing students’ ability to identify the sociological factors that shape these investigative processes.

To more accurately convey the intent of our curriculum, we wish to drop “Investigations” from the title and re-write the description to eliminate reference to a separate “component” of the major. The current description of the investigations “component” is too detailed and over-emphasizes the content of a single course as opposed to the larger curriculum. Further, we wish to add language clarifying the distinction between criminology and criminal justice, as students often come to our program without an understanding of the similarities and differences between these fields.

An accurate description is essential for students to make more informed major choices. While we strongly believe that our curriculum prepares students to pursue careers involving criminal investigation, it is important that they understand what it means to apply a sociological perspective. Further, some students may be better served by pursuing the Forensic Examiner track within the Forensic and Investigative Science major.

2. Changes

Old Catalog Copy (2010-11 Undergraduate Catalog)

Criminology and Investigations Nature of Program

The criminology and investigations major is grounded in the discipline of sociology and supports the Forensic Science Initiative at WVU. The major has two primary foci. The criminology focus provides an understanding of society as a normative order with ever-changing definitions of conformity and deviance. Through an examination of the social foundations of law, the operation of the criminal justice system and such urgent problems as juvenile delinquency, corporate crime, hate crime, terrorism, and organized crime, students

develop a new understanding of the public order and public policy. The investigation focus explores the processes and procedures employed by those individuals and groups in the criminal justice system who seek to establish “truth” in the furtherance of justice. Students will examine both the formal and informal processes that affect the investigation, including the collection and presentation of evidence.

Students will also examine primary social relations that shape the fate of criminal and civil cases. In particular, students will consider how forensic experts and attorneys negotiate the often conflicting demands of disinterested science and legal advocacy in the course of jointly investigating, evaluating, and preparing legal cases. The subject of legal investigations is of particular sociological interest because it involves exchanges between scientific and legal professionals with distinctive languages, methods, standards, and goals. In the course of working together on the same side of legal disputes, experts and attorneys must balance their conflicting agendas, raising ethical questions as the core of their professional identities and directly shaping the nature and outcome of the case they are putting together. The sociology of legal investigations traces the work-site social dynamics and contingencies of legal inquiry as a negotiated process spanning the work of police, scientists, and attorneys.

The criminology and investigations major gives students a thorough understanding of crime and investigation. Areas of study include poverty, discrimination, crime and violence, unemployment, and terrorism. Students will be prepared for graduate programs and a variety of careers in sociology, criminal justice, forensic investigation, public administration, government, and law. For more information about this program, please go to: <http://www.as.wvu.edu/soca/academic/undergraduate/>.

New Catalog Copy:

Criminology Nature of Program

The Criminology major focuses on the social roots and implications of criminal behavior and the operation of the criminal justice system. Students learn to apply the theoretical and methodological tools of sociology to make sense of crime and social control in modern society while selecting from a variety of substantive course topics. These include but are not limited to: juvenile delinquency, street crime and gangs, corporate and white collar crime, hate crime, terrorism, drug use and abuse, media and crime, the culture of police work, and punishment and social control.

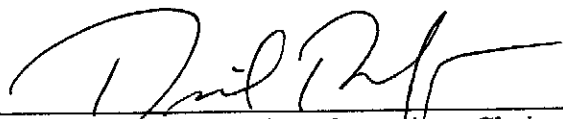
The sociological approach to crime distinguishes criminology from the related field of criminal justice, which emphasizes the procedural activities of criminal justice agencies. Criminology treats crime as the product of complex social forces, seeking to understand why laws are made in the first place, how and why these laws are violated, and how society responds when laws are broken. This holistic societal perspective prepares graduates to pursue a broad range of careers such as policing, security, corrections, law, social services, and business. The major also prepares students for graduate studies in the social sciences in pursuit of academic or applied research careers or for professional training in law, public administration, social work, and related fields. For more information about this program, please go to: http://soca.wvu.edu/future_students/undergrad_programs.

3. Resource Implications

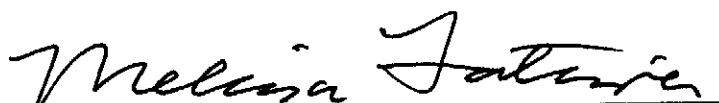
The proposed changes do not involve the commitment of additional resources.

4. Effective Term

Fall 2011


Department Curriculum Committee Chair

2/11/11
Date


Department Chair

2/11/11
Date

ECAS CAQC
College Curriculum Committee

2.18.11
Date


Dean

3.17.11
Date

WVU - Main Campus		
Curriculum Change Action Form		
ACADEMIC PROGRAMS and MAJORS		
Action (Add, Terminate, or Change)	Terminate	Add
Approval? (Board or WVU)		Senate and BOG
Approval Date		
School/ College	ECAS	ECAS
Level	UG	UG
Degree Program Title	Sociology & Anthropology	Sociology & Anthropology
Degree Designation	BA	BA
Degree		
CIP Code	45.1101	45.1101
SMART CIP? (Y/N)		
Major Title	Criminology & Investigation	Criminology
Requested Major Code		
Assigned Major Code	1477	
Areas of Emphasis	NA	NA
Area of Emphasis Code	NA	NA
Effective date (New Program or Major)		201108
Begin Phase Out Date (Existing Program or Major)	201108	
Termination Date (End date of phased out)	201208	
Comments		
Program Contact	Jennifer Steele	Jennifer Steele
Associate Provost Signature		

*For current status, please refer to curriculum matrix posted at
http://www.wvu.edu/~PLANNING/Reports/curr_matrix.xls*

**Guidelines for Changing Names of Courses, Majors,
Programs, Degrees, and Academic Units
07-23-08**

For a variety of reasons, academic units may want to change their official names as well as the identification of courses, majors, programs, and even degrees. This document provides procedures regarding how to institutionalize these changes.

To rename a course

1. The department chair or his or her designee requests the name change through the local college or school curriculum committee.
2. The local curriculum committee recommends the name change to the dean, who then signs the Faculty Senate course alteration form.
3. The signed form goes to the Senate Curriculum Committee or Graduate Council for approval. (This request need not go to the full Senate.)
4. The department follows up to ensure that appropriate changes are made to its publications, both in-print and on-line.

To rename a major or degree program

1. The dean or his or her designee consults with the Office of Institutional Research, which reviews whether a change of CIP code will be required.
2. The dean sends his or her recommendation to the Senate Curriculum Committee or Graduate Council using the Faculty Senate course alteration form.
3. The request is approved by the full Faculty Senate.
4. Following Senate approval, the Faculty Senate secretary sends the request to the Provost.
5. The Provost sends the request to the Board of Governors for approval.
6. Following BOG approval, the Provost's Office (normally the administrative assistant in the Office of Undergraduate and Graduate Education) notifies those responsible for the catalog and the website and, if a new CIP code is required, submits a Curriculum Change Action Form to Student Systems Management (currently Judy Hatch, who handles BANNER issues) to complete the formal change.

To rename a degree or an academic unit, e.g., a department, college, or school

1. The dean consults with the Office of Institutional Research, which will review CIP implications for the requested change.
2. The dean makes a special request to the Provost.
3. If the Provost supports the request, he or she will send it to the Faculty Senate Curriculum Committee or Graduate Council for approval.
4. The request is approved by the full Faculty Senate.
5. Following approval, the proposal is returned to the Provost's Office, which sends it to the BOG for approval.
6. Following BOG approval, the Provost's Office notifies those responsible for the catalog and the website and submits a Curriculum Change Action Form to Student Systems Management (currently Judy Hatch, who handles BANNER issues) to complete the formal change.

N.B. Changing a CIP code requires the approval of the dean and the Provost, whose office must submit a Curriculum Change Action Form to Institutional Research to complete the formal change.

REQUEST FOR CHANGE IN DEPARTMENT NAME, DEGREE PROGRAM TITLE, and MAJOR NAME

Actions Requested:

Change of department name:

Old name: Department of Foreign Languages

New name: Department of World Languages, Literatures, and Linguistics

Change of Degree Program Title and Major Title:

The "Degree Program Title" on the Curriculum Matrix will change to "World Languages, Literatures, and Linguistics"

The "Major Title" for the current "Foreign Languages" (1468) major on the Curriculum Matrix will change to "World Languages, Literatures, and Linguistics"

Major as printed on diplomas (60 character limit) will be "World Languages, Literatures, and Linguistics"

Major as posted to transcripts (30-character limit) will be "World Lang, Lit & Linguistics"

This change will be made at both Bachelor's and Master's degree levels

The "Major Title" for the current "Foreign Languages/Secondary Education" (1437) major on the Curriculum Matrix will change to "World Languages/Secondary Education"

Major as printed on diplomas (60 character limit) will be "World Languages/Secondary Education"

Major as posted to transcripts (30-character limit) will be "World Languages/Secondary Ed"

This change applies at only the Bachelor's degree level

The CIP Code 16.0101 will not change

1. Rationale

After a very lengthy discussion, the department approved by a vast majority the adoption of a new name. The reasons for adopting the new name are:

1. Negative connotations of the word "Foreign": In a globalized and integrated world, the word Foreign is a non-inclusive term that points to difference and exclusion. Numerous similarly structured departments across the country have changed their names accordingly; e.g., University of Arkansas, University of South Florida, University of Wisconsin, IUPUI, Eastern Michigan, Western Connecticut, Northern Kentucky, Cal State System schools, et. al. "Foreign Languages" negatively affects public perception of our department by students, colleagues and potential recruits.

2. The name “Foreign Languages” does not represent departmental diversity. The new department name will better reflect the complete range of our departmental offerings, focusing the attention not only on the traditional language and literature courses offered by World Languages departments, but also on the strong linguistic components which distinguish our department from some other institutions. Potential students interested in studying theoretical or applied linguistics may overlook our department with a name that does not reflect the linguistic component. Also, the name of the degree will represent better the discipline they have studied which may be helpful to them when they apply for graduate schools or jobs.

2. Resource Implications

The proposed change does not involve changes in curriculum or assessment, or the commitment of additional resources.

3. Effective Term

January 2012 (201201)

REQUEST FOR CHANGE IN DEPARTMENT NAME, DEGREE PROGRAM TITLE, and
MAJOR NAME

Current: Foreign Languages
New: World Languages, Literatures, and Linguistics

Endorsements:

Department Curriculum Committee

Signature

Date

Department Chair

Signature

Date

College Curriculum Committee

Signature

Date

Dean

Signature

Date

Provost

Signature

Date

Faculty Senate Curriculum Committee

Date

Faculty Senate

Date

Guidelines for Changing Names of Courses, Majors,
Programs, Degrees, and Academic Units

07-23-08

For a variety of reasons, academic units may want to change their official names as well as the identification of courses, majors, programs, and even degrees. This document provides procedures regarding how to institutionalize these changes.

To rename a course

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2. The local curriculum committee recommends the name change to the dean, who then signs the Faculty Senate course alteration form.
3. The signed form goes to the Senate Curriculum Committee or Graduate Council for approval. (This request need not go to the full Senate.)
4. The department follows up to ensure that appropriate changes are made to its publications, both in-print and on-line.

To rename a major or degree program

1. The dean or his or her designee consults with the Office of Institutional Research, which reviews whether a change of CIP code will be required.
2. The dean sends his or her recommendation to the Senate Curriculum Committee or Graduate Council using the Faculty Senate course alteration form.
3. The request is approved by the full Faculty Senate.
4. Following Senate approval, the Faculty Senate secretary sends the request to the Provost.
5. The Provost sends the request to the Board of Governors for approval.
6. Following BOG approval, the Provost's Office (normally the administrative assistant in the Office of Undergraduate and Graduate Education) notifies those responsible for the catalog and the website and, if a new CIP code is required, submits a Curriculum Change Action Form to Student Systems Management (currently Judy Hatch, who handles BANNER issues) to complete the formal change.

To rename a degree or an academic unit, e.g., a department, college, or school

1. The dean consults with the Office of Institutional Research, which will review CIP implications for the requested change.
2. The dean makes a special request to the Provost.
3. If the Provost supports the request, he or she will send it to the Faculty Senate Curriculum Committee or Graduate Council for approval.
4. The request is approved by the full Faculty Senate.
5. Following approval, the proposal is returned to the Provost's Office, which sends it to the BOG for approval.
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Requested information #1 - Addition of an introductory paragraph

BS-Athletic Coaching Education

Introduction and Rationale for Changes

In 2006 the 2nd edition of the *National Standards for Sport Coaches* was released. During the 2009-2010 academic year the Athletic Coaching Education (ACE) faculty worked on developing an assessment plan and began creating assessments for its implementation to ensure that the coaching education standards were being addressed. As they worked through the assessment plan process, it became apparent that several changes in the ACE curriculum were warranted.

The curriculum needed a better balance between professional knowledge, sport-specific knowledge, and pedagogical knowledge. The ACE faculty are proposing to add classes to the curriculum that address weaknesses in the type of professional knowledge (i.e., ACE 265 Diversity & Sport, ACE 410 Training Theories for Coaches) and sport-specific knowledge (i.e., ACE 315 Sport for the Exceptional Athlete) our students need; in addition the faculty believed students needed pedagogical knowledge through practical hands-on experiences with unique populations of athletes (e.g., youth, athletes with disabilities, master-level athletes).

As the faculty discussed the profession of coaching they realized the definition of a coach has changed dramatically over time. Students can now “coach” individuals in the fitness profession (e.g., group fitness instructor, personal trainer) as well as in various types of venues such as outdoor activities, aquatics, and the traditional athletic setting as a sport coach or strength coach. Because of this change in the profession the students majoring in ACE will now be required to complete either a minor or area of emphasis. The completion of a series of courses in a concentration area should enhance their marketability upon graduation.

A more detailed explanation of the changes is listed below for each course.

GEC Requirements (section A & B of semester by semester plan)

NO change in credit hours

- Drop CDFS 110 Families across the Lifespan as a required GEC #4 course and **allow students to select any course from the list of GEC #4 Contemporary Society courses** (3 cr) – Students were taking CDFS 110 Families across the Lifespan for content knowledge on growth and development of children. The faculty felt a more appropriate course to develop professional knowledge for admission into the ACE program should be PET 175 Motor Development & Learning. PET 175 would be a required course under Probationary Coursework (section C of semester by semester plan). Please note that students could still elect to take CDFS 110 to fulfill their GEC #4 requirement but the program is not requiring its completion.
- Add GEC #2 HNF 171 Introduction to Human Nutrition as a required course (3 cr) – Students majoring in ACE have been taking this class as a course substitution for ACE 105 Nutrition for Coaches since the College has not had anyone qualified to teach ACE 105. The faculty felt it was time to drop ACE 105 from our curriculum and list HNF 171 in place of it since that has been the current practice for the past several years.

Total GEC hours required: **42**

Probationary Coursework (section C of semester by semester plan) Increase of 6 credit hours

- Drop ACE 100 The Total Athlete (3 cr) – While repetition is good, a lot of the content covered in this introductory course is covered in several other required courses (SEP 271 & 272, ACE 256). The faculty felt the 3-credit hours could be used in another area.
- Drop PE 164 Weight Training or PE 165 Conditioning (1 cr) – Since the classes are PE activity classes, the primary emphasis of both classes (PE 164 and PE 165) are for students to complete a workout as a participant rather than to learn the science behind how to create workouts for athletes of various fitness levels. In an attempt to provide students with professional and pedagogical knowledge in the area of strength & conditioning, the completion of PE 164/PE 165 would be dropped as a probationary requirement and ACE 369 Introduction to Strength & Conditioning would be required in its place since that class does cover how to design workouts for athletes.
- Drop CHPR 172 First Aid (2 cr) as a required course and just require students to provide evidence of CPR and First Aid certification for admission into the program as well as evidence of maintaining their certification throughout the program because of the completion of Practicum and Professional Field Experiences (e.g., ACE 488, ACE 489 and ACE 491). Rationale for dropping this probationary requirement is because students were having difficulty getting into the course prior to admission AND some of the courses within the area of emphasis/minors already have similar certifications built into the courses.
- Modify PE Activity Course requirement (1 cr) – Faculty felt the one credit hour of a PE activity course should be completed in a course specific to coaching (e.g., Teaching Games for Understanding, TGfU) or the completion of classes in a focused area (e.g., minor/area of emphasis) rather than the student having the option of selecting any PE activity class.
- Add 2 PE Activity Courses with emphasis on TGfU (2 cr) - Faculty felt students should complete PE activity courses that were specific to coaching or the completion of classes in a focused area (e.g., minor or area of emphasis) rather than **any** PE activity class. The TGfU courses will focus on lead-up activities and commonalities across several sports. For example, the concept of covering space applies to several sports. So the ACE students will be learning sport-specific and pedagogical knowledge by taking the TGfU courses (e.g., TGfU striking and fielding games; TGfU invasion games; TGfU net/wall games; TGfU target games). Or, students will be completing specific PE activity classes that are part of a minor/area of emphasis (e.g., adventure racing, lifeguarding, rock climbing basics).
- Add PET 124 Human Body: Structure and Function (2 cr) – The lack of professional knowledge in the sciences was a huge concern for faculty. For students to be successful in the upper level science-based courses (e.g., EXPH 365 Exercise Physiology, ACE 368 Sport Movement Analysis), they needed foundational knowledge from PET 124.
- Add PET 125 Principles of Human Movement (2 cr) – The lack of professional knowledge in the sciences was a huge concern for faculty. For students to be successful in the upper level science-based courses (e.g., EXPH 365 Exercise Physiology, ACE 368 Sport Movement Analysis), they needed foundational knowledge from PET 125.
- Add PET 175 Motor Development and Learning (3 cr) – briefly discussed under GEC Requirements but students would complete this course for content knowledge on growth & development (or professional knowledge) over the lifespan.
- Add ACE 265 Diversity and Sport (3 cr) – students will now be required to complete a course which looks at diversity issues specific to a sport organization.

Summary: Dropping 3 courses (6 credits), modifying one course (no change in credits), adding 6 courses (12 credits) for an increase of 6 credit hours of probationary coursework that must be completed prior to admission to program.

Total hours required of Probationary Work: **24**

ACE Major Requirements (D)

Reduction of 1-4 credit hours

- Drop ACE 105 Nutrition for Coaches (3 cr) – discussed under GEC Requirements but students would take HNF 171 Intro to Human Nutrition to secure the content knowledge (professional knowledge) about general nutrition; The College has not had the instructor expertise to offer ACE 105 for several years.
- Drop three PE activity courses (3 cr) – These three credit hours will now be probationary course work and the courses will be restricted to specific PE activity classes such as TGfU (which focus on small game play) or an activity class that is a requirement in a minor or area of emphasis.
- Drop PE 164 Weight Training or PE 165 Conditioning (1 cr) – Since the classes are PE activity classes, the primary emphasis of both classes (PE 164 and PE 165) are for students to complete a workout rather than to learn the science behind how to create workouts for athletes of various fitness levels. The activity classes (PE 164/PE165) would be dropped and ACE 369 Introduction to Strength & Conditioning would be a program requirement so students have the professional and pedagogical knowledge in how to design workouts for athletes of various ages.
- Drop EXPH 364 Kinesiology (3 cr) – The faculty recognized that a weaknesses in the curriculum was the lack of professional knowledge in the sciences. Currently students take EXPH 364 Kinesiology, EXPH 365 Exercise Physiology, and ACE 368 Sport Movement Analysis without any foundational knowledge in anatomy or the basic mechanics of human movement. By adding PET 124 and PET 125 as probationary courses, students will have the foundational science knowledge needed to be successful in the upper level courses. However, the faculty also felt strongly that we needed to ensure that some of the upper level courses focused on the application or pedagogical application of concepts. ACE 368 will focus heavily on the application of basic movement through the integration of Dartfish software which requires students to qualitatively analyze sport skills. And with the requirement of ACE 369 Intro to Strength & Condition, students would learn about human movement as applied to performing specific lifts (e.g., levers and muscles for the execution of different movements). The faculty felt it was appropriate to drop EXPH 364 since we would have 16 credit hours focusing on the professional knowledge from a science foundation (PET 124, PET 125, EXPH 365, ACE 368, ACE 369 and ACE 410).
- Add ACE 369 Introduction to Strength and Conditioning (3 cr) – As mentioned above, instead of having students take conditioning/weight training activity classes the students would be required to take a course that examined how to teach strength and conditioning. This course would provide students with the content knowledge needed to design and implement weight training/conditioning programs for their athletes (professional and pedagogical knowledge).
- Add ACE 315 Sport for the Exceptional Athlete (3 cr) – We have been offering a course which focuses specifically on Special Olympics which is only for individuals with intellectual disabilities. The faculty wanted to expand that course to cover disability sport which would include athletes with a wide variety of disabilities as well as the master athlete (sport for the older adult). We believe students need sport-specific knowledge dealing with individuals from unique populations to better prepare them to coach in a variety of settings.

- Add ACE 410 Training Theories for Coaches (3 cr) – This would be a new course designed specifically to address National Standards for Sport Coaches which we knew were not being address in other courses. This course will take information covered in EXPH 365 and then apply it to performance training (e.g., designing and assessing athlete training plans, periodization).
- Modify ACE 491 Professional Field Experience - To ensure students exit the program with pedagogical knowledge and applied practical experiences systematically built into the curriculum we want to break the 12-credit hour internship down into three different experiences which deal with different populations:
 - ACE 488 – Coaching Practicum with Exceptional Athletes (3 cr) – We believe it's important for our students to have practical experience working with individuals of different abilities. If they can learn how to modify activities to accommodate different needs, then they will be successful coaching in different settings.
 - ACE 489 – Coaching Practicum in Youth Sports (3 cr) – We wanted to make sure that students completed a field experience with younger athletes so they could apply sport-specific and professional knowledge. We also felt that at the youth sport level, students would have a better opportunity to experience different roles/responsibilities (e.g., dealing with parents, planning practices, scheduling practices & games, etc) than with other age groups.
 - ACE 491 – Professional Field Experience in Sport (6 cr) – For the last 6 credit-hours of internship, students would be able to select a population/competitive level of interest to them.

Summary: Dropping 6 courses (10 credits), Adding 5 courses (15 credits), Modify one course (reducing from 12 credits to 6 credits) for a reduction in credit hours from 43-46 to 42.

Total hours required in Major Course Work: **42**

Minor or Area of Emphasis (E)

Minimum of 15 hours

Student must complete at least one minor or area of emphasis as part of the BS – ACE. Students can select any of the CPASS areas of emphasis (e.g., Adventure Sports Leadership, Aquatic Facility Management, Group Fitness Instructor, Personal Trainer, Sport & Exercise Psychology, Sport Communication, Strength & Conditioning) or a minor that has been approved for the MDS degree. The faculty believed the completion of a minor or area of emphasis will increase their marketability upon graduation especially since many of the areas of emphasis in CPASS lead to certifications (e.g., personal trainer, group fitness, strength & conditioning).

Total hours required (minimally): **15**

Summary:

GECs		Probationary		Major Requirements		Minor/Area of Emphasis		Total
42 CR	+	24 CR	+	42 CR	+	15 CR	=	123 CR

Students will still have 5 credits of electives as they need 128 hours for a BS in ACE.

Requested information #2 – Program description

Athletic Coaching Education

The Athletic Coaching Education major in the College of Physical Activity and Sport Sciences at WVU prepares students interested in pursuing a variety of roles in the coaching profession.

These roles include, athletic coach at the youth level, coaching older master athletes or individuals with disabilities and special needs, strength coaching, fitness coach, etc. The Bachelors degree consists of a sequenced curriculum that focus on professional knowledge, sport-specific science, and pedagogical skills mixed with practicum experiences that provide students with several opportunities to learn and apply the principles and practices of coaching across a wide range of health, recreation, and performance based professions, as well as to develop professional networking and social skills.

West Virginia University – College of Physical Activity and Sport Sciences
Athletic Coaching Education

NAME:	MIX:
Student #: 700 / 701 -	
Local Address:	Home Address:
Local Phone:	Home Phone
Adv Credit: From:	Admitted to WVU:

(A) Pre ACE Program Entrance GEC REQUIREMENTS Grade

GEC#1 English 101 Composition & rhetoric	3cr
GEC#2a Math 121 Intro concepts of math OR 126 College algebra	3cr
GEC#2b Biol 101 & 103 Bio 1 Lab	3/1cr
GEC #2c CS 101 Intro to computer applications	4cr
GEC#4 CDPS 110 Families across life span	3cr
GEC#6 Univ 101 OR SEP 170 Champs/Lifeskills	1cr
GEC#6 SEP 272 Psychological perspectives in sport	3cr
GEC#7 SEP 271 Sport in American society	3cr

Total 24 credits

Must take all of GEC's on List A plus two from List B prior to admittance to the ACE program.

(B) Additional GEC Requirements for WVU Graduation* Grade

GEC#1 English 102 Composition & Rhetoric	3cr
GEC#2 a, b, or c	3-4cr
GEC#3 Past & It's Traditions	3cr
GEC#5 Artistic Expression	3cr
GEC#8	3cr
GEC#9	3cr

Total 18 credits

Must take 2 from this list prior to admittance to the ACE program.

* PRE ACE Program admission need 24 GEC credits from List A and 6 GEC credits from List B. Graduation requires a total of 39-40 GEC credits.

(C) PROBATIONARY REQUIREMENTS ** Grade

ATTR 121 Injury control and management	3cr
CHPR 172 First aid and emergency care and certification	2cr
Note: student must have certification prior to graduation	
ACE 100 The total athlete	3cr
ACE 106 Introduction to physical education	3cr
ACE 168 Sports officiating	2cr
ACE 256 Principles and problems in coaching	3cr
PE 164 Weight training OR PE 165 Conditioning	1cr
PE activity course	1cr

Total 18 credit

** Must have a C or better in all ACE probationary classes on List C to be eligible for the ACE major.

*** Must have a C or better in all ACE majors classes on List D (includes ACE, PE, EXPH& SM classes) to graduate with an ACE degree.

(D) ACE MAJOR REQUIRED COURSES *** Grade

ACE 105 Nutrition for coaches (or HNF: 171)	3cr
PE activity course	1cr
PE activity course	1cr
PE activity course	1cr
PE 164 Weight training OR PE 165 Conditioning	1cr
ACE coaching techniques course	2-3cr
ACE coaching techniques course	2-3cr
ACE coaching techniques course	2-3cr
ACE 330 Coaching education administration	3cr
EXPH 364 Kinesiology (pre rec: Jr standing)	3cr
EXPH 365 Exercise physiology (pre rec: Jr standing)	3cr
ACE 368 Sport movement analysis (pre-rec EXHP 364)	3cr
SM 426 Liability in sport	3cr
ACE 491 Professional field experience	12cr
ACE 450 Career planning in sport	3cr

Total 43-46 credits

(E) ELECTIVES Credit Grade

Consider getting an ACE area of emphasis or complimentary minor	

Total ____ credits

Depending on exact coursework taken, student will need 22-25 additional credit hours to be eligible for graduation. Consider a minor!!

A minimum of 128 credit hours are required to graduate.

Requirements for admission to ACE major (check as completed):

- ☐ Overall 2.5 GPA – in all coursework at time of application to ACE
- ☐ C or better in all Probationary ACE required courses
(This includes: ATTR121, CHPR172, ACE100, ACE106, ACE168, ACE256, PE164 or 165, and PE activity course)
- ☐ All ACE Probationary Required coursework completed**
- ☐ 30 credits of GEC - MUST include the following
 - o ENGL 101
 - o MATH 121 **OR** MATH 126
 - o BIO 101/103
 - o CS 101
 - o CDFS 110
 - o UNIV 101 **OR** SEP 170
 - o SEP 271
 - o SEP 272
- ☐ Proof of current Red Cross First Aid and CPR/AED (*current at time of application to ACE*)
- ☐ Proof of WVSSAC coaching certification (ASEP Coaching Principles, ASEP Sport First Aid and WV Rules and Regulations)
- ☐ Turn in a signed ACE Admissions Packet

ACE Program Admission Application Packet Deadlines – October 1st and March 1st

NOTE – Meeting all the minimum requirements does **NOT** guarantee admission to the ACE major. Acceptance to the major is competitive and program slots will go to the students with the strongest academic standing.

**** With advisor approval, students may be admitted when they are within 9 credit hours of completing the Pre-ACE required coursework**

To graduate with an undergraduate ACE Degree student must have:

- Completed all ACE probationary and ACE major course
- C or better in all ACE probationary courses
- C or better in all ACE major courses (List D – includes all required ACE, PE, EXPH & SM classes)
- Proof of current First Aid, AED, and CPR certifications at time of graduation

Consider using your electives to earn one or more related 'area of emphasis' or a related minor – see your advisor for suggestions

Suggested areas of emphasis options for ACE majors

Personal Training *
Group Fitness Instructor*
Aquatics Management
Adventure Sports Leadership
Strength & Conditioning *

** These areas of emphasis prepare students for national certification exams.*

Suggested complementary minors for ACE degree (visit each program's website for more details)

Sport & Exercise Psychology (as an ACE major you have already taken SEP 271 and 272. If you have earned a C or better in both you only need 3 more SEP classes for a minor)
Sports Communication
Child Development and Family Studies
Leadership Studies
Psychology

Talk to your advisor for details

**West Virginia University - College of Physical Activity and Sport Sciences
Athletic Coaching Education (minimum 128 credit hours)**

Annex IV, Page 8 of 8

NAME: _____ MIX: _____
 Student # (700/701): _____ Other email: _____
 Local Address: _____
 Permanent Address: _____
 Local Phone: _____ Home Phone: _____
 Admitted to WVU: _____ Adv. Credit: _____ From: _____

(A) Pre ACE Program Entrance GEC REQUIREMENTS

	Grade
GEC #1 English 101 Composition & Rhetoric	3 cr _____
GEC #2a Math 121 Intro Cncpts of Math or 126 Col Algebra	3 cr _____
GEC #2b Biol 102 & 104 Bio 1 Lab	3/1 cr _____
GEC #2c CS 101 Intro to Computer Applications	4 cr _____
GEC #2 HNF 171 Intro to Human Nutrition	3 cr _____
GEC #6 Univ 101 or SEP 170 Champs/Lifeskills	1 cr _____
GEC #6 SEP 272 Psychological Perspectives in Sport	3 cr _____
GEC #7 SEP 271 Sport in American Society	3 cr _____

Total 24 credits

Must take all of GEC's on List A (above) plus two from List B (below) prior to admittance to the ACE program.

(B) Additional GEC REQUIREMENTS for WVU Graduation*

	Grade
GEC #1 English 102 Composition & Rhetoric	3 cr _____
GEC #3 Past & It's Traditions	3 cr _____
GEC #4 Issues in Contemporary Society	3 cr _____
GEC #5 Artistic Expression	3 cr _____
GEC #8 Western Culture	3 cr _____
GEC #9 Non-Western Culture	3 cr _____

Total 18 credits

***Student must complete 40 GEC credits (24 GEC credits from List A and 6 GEC credits from List B) with a grade of C or better in all courses. Graduation requires a total of 40 GEC credits.**

(C) PROBATIONARY REQUIREMENTS **

	Grade
PE Activity course (TGfU emphasis)	1 cr _____
PE Activity course (TGfU emphasis)	1 cr _____
PE Activity course (TGfU emphasis)	1 cr _____
ACE 106 Introduction to Physical Education	3 cr _____
ATTR 121 Injury Control and Management	3 cr _____
PET 124 Human Body: Structure & Function	2 cr _____
PET 125 Principles of Human Movement	2 cr _____
ACE 168 Sports Officiating	2 cr _____
PET 175 Motor Development	3 cr _____
ACE 256 Principles and Problems in Coaching	3 cr _____
ACE 265 Diversity and Sport	3 cr _____

Total 24 credits

**** For admission, student must complete all probational coursework with a grade of C or higher, show proof of current First Aid/CPR/AED certifications and WVSSAC coaching certifications for admission.**

(D) ACE MAJOR REQUIRED COURSES

	Grade
ACE _____ Coaching Techniques Course	2 cr _____
ACE _____ Coaching Techniques Course	2 cr _____
ACE _____ Coaching Techniques Course	2 cr _____
ACE 315 Sport for the Exceptional Athlete	3 cr _____
ACE 330 Coaching Education Administration	3 cr _____
EXPH 365 Exercise Physiology	3 cr _____
ACE 368 Sport Movement Analysis	3 cr _____
ACE 369 Intro to Strength & Conditioning	3 cr _____
ACE 410 Training Theories for Coaches	3 cr _____
SM 426 Liability in Sport	3 cr _____
ACE 450 Career Planning in Sport	3 cr _____
ACE 488 Coach Practicum with Excptnl Athletes	3 cr _____
ACE 489 Coaching Practicum in Youth Sports	3 cr _____
ACE 491 Professional Field Experience	6 cr _____

Total 42 credits

Student must have a C or better in all ACE major classes (List D above) to graduate. All certification (e.g., First aid/CPR/AED) must be current to enroll in ACE 488, 489 & 491

(E) Minor or Area of Emphasis

	Grade
_____	cr _____
_____	cr _____
_____	cr _____
_____	cr _____
_____	cr _____
_____	cr _____

Total _____ credits

Minor or Area of Emphasis must be a minimum of 15 cr

(F) Additional Courses

	Grade
_____	cr _____
_____	cr _____
_____	cr _____

Student must have a minimum of 128 credit hours to graduate. Student may have more than the required minimum number of credit hours.

TO: FACULTY SENATE EXECUTIVE COMMITTEE AND FACULTY SENATE

FROM: FACULTY SENATE CURRICULUM COMMITTEE

TODD PETTY, CHAIR, DCANRD JENNIFER ORLIKOFF, CHAIR-ELECT, ECAS

ILKIN BILGESU, CEMR VALERIE LASTINGER, ECAS

MICHAEL MAYS, ECAS NICHOLAS PERNA, CCA

DENNIS RUSCELLO, HR&E ELISABETH SHELTON, NURS

ALCINDA TRICKETT-SHOCKEY, DENT JOE URBANSKI, WVU-TECH

ROBERT WATERSON, HR&E SUSAN ARNOLD, LIB, EX-OFFICIO

ELIZABETH DOOLEY, PROVOST'S OFFICE, EX-OFFICIO

SUZY SLAUGHTER, OFFICE OF THE UNIVERSITY REGISTRAR, EX-OFFICIO

SUBJECT: ANNUAL REPORT 2010-2011

DATE: MAY 23, 2011

During the period of September, 2010 through May, 2011, the Faculty Senate Curriculum Committee reviewed and processed the following requests:

Requested Action	Number Processed in 2010-2011
New Courses	182
Course Changes	17
Course Alterations	238
Course Drops	119
Capstone Courses	8
Curriculum changes	Counseling and Histotechnology
New Majors	General Business and BS in Athletic Coaching Education
New Minors	Sustainable Design, Media Entrepreneurship, Athletic Coaching, and Speech Pathology and Audiology
New Subject codes	MIST- Management Information Systems and PATH-Medical Laboratory Science Major
New Program	Information Systems
Rename a Division	Department of Foreign Languages to Department of World Languages, Literatures and Linguistics
Certificate	Child Development and Family Studies (CDFS)
Course Changes to Major	Proposed Changes to Name and Description of Criminology & Investigations Major

MEMORANDUM

TO: FACULTY SENATE EXECUTIVE COMMITTEE

FROM: SENATE CURRICULUM COMMITTEE

TODD PETTY, DCANRD, CHAIR
JENNIFER ORLIKOFF, ECAS, CHAIR-ELECT
H. ILKIN BILGESU, CEMR, PAST-CHAIR
VALERIE LASTINGER, ECAS
MICHAEL MAYS, ECAS
NICHOLAS PERNA, CAC
DENNIS RUSCELLO, HR&E
ELISABETH SHELTON, NURS
ALCINDA TRICKETT-SHOCKEY, DENT
JOE URBANSKI, WVU-TECH
ROBERT WATERSON, HRE

SUSAN ARNOLD, LIB, EX-OFFICIO
ELIZABETH DOOLEY, PROVOST'S OFFICE, EX-OFFICIO
SUZY SLAUGHTER, UNIVERSITY REGISTRAR'S OFFICE, EX-OFFICIO

DATE: 5/23/2011

SUBJECT: SENATE CURRICULUM COMMITTEE CHARGE AND GOALS FOR THE
ACADEMIC YEAR 2011-2012

CHARGE

The Curriculum Committee is to review and approve specific proposals and curricula changes from the course to the program level. [Proposed revision]

The Curriculum Committee is to monitor the composition of the University curricula to assure continued strength and quality in all programs based on need and value to students, the University and State. [2010-2011 charge]

2011-2012 GOALS

1. It is the intent of the committee to continue to work on testing, refining and promoting the electronic curriculum approval process (CAP).
2. It is the intent of the committee to explore and identify efficient means of developing, submitting, reviewing, and approving high quality programs, courses, and course changes.

3. It is the intent of the committee to explore and develop procedures to minimize the administrative burden and volume of paperwork.
4. It is the intent of the committee to seek and improve communication and interaction between colleges and campus branches.
5. It is the intent of the committee to update and improve the online instructions, examples and syllabus related links for course applications and syllabi.

Respectfully submitted,

Memorandum**To:** Faculty Senate Executive Committee**From:** Jennifer Orlikoff, Chair-Elect
Senate Curriculum Committee**Date:** May 23, 2011**RE:** Monthly Alterations Report**ALTERATIONS (Minor Changes).** The following alterations (minor changes) have received administrative approval:

Subject Code	Course number	CIP	Action	Old	New	Rationale	Effective term
ACCT	451	520301	Change the course description and pre-requisites	ACCT 451. Auditing Theory. 3 Hr. PR: ACCT 322. Auditing fundamentals, objectives, ethics, statistical samplings, standards and procedures. Emphasis on FASB and SAS disclosures.	ACCT 451. Auditing Theory. 3 Hr. PR: ACCT 312 and ACCT 322. Standards and procedures related to the independent audit of financial statements.	The change in course description and pre-requisites reflect the regulatory changes in the accounting profession and are a better reflection of the current course content and needs (in terms of preparation for the course).	201201
ENGL	351	230101	Change the course description	ENGL 351 Folk Literature. 3 Hr. The folk ballad, its origin, history, and literary significance, based on Child's collection and on American ballad collections.	ENGL 351 Folk Literature. 3 Hr. A close study of a range of narrative folklore genres, which may include tales, myths, legends, ballads, proverbs, riddles, jokes, and other forms.	The change in course description is a better reflection of the course content.	201201
ENTR	415	52701	Change the pre-requisites	ENTR 415. Entrepreneurship in Action. 3 Hr. PR: ENTR 335 and ENTR 310 with a 'C' or better. This course focuses on strategy formation/implementation for an entrepreneurial business. Students will participate in a simulated "real world experience" in managing an entrepreneurial business	ENTR 415. Entrepreneurship in Action. 3 Hr. PR: ENTR 335. This course focuses strategy formation/implementation for an entrepreneurial business. Students will participate in a simulated "real world experience" in managing an entrepreneurial business enterprise.	ENTR 310 as a pre-requisite is being dropped as it is not critical in student success in ENTR 415.	201201

				enterprise.			
ENTR	435	52701	Change the course description and pre-requisites	ENTR 435. New Venture Creation. 3 Hr. PR: ENTR 310 and ENTR 335. This course will provide the student with an in-depth understanding of the issues involved in the planning and creation of a new venture.	ENTR 435. New Venture Creation. 3 Hr. PR: ENTR 320 and ENTR 335. This course will provide the student with an in-depth understanding of the issues involved in the planning and creation of a new venture. The student will be exposed to the various roles of the entrepreneur.	The previous pre-requisites were not specific enough to address the needs of this course. The new pre-requisites were in fact created to increase student success in this course. The change in course description is a better reflection of the course content.	201201
ENTR	489	52701	Change in course description	ENTR 489. Student Business Plan Competition. 3 Hr. This course provides in-depth instruction on writing a comprehensive business plan and presenting the plan to a group of potential investors. Students must qualify by competing in the student business plan competition.	ENTR 489. Student Business Plan Competition. 3 Hr. This course provides in-depth instruction on writing a comprehensive business plan and presenting the plan to a group of potential investors. Only current finalists competing in the student business plan are eligible.	The new course description clarifies who is eligible to enroll in this course.	201201
STAT	531	270501	Change in course level, modify pre-requisite and slightly change course description	STAT 631. Sampling Theory and Methods. 3 Hr. PR: STAT 511 or equiv. Survey components, methods of sampling for finite and infinite populations, single and multi-stage procedures, confidence limits for estimating population parameters; sample size determination, area sampling, sources of survey error, a "hands-on" project in survey sampling is included.	STAT 531. Sampling Theory and Methods. 3 Hr. PR: STAT 511 or consent. Survey components, methods of sampling for finite and infinite populations, single and multi-stage procedures, confidence limits for estimating population parameters, sample size determination, area sampling, sources of survey error, and basic inference derived from survey design.	The course content is more consistent with a 500-level course. The change in pre-requisite is to accommodate Banner and the slight change in course description is to make it more readable.	201201

Action: Course Drops

STAT 631 Sampling Theory and Methods

Memorandum

Date: May 23, 2011

To: Faculty Senate Executive Committee

From: Lisa DiBartolomeo, Chair, General Education Curriculum Oversight Committee

Re: GEC Actions

The GEC Oversight Committee met on May 2nd and recommends the following courses for Faculty Senate approval:

Approved New GEC Course:

GEOG 149, Digital Earth Lab (Obj. 2B & Lab)
WVUe 191, First-Year Seminar (Obj. 6)

GEC Objectives (for information only)

1. Communication (ENGL 101 & 102, or ENGL 103 only; W courses evaluated separately)
2. Basic Math & Scientific Inquiry (Total: 13+ hr, including 1 Lab) [Note 2A = Math & Stats (3+ hr required); 2B = Natural & Physical Sciences (7+ hr required); 2C = Natural Resources & Environment (may be used toward Total)]
3. The Past and Its Traditions (3+ hr)
4. Contemporary Society (UNIV 101 & 3+ hr)
5. Artistic Expression (3+ hr)
6. The Individual in Society (3+ hr)
7. American Culture (3+ hr)
8. Western Culture (3+ hr)
9. Non-Western Culture (3+ hr)

W. Writing (1 course, audit/application requires separate “W” form)

Memorandum

Date: May 23, 2011

To: Faculty Senate Executive Committee

From: Lisa DiBartolomeo, Chair, General Education Curriculum Oversight Committee

Re: GEC Audits – **For Information Only**

The GEC Oversight Committee met on May 2nd and passed the following courses for GEC Audit:

GEC Successful Audits:

ARE 150, Introductory Agricultural & Agribusiness Economics (Obj. 4 & 6)
CHPR 365, Men's Health (Obj. 4 & 6)
CHPR 380, Women's Health (Obj. 4 & 6)
CLAS 203, Intermediate Latin (Obj. 3)
CLAS 204, Intermediate Latin (Obj. 3)
COMM 102, Intro to Interpersonal Communication (Obj. 4 & 6)
COMM 317, Communication and Aging (Obj. 6 & 7)
COMM 410, Family Communication (Obj. 4 & 6)
DANC 101, Introduction to Dance (Obj. 5)
ENGL 225, Western World Literature (Obj. 3 & 5)
ENGL 251, American Folklore and Culture (Obj. 3 & 7)
ENGL 255, Multiethnic Literature (Obj. 4 & 7)
GEOL 104, Earth Through Time Laboratory (Obj. 2B)
PHIL 306, Philosophy of Mind (Obj. 4 & 6)
STAT 111, Understanding Statistics (Obj. 2A & 4)
STAT 215, Introduction to Probability and Statistics (Obj. 2A)

Writing Requirement Successful Audits:

ENGL 339, Theatre Tour
ENGL 349, Contemporary American Literature
PSYC 363, Personality Theory

Writing Change:

MTEC 475, Medical Relevance, is now PATH 475, Medical Relevance

GEC Objectives:

1. Communication (ENGL 101 & 102, or ENGL 103 only; W courses evaluated separately)
 2. Basic Math & Scientific Inquiry (Total: 13+ hr, including 1 Lab) [Note 2A = Math & Stats (3+ hr required); 2B = Natural & Physical Sciences (7+ hr required); 2C = Natural Resources & Environment (may be used toward Total)]
 3. The Past and Its Traditions (3+ hr)
 4. Contemporary Society (UNIV 101 & 3+ hr)
 5. Artistic Expression (3+ hr)
 6. The Individual in Society (3+ hr)
 7. American Culture (3+ hr)
 8. Western Culture (3+ hr)
 9. Non-Western Culture (3+ hr)
- W. Writing (1 course, audit/application requires separate "W" form)

General Education Curriculum Oversight Committee
Annual Report
 May 23, 2011
 Lisa Di Bartolomeo

The primary goal of the 2010-2011 General Education Curriculum Oversight (GECO) Committee was to review new courses for approval in the General Education Curriculum and complete five-year reviews of existing GEC and Writing (W) courses.

The GECO Committee was made up of the following members:

Ilkin Bilgesu	Ugur Kale
Cynthia Chalupa	Lena Maynor
Lesley Cottrell	Jennifer Merrifield (Potomac)
Lisa Di Bartolomeo (Chair)	Bonnie Morris
Lisa Ferrara(WVU Tech)	Victor Mucino
Karen Haines	Mike Vercelli
Gary Insch	Bob Whitmore

Administrative support was provided by Linda Cunningham, whose help was absolutely indispensable. In fact, Linda worked tirelessly to update and clean the Excel Spreadsheet containing the list of audits due. Without her help, the spreadsheet would not have been successfully updated.

The GECO committee met 12 times. The committee reviewed 78 courses with 22 additional courses in process. Some actions were taken via e-mail, but most deliberations were made during face-to-face meetings.

GECO deliberation outcomes stand as follows:

- General Education Curriculum Oversight Committee review activity 2010-2011:

Reviews due 2010-2011	
GEC audits approved	42
W audits approved	15
GEC courses removed at the request of Department Chair	6
Courses removed because of audit non-compliance	0
 New GEC courses approved	 17
 New W courses approved	 4
 Total	 84

Course reviews postponed until 2011-2012 academic year

5

- In conjunction with the Senate Curriculum Committee and the Office of Academic Affairs, the GECO Committee continued to work on an on-line electronic submission process. The idea of developing an electronic database to eventually replace the Giant Spreadsheet for all but historical purposes remains a dream. The process is currently unworkable, and those few brave faculty who submitted audits via the CAP found their syllabi all but lost in the ether. THE GECO has granted those audits further extensions because the syllabi submitted online were not viable for the audit process, through no fault of the faculty involved.

General Education Curriculum Oversight Committee
Committee Goals for 2011-2012

May 23, 2011

Lisa M. Di Bartolomeo, Chair

The goals of the 2011-2012 General Education Oversight (GECO) Committee are as follows:

1. The Committee will review an expected 25-30 new courses for approval in the General Education Curriculum (GEC) and will complete five-year reviews of approximately 150 courses, 20 percent of existing courses on the GEC Objective and Writing (W) lists.
2. In conjunction with the Senate Curriculum Committee, the Office of Academic Affairs, and the Ad Hoc Committee on Curriculum Committee Procedures, the GECO Committee will aid the continued development of an on-line electronic course submission process. Work on the electronic submission process for GEC audits and applications will continue in the 2011-12 academic year.
3. The Committee will continue to review and update procedures, forms, and instructions for new applications and audits in order to simplify and sustain a high success rate for first-time submissions. The GECO Committee will continue to work with the Ad Hoc Committee on Curriculum Committee Procedures and the Office of Academic Affairs on a uniform on-line application for all courses reviewed by the Senate Curriculum and GECO committees. Example syllabi will continue to be posted on the Senate Website and a help page will be maintained.
4. The Committee will address other general education issues that emerge throughout the 2011-2012 academic year.
5. The Committee will work with the Ad Hoc Committee on Assessment to determine ways to assess the GEC and its effectiveness.

**Annual Report of the Faculty Senate
Committee on Committees, Membership and Constituencies
5.25.2011**

Carolyn Peluso Atkins, Chair and Senator

The Chair extends her appreciation to the following individuals who served on this Committee:

Richard Turton, Chair-Elect and Senator
Janice Spleth, Senator
Jean Woloshuk, Faculty Representative
Robert Griffith, Faculty Representative
Alan Stolzensberg, Senate Chair, Ex-Officio
Lesley Cottrell, Senate Chair-Elect
Mary Strife, Faculty Secretary

Description

The Committee on Committees, Membership and Constituencies is a constitutional committee. Its size and membership shall be determined by the Senate Executive Committee subject to the approval of the Senate. It shall be the duty of the Committee on Committees, Membership and Constituencies to:

- I. Annually review and report to the Senate upon the constituencies to be represented within the University Assembly per Article II, Sections 2 and 3, and to recommend such changes as it deems necessary; and
- II. 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 as much as possible

Senate Committee Selections

- I. Throughout the semester, the Chair filled committee vacancies as needed.
- II. With the approval of the Senate, the Chair added faculty members to the Student Rights and Responsibilities Committee for the 2010-2011 academic year.
- III. At a spring meeting, each member of the Committee was assigned a specific group/s to populate. Committees were filled; Chairs and Chairs-Elect were appointed.
- IV. Senators were contacted to have their names placed in nomination for the Senate Executive Committee.

Committee Actions and Recommendations

- I. The Committees on Committees, Membership and Constituencies received an endorsement from the Senate Executive Committee with regard to the revised charge of both the Curriculum Committee and the Student Instruction Committee.

A. Revised Charge of Curriculum Committee

- o 2010-11 Charge: The Curriculum Committee is to monitor the composition of the University curricula to assure continued strength and quality in all programs based on need and value to students, the University and State.

- Suggested Charge for 2011-2012: The Curriculum Committee is to review and approve specific proposals and curricula changes from the course to the program level.

B. Revised Charge of the Student Instruction Committee

- 2010-11 Charge: The Student Instruction Committee includes but is not limited to the study and review of policies and practices with regard to instructional problems concerned with the student body.
- Suggested Charge for 2011-2012: The Student Instruction Committee includes but is not limited to the study and review of policies and practices with regard to curricula, instruction, and assessment.

II. Student Rights and Responsibilities Committee: Change in Number

Because of the time commitment associated with serving on the Student Rights and Responsibilities Committee, the Committees on Committees, Membership and Constituencies received an endorsement from the Senate Executive Committee to permanently increase the number of the Student Rights and Responsibilities Committee from 14 Senators and 9 faculty representatives to 14 Senators and 14 faculty representatives.

III. Committee Representation from Divisional Campuses

- A. In order to facilitate communication among campuses, The Committee recommends that WVU-Tech and Potomac State have representatives on several key committees. These include Curriculum, General Education Curriculum Oversight Committee, Student Instruction, Student Evaluation of Instruction, and Faculty Welfare.
- B. If necessary, membership of the committees should be expanded to include divisional representatives - whether they are Senators or not.

IV. Commitment to Serve on Senate Committees

Faculty members who are willing to have their names placed in nomination for the WVU Faculty Senate should be notified in advance that Senators are expected to serve on at least one Senate committee.

Conclusion

According to Role of Senators (Article 2, #4, lines 141-142, *WVU Faculty Constitution*), "Senators must be prepared to take a leadership role in carrying out the functions of the Senate."

The Committee wishes to thank Senators for their leadership and membership roles in Senate committees for the 2010-2011 academic year.

Any feedback for the 2011-2012 academic year is appreciated.

Respectfully submitted,

Carolyn Peluso Atkins, Chair

Tuition Benefits at Peer Institutions (2011)

Annex XIII, Page 1 of 8

	Tuition Waiver for Employee	Tuition Waiver for Dependent Child	Tuition Waiver for Spouse	Tuition Waiver for Domestic Partner	Tuition Waiver for Retired Employee	Tuition Coverage at other institutions	Notes/comments
University of Arizona	Yes	Yes	Yes	Yes	Yes	Yes. The institutions that the Arizona Board of Regents supervises: University of Arizona, Arizona State, Northern Arizona University, and Azun.net	All eligible employees and affiliated participants, and their spouses may register for one to nine (1 to 9) credit hours per regular semester or for one to six (1 to 6) credit hours per summer session at any institution under the control of the Arizona Board of Regents at the reduced tuition rate of Twenty-Five Dollars (\$25.00), plus any laboratory or course fees. Dependent children of eligible employees and affiliated participants, who register for one or more credit hours shall pay 25 percent of resident tuition plus any laboratory or course fees; Domestic partners who participate in DPTP [Domestic Partner Tuition Program] will be eligible to attend classes at the UA for \$25 per semester, plus all mandatory fees. Their dependents will be eligible to attend for 25 percent of the base tuition price for their field of study, plus all mandatory fees. All retired administrative, faculty, professional and classified employees, and their spouses and dependent children, who were eligible for reduced tuition rates at the time of their retirement and have completed at least five (5) years of continuous, full-time employment in the Arizona university system immediately preceding retirement, who are receiving a retirement annuity under an Arizona university-sponsored retirement program and who are at least fifty (50) years old, and whose employment has not been terminated for cause by the university are eligible to participate; "In the event of the death of an eligible employee, retiree, or employee who terminated his or her employment based upon long-term disability, with at least five (5) continuous years of employment immediately preceding his or her retirement or disability, their spouse and/or dependent children may enroll at the reduced tuition rate. The spousal benefit terminates at the time a surviving spouse remarries.
University of Connecticut	Yes	Yes	Yes	Offers medical, but no evidence of tuition for partners	No	Yes	No credit limit; undergrad courses only; Fall and Spring semesters only; Online U Conn courses included; reciprocity for in-state tuition with U Rhode Island and U Maine Orono; retirement guide (retgde.pdf) states no waivers for retirees.

Tuition Benefits at Peer Institutions (2011)

	Tuition Waiver for Employee	Tuition Waiver for Dependent Child	Tuition Waiver for Spouse	Tuition Waiver for Domestic Partner	Tuition Waiver for Retired Employee	Tuition Coverage at other institutions	Notes/comments
University of Florida	Yes	Yes*	Cannot locate tuition benefits, but it is possible that they are offered; they offer medical/health benefits for spouses	Cannot locate tuition benefits, but it is possible that they are offered; they offer medical and health benefits for domestic partners	Not mentioned on webpages	Yes	The State of Florida has a “Bright Future” scholarship that looks comparable to West Virginia’s Promise Scholarships. U Florida has a “Higher Education Opportunity” Program for dependents of full time TEAMS (technical, executive, administrative, and managerial support) employees: “Human Resource Services will choose at random from a pool of eligible applicants 50 children of TEAMS employees to participate in this program. For each child selected, the university will pay the in-state matriculation fees, less any Bright Futures scholarship award, for a maximum of 132 credit hours toward an undergraduate degree at the University of Florida or a public community or state college for each selected child.” U Florida participates in a Tuition Exchange Program for dependents of employees (but they do not administer the program.) The Employee Education Program (EEP) enables full-time UF Academic Personnel, TEAMS employees, and USPS employees who have been employed for at least six months to receive tuition assistance for up to six credit hours of instruction per semester at the state university closest to their work location. TEAMS employees may also attend classes at a public community or state college closest to their work location.
University of Hawaii, Manoa	Yes	Not mentioned on webpages	Yes	Yes	Not mentioned on webpages	Not mentioned on webpages	Maximum 6 credits per semester for faculty and staff; spouses and partners exempt from tuition
University of Kentucky	Yes	Yes	Yes	Yes	Not mentioned on webpages	Not for children, spouses, or partners	Prorated tuition discount based on number of years of full-time employment, with a maximum of a 50% tuition discount; spouses/partners can combine discounts if both employees of UK; Online UK courses included. Employee Education Program available for classes taken for credit at the University campus (incl. Independent Study), any of the KCTCS institutions (i.e. Community Colleges and Technical Colleges), Eastern Kentucky U, Kentucky State U, Morehead State U, Northern Kentucky U, Western Kentucky U, the U of Louisville or Murray State U.

Tuition Benefits at Peer Institutions (2011)

	Tuition Waiver for Employee	Tuition Waiver for Dependent Child	Tuition Waiver for Spouse	Tuition Waiver for Domestic Partner	Tuition Waiver for Retired Employee	Tuition Coverage at other institutions	Notes/comments
University of Louisville	Yes	Yes	No; no longer available as of Fall 2008	Cannot locate tuition benefits, but they offer medical and health benefits to domestic partners	Not mentioned on webpages	Not mentioned on webpages	All regular/provisional 80% or greater full-time employees are eligible to take up to six credit hours of tuition free each semester. Regular status employees and temporary lecturers working at least 40% FTE may receive up to three credit hours of tuition remission each semester while currently employed by the university. Tuition remission for dependent children of regular status employees at 80% F.T.E or above for courses counting toward a first undergraduate degree. If an employee becomes permanently disabled, retires or dies, his or her children continue to be eligible for tuition remission on the same basis as before.
University of Maryland	Yes	Yes	Yes	Not mentioned on web page	Yes	Yes, throughout the Maryland state system	Maximum 8 credits for Fall, Spring, and Summer sessions; maximum 4 credits Winter session; Varies based on time of hire, and number of years employed; have tuition benefits for spouses and dependents of deceased employees as well
University of Massachusetts, Amherst	Yes	Yes	Yes	Yes	Not mentioned on webpages	Yes	Part time employees receive tuition waiver for seven credits per term; spouses, partners, and dependents of part time employees do not receive tuition waiver. For non-U Mass, state institutions of higher education, there is 100% tuition remission for full time employees, their spouses and dependents, and 50% tuition remission for part time employees
Michigan State University	No	Yes	Yes	Discontinued in 2008 because of a ruling by the Supreme Court of the State of Michigan	Not discussed on web pages	None mentioned	Educational Assistance available for staff who are employed at 50% time or more, after 12 months of service to the University; not clear that the Course Fee Courtesy is extended to faculty, just their spouses and dependents. The course fee courtesy consists of the credit of an amount equal to one-half of the applicable Michigan resident on-campus undergraduate course fees; the course fee courtesy remains in effect for dependents and spouses if faculty retire, or die; the course fee courtesy is extended through the first 120 credits.

Tuition Benefits at Peer Institutions (2011)

	Tuition Waiver for Employee	Tuition Waiver for Dependent Child	Tuition Waiver for Spouse	Tuition Waiver for Domestic Partner	Tuition Waiver for Retired Employee	Tuition Coverage at other institutions	Notes/comments
University of Minnesota	Yes	No (may qualify for resident tuition)	No (may qualify for resident tuition)	No (may qualify for resident tuition)	See notes/comments		<p>Covers portion of tuition costs for eligible employees enrolled in the University credit-bearing courses: 90% of tuition cost for eligible employees matriculated for the first time in a baccalaureate degree program; 75% of the tuition cost for all other eligible employees enrolled in courses covered under the Regents Scholarship program.</p> <p>The Regents Scholarship Program covers only the prescribed percentage of tuition costs (90 percent or 75 percent) designated for undergraduate, graduate school, or post baccalaureate professional course credits, including thesis credits. Employees who are not Minnesota residents will have a non-resident tuition waiver included with their tuition benefits.</p> <p>Employees must pay all non-tuition fees (e.g., books, material fees, technology fees, late fees) associated with the courses in which they register.</p> <p>Immediate family members (spouse/registered same-sex domestic partner, children, or legal ward living in the household) may qualify for resident tuition on the basis of appointment classification and percentage of appointment.</p> <p>The Senior Citizen Education Program (SCEP) is available for Minnesota residents 66 yrs and older. SCEP-eligible students may audit courses free of charge or take courses for credit at \$10 per credit. Students must also pay any required laboratory or materials fee in addition to the per-credit charge.</p>
University of Missouri, Columbia	Yes	Yes	Yes	Not mentioned on webpages	Yes	On any U Missouri campus, not just Columbia	<p>Seventy-five percent of the educational fee is waived for any eligible employee registering for not more than six (6) credit hours of University of Missouri college level credit courses per semester (three (3) credit hours in the summer session).</p> <p>All regular employees and employees retired from the University of Missouri are eligible to participate. 50% tuition reduction up to 140 credits per spouse or child (undergrad, grad, or professional); Spouses and dependents of retirees not eligible for tuition reduction program; Online U Missouri courses included</p>

	Tuition Waiver for Employee	Tuition Waiver for Dependent Child	Tuition Waiver for Spouse	Tuition Waiver for Domestic Partner	Tuition Waiver for Retired Employee	Tuition Coverage at other institutions	Notes/comments
University of Nevada, Reno	Yes	Yes	Yes	Yes, via grants in aid (not listed on main educational benefits webpage)	Yes	No	<p>Employee, 6 credits; unlimited credits for spouse, dependent until age 24, and retired faculty; Tuition benefit for 8 semesters for dependents of deceased faculty; unlimited credits for spouse of deceased faculty.</p> <p>For grants in aid, see Title 4 - Codification of Board Policy Statements Chapter 3 PROFESSIONAL STAFF Section 2 (which defines professional staff as instructional faculty, research faculty, library faculty, etc;) and Section 11:</p> <p>The following classifications for professional staff are eligible for grants-in-aid as defined by this section: (a.) Professional staff members who are on an “A” or “B” contract for at least .50 FTE employment; (b.) Professional staff members who are on sabbatical or leave of absence without pay; (c.) Emeritus faculty; (d.) Adjunct and clinical faculty; and (e.) Retired professional staff members who are age 55 or over and have at least 20 years of NSHE service.</p> <p>-- Except for adjunct and clinical faculty, the spouse and financially dependent child for all categories of professional staff defined in subsection 1 are eligible for grants-in-aid as defined by this section.</p> <p>-- The domestic partner and their financially dependent children are eligible for grants-in-aid for all categories of professional staff defined in subsection 1 if the domestic partnership is registered with the Office of the Nevada Secretary of State.</p> <p>-- Except as otherwise provided, professional staff members as defined in this section are restricted to no more than six credits in the fall and spring semesters. Professional staff members employed under an “A” contract shall be limited to three credits for a grant-in-aid across all summer semesters. Professional staff members employed under a “B” contract are not limited in the number of credits that are grant-in-aid eligible during all summer sessions. There shall be no restriction on the number of credit hours a spouse or financially dependent child may register for under this policy. Upon approval by the institutional President, community</p>

University of Nevada, Reno (continued)							college faculty while on sabbatical may take additional courses under this policy if for professional development. -- A professional staff member, spouse or financially dependent child enrolled in a course under a grant-in-aid at the time the professional staff member's contract terminates shall be permitted to finish the course under the grant-in-aid. -- Widows or widowers and financially dependent children of deceased former professional staff members, or professional staff members who have become totally and permanently disabled, their spouses and financially dependent children may request a grant-in-aid on the form prescribed by the Chancellor. Such individuals are eligible for a grant-in-aid under the following conditions: (a) The professional staff member shall have held a valid unfulfilled "A" or "B" contract or have been granted sabbatical leave at the time of death or such disability. (b) The spouse, widow, widower or disabled former professional staff member may receive a grant-in-aid for no more than eight semesters.
	Tuition Waiver for Employee	Tuition Waiver for Dependent Child	Tuition Waiver for Spouse	Tuition Waiver for Domestic Partner	Tuition Waiver for Retired Employee	Tuition Coverage at other institutions	Notes/comments
University of New Mexico	Yes	Yes	Yes	Yes	Yes	Yes; New Mexico State; Central New Mexico Community College	For full and part-time staff and faculty, and retirees, up to 8 credit hours in fall and spring semesters, and up to 4 credit hours summer semester; for the spouse, partner, dependent of an employee working at least 50% time in a benefits eligible job, up to 18 credit hours per semester for eight semesters
The Ohio State University	Yes	Yes	Yes	Yes	Yes	None mentioned	The Tuition Assistance program for dependents pays a portion of instructional and general fees for the employee's spouse, eligible dependent children, same-sex domestic partner, and their eligible dependent children who take courses at Ohio State. A dependent of one eligible employee receives a 50% benefit up to a maximum of \$3,000 per quarter or \$4,500 per semester; a dependent of 2 eligible employees receives a 75% benefit up to a maximum of \$4,500 per quarter or \$6,750 per semester. (These are maximum amounts based on the 2010-2011 year, and subject to change.) Tuition Assistance benefits are available to each eligible dependent for the greater of either 12 total quarters or 200 credit hours of enrollment.

Tuition Benefits at Peer Institutions (2011)

Annex XIII, Page 7 of 8

	Tuition Waiver for Employee	Tuition Waiver for Dependent Child	Tuition Waiver for Spouse	Tuition Waiver for Domestic Partner	Tuition Waiver for Retired Employee	Tuition Coverage at other institutions	Notes/comments
SUNY, Buffalo	Yes	None located on website	None located on website	None located on website	None located on website	None mentioned on website	<p>The SUNY B140W waiver program is available to all employees who are half-time (.50 FTE) or greater. A percentage (25% or 50% based on FTE) of the employee's tuition cost is routinely waived as long as funding lasts. The employee must be employed for six months prior to the start of the semester, and employment must continue for duration of the course.</p> <p>The UUP tuition-free program is available to all professional and academic employees represented by UUP. There is no waiting period. Each UUP represented employee may enroll in one tuition-free, credit-bearing, classroom-based course per semester.</p>
University of Tennessee, Knoxville	Yes	Yes	Yes	None located on website	Yes	None mentioned on webpages	<p>Full time faculty and staff, up to nine credit hours (undergrad or grad) per term; part-time employees at 50% or more, prorated # of credit hours per semester; for retirees with ten years full time employment, up to nine credit hours per term; retirees with ten years part-time employment, prorated # of credits up to nine credit hours per term. Tuition benefits available for five years for dependents and spouses of retired and deceased employees who had 10+ years of full time employment (and available for two years for less than 10 years of employment); pro rata discount for two years for spouses and dependents of part-time employees who retire or die</p>
Texas A & M	See notes/ comments	See notes/ comments	Not mentioned, and unlikely; see notes	Not mentioned, and unlikely; see notes	See notes/ comments	See notes/ comments	<p>Appear to use a constituency-based system of waivers. Faculty members who are also law officers or disabled veterans or firefighters are eligible (along with dependents). Dependents who are blind and deaf or were the highest ranking high school graduate can receive tuition waivers. Children of faculty in the nursing school can receive tuition waivers. Senior citizens (those over age 65) are eligible for reduced tuition.</p> <p>These provisions are found in the Texas Education Code so other Texas higher education institutions would most likely be included.</p>

Tuition Benefits at Peer Institutions (2011)

Annex XIII, Page 8 of 8

	Tuition Waiver for Employee	Tuition Waiver for Dependent Child	Tuition Waiver for Spouse	Tuition Waiver for Domestic Partner	Tuition Waiver Retired Employee	Tuition Coverage at other institutions	Notes/comments
University of Utah	Yes	Yes	Yes	Not mentioned on website	Not mentioned on website	None mentioned	50% tuition -- For full time, benefit-eligible employee after 6 months employment; for spouse after a year; for dependent children after three years
Virginia Commonwealth University	Yes, for full time employees only	No	No	Not mentioned on website	Not mentioned on website	Some; see notes	For full time employees, maximum six credit hours per semester; tuition waiver for VCU courses; tuition reimbursement for courses elsewhere if those courses not offered at VCU
University of Wisconsin	Yes	No	No	No	No	----	Tuition reimbursement must be applied for and approved by the employing department. Employees could receive either a full or partial waiver. No tuition waiver for retirees. No waivers or fee reductions for family members or retired faculty.

University of Arizona: http://www.hr.arizona.edu/qualified_tuition_reduction; http://www.hr.arizona.edu/domestic_partner_tuition_program_overview

University of Connecticut: http://www.hr.uconn.edu/osd/tuition_waivers.html; <http://www.hr.uconn.edu/benefits/dompert.html>; <http://www.hr.uconn.edu/benefits/retplans.html>

University of Florida: <http://www.floridastudentfinancialaid.org/SSFAD/bf/> (on the Bright Futures Scholarships); <http://www.hr.ufl.edu/education/heo/default.asp> (on the Higher Education Opportunity Program); <http://www.aa.ufl.edu/aa/provost/tep/about.htm> (on the Tuition Exchange Program)

University of Hawaii: <http://www.hawaii.edu/ohr/docs/forms/waiver.htm>

University of Kentucky: http://www.uky.edu/HR/benefits/fep_overview.html; http://www.uky.edu/HR/benefits/eep_overview.html

University of Louisville: <http://louisville.edu/hr/benefits/education/>; <http://louisville.edu/hr/benefits/openenrollment/plan/eligibility/domesticpartners.html>

University of Maryland: http://www.uhr.umd.edu/benefits/tuition_090409.cfm

University of Massachusetts Amherst: http://umass1.reachlocal.net/humres/benefits_tuition.htm

Michigan State University: <http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/coursefee.htm>:

University of Minnesota: <http://www1.umn.edu/ohr/benefits/tuition/index.html> , http://onestop.umn.edu/registration/special_for/senior_citizen_education_program.html

University of Missouri Columbia: <http://www.umsystem.edu/ums/rules/hrm/hr300/hr303>; <http://www.umsystem.edu/ums/departments/hr/manual/309.shtml>

University of Nevada Reno: <http://www.unr.edu/vpaf/hr/benefits/grant.html>

University of New Mexico: <http://hr.unm.edu/benefits/educational.php>

Ohio State University: http://hr.osu.edu/benefits/eb_tuitionassistance.aspx; http://hr.osu.edu/benefits/rb_prb.aspx (link to the pdf re: post-retirement benefits)

SUNY Buffalo: www.hr.buffalo.edu

Texas A&M: http://texasamucfo.custhelp.com/app/answers/detail/a_id/1316/session/L3NpZC81Qk96TDdnaw==

University of Tennessee Knoxville: <http://humanresources.tennessee.edu/benefits/assistance/index.html>

University of Utah: <http://www.hr.utah.edu/ben/summ/standard/tuition.php>

University of Wisconsin:

http://www.uwsa.edu/fadmin/gapp/gapp25.htm?_utma=1.678088556.1305645310.1305645310.1305841473.2&_utmb=1.7.10.1305841473&_utmc=1&_utmx=-&_utmz=1.1305841473.2.2.utmcsr=wisconsin.edu|utmccn=%28referral%29|utmcmd=referral|utmctt=/hr/benefits/&_utmv=-&_utmk=97691679

Virginia Commonwealth University: <http://www.hr.vcu.edu/benefits/ffacultybenefits.html> (for tuition waiver link)

Addendum B - Resolution to Facilitate University Communications

Background

Many leadership changes ranging from the Offices of the President and Provost to dean positions have occurred at West Virginia University in a relatively short time frame. Given the long tradition of faculty involvement in shared governance at West Virginia University, it is important to ensure that our infrastructure for University-wide communications is continually strengthened and enhanced. A 2010-11 goal of the Senate Faculty Welfare Committee was to examine communications within West Virginia University, particularly as they involve faculty in decision-making and policy adoption. To accomplish this goal, the Faculty Welfare Committee focused on University communication processes. Considerations included sustaining existing mechanisms for faculty input on issues and activities that affect academic practice, identifying other opportunities for such faculty involvement, and ensuring that communication flow is accomplished both to and from faculty and administrative/decision making units. Faculty involvement in University-based decisions is an important element of an effective and productive University. Examples of University-based committees that have faculty representation are listed in Table 1.

Table 1. Examples of University Committees with Faculty Representation

Committee	Committee
Assessment Council	Parking and Transportation Committee
Athletic Certification	Planning Committee
Learning Assessment Committee	Residency Appeals Committee
Academic Computing Advisory Committee	Mountainlair Advisory Committee
Honorary Degree Committee	Graduate Council
Promotion and Tenure Committee	Board of Governors
Office of Sponsored Programs Advisory Panel	Strategic Planning – Various committees
Institutional Review Board (IRB)	Research Corporation Board

Continued effort is needed to recognize additional opportunities for faculty involvement in shared governance. To help ensure that optimal communication flow occurs throughout the University, particularly with regard to decisions that impact a broad base of faculty or academic units, let it be resolved that:

Resolution

- Adequate faculty representation is needed on committees that make important decisions that will ultimately impact faculty and academic units. An ad hoc committee is needed: a) to explore the extent to which faculty are currently involved in committees that fit this definition, b) to identify additional committees or administrative units that could benefit from faculty input, and c) to develop a plan for improving faculty involvement in these committees or units. Examples of decisions that impact faculty and academic units include, but are not limited to, changes in: course registration, information technology, systems used to document/manage employee and student hours worked, numbers of students enrolled, contracts for equipment acquisition (e.g., copy machines, vending machines), and broad University research agendas that affect academic programs.*
- Faculty representatives on University committees, task forces, or other administrative units should solicit appropriate input from, as well as inform and provide feedback to faculty about current*

activities and upcoming decisions having potentially wide impact on academic practices. Faculty senators should be charged with providing feedback to their units about issues discussed by the Senate and encouraged to solicit information from the faculty they represent about issues they feel the Senate should explore. Further, the Faculty Welfare Committee should be charged with exploring and recommending various mechanisms by which the desired information flow would best be achieved, while minimizing potential “information overload.” The Faculty Welfare Committee recognizes that information flow must be balanced so that faculty are not overwhelmed or burdened by repetitive e-mails or information that is of no personal interest. Methods for creating and sustaining an ongoing “feedback loop” might include:

- a. Creation of a central web site (located on the intranet) in which faculty representatives can post issues being considered and solicit feedback and ideas. The web site can be organized by committee/topic area to facilitate ease of use. A process could also be used to allow faculty to sign up online to automatically receive new postings for area(s) of interest. Such a web site would further allow for the posting of surveys geared to soliciting input in targeted interest areas.
 - b. Establish a Faculty Welfare Committee section of an existing or new central web site in which faculty can suggest issues they feel the Committee should address.
3. *Post or otherwise distribute important information discussed at the Deans’ Council and the Assistant and Associate Deans’ Council meetings that impacts the faculty and the University at large.* Currently, the communication of such information between deans and their units varies in terms of the nature, magnitude, and frequency of the reporting. This recommendation should be accomplished by posting and/or distributing those parts of the Deans’ Council and the Assistant and Associate Deans’ Council meeting minutes that are pertinent to faculty and the University at large. Posting could occur on a central web site with additional distribution via the Senate Executive Committee to the Senate.

MEMORANDUM

To: Alan Stolzenberg
WVU Faculty Senate Chair
From: Marie Abate, Chair
WVU Faculty Senate Welfare Committee
Subject: Faculty Welfare Committee Annual Report – 2010-2011
Date: May 23, 2011

Committee Members: Richard Brooks, Stanley Cohen, Lesley Cottrell, Anne Cronin (Chair-Elect), Sandra Elmore, Marilyn Francus, Donald Hall, Kristina Hash, Steve Paul, Margie Phillips, Leslie Tower, Scott Wayne, Beth Wyant, Marie Abate (Chair)

The Faculty Welfare Committee addressed a number of issues this year and all of the members are thanked for their contributions.

The Faculty Welfare Committee last year recommended the following goals for 2010-2011:

- Encourage participation on Faculty Senate Welfare Committee by divisional campuses.
- In collaboration with the President's office and benefits, continue research on PEIA:
 - Explore the legality of opting out of PEIA.
 - Encourage the University to pursue legal action under the Freedom of Information Act to get data on PEIA expenditures and income from WVU Annex X, Page 4 of 4
 - Articulate what we as faculty need from health insurance and what needs to change.
- Develop a task force of faculty, administration, and staff to carefully review information flow on policies across administrative units and divisional campuses.
- Research how many faculty leave the university and why.
- Continue to research current faculty salaries at WVU, on divisional campuses, and on the health sciences campus relative to peers and trends over time.

The Faculty Welfare Committee met early in the Fall semester 2010 to review the proposed goals. As a result, the Committee developed a number of tasks related to these goals as well as new issues to address. Each of these areas is listed below along with the work accomplished and recommendations.

Issues Addressed & Work Accomplished During 2010-2011

A. University Smoking/Tobacco Policy

The development of such a policy has been an area of interest for the Committee for a number of years. The Faculty Welfare Committee Chair served on the Task Force (chaired by Dr. C.B. Wilson) and worked with the other Task Force members on developing a policy recommendation that is currently under administrative review. **The Faculty Welfare Committee should continue to monitor the policy's status and provide assistance and support as feasible for any faculty-related issues that might arise from policy adoption.**

B. PEIA & Other Benefits

Toni Christian (Human Resources/Benefits office) met with the Committee and together with Margie Phillips they discussed the current status of PEIA and other benefits. WVU is committed to using PEIA by state law but continues to examine how other institutions handle their insurance needs and explore other possible options. The goal is to have the best medical coverage at the lowest possible cost to employees. Although health care benefits for adult partners living in the same household are not available, “Other Qualified Adults” benefits were implemented on March 1, 2011. Employees now have the opportunity to extend some WVU-administered benefits to other qualified adults and children. These benefits include:

- WVU Student Recreation Center Membership Discounts
- WVU Faculty & Staff Assistance Program (FSAP)
- WVU Child Learning Center Discounts
- WVU Libraries privileges
- WVU Employee Wellness activities

The Committee should continue to monitor the status of PEIA and work with and provide input to the Benefits office related to those benefits the faculty would like to have available.

C. TIAA/CREF

Members of the Committee met with two representatives of TIAA/CREF (Jay Mahoney – Consultant, Institutional Relationships; Lawrence Maher – Director, Institutional Relationships) and Jim Whetsel (WVU Human Resources) to discuss several questions that the Committee had identified. The items discussed included the % contributions put into TIAA/CREF by individuals and the institution and comparisons with peers, the possibility of holding “mini” seminars that focus on specific topics of interest, optimizing communications within WVU for notifying faculty about important retirement options and changes, and any new/different retirement benefits options available through TIAA/CREF that might be particularly advantageous for WVU to pursue.

Information is available from TIAA/CREF, including the Plan Sponsor Resource Guide that describes many of their services and products, including educational materials, and through their web site (<http://www.tiaa-cref.org>). The representatives also talked about 2 SRA options (Roth 403b – to be implemented in near future, 457b) and the monetary limit for these, the ability to take incentive pay and place it in a tax shelter, the ability of faculty to call the TIAA phone center for assistance in developing a personal retirement plan, the availability of webinars on a variety of topics (pg. 13 in Resource Guide), and the ability of individual programs and schools in WVU to arrange their own “training day” to discuss benefits, among other services. The representatives, Jim Whetsel and the Committee members discussed the need for better ways to inform faculty of the options and services available to them and several approaches that might be used. It was decided to pursue the following steps:

- a. Jay Mahoney will work with Human Resources to contact deans and departments to develop targeted TIAA/CREF educational seminars/meetings
- b. Human Resources will consider developing bullet points of options, particularly newer options that many faculty might not be aware of, to disseminate to faculty.
- c. Human Resources the idea of identifying persons by age to approach for discussions of benefits and options that might be of most interest to them.

Subsequent to that meeting, TIAA/CREF is preparing marketing material for faculty to be distributed in May, 2011. The information will be rolled out over two different periods to permit TIAA/CREF representatives adequate time to meet with employees with questions. This year TIAA-CREF will launch additional services on their web with a new retirement income planning application and a web version of their personalized advice offer. A brokerage window for TIAA-/REF supplemental retirement accounts is anticipated to be implemented by summer 2011. TIAA/CREF is also scheduled to move all the mutual funds under the retirement plan from the current "Retirement Share Class" to the less expensive Premier & Institutional Share Class in the near future (date to be announced). This will represent savings to plan participants and will enhance their investment performance over time. **The Faculty Welfare Committee should continue communications with TIAA/CREF to explore additional benefits that could be of interest to faculty and to work with TIAA/CREF to help ensure that faculty are aware of the full range of available benefits and services.**

D. Retired & Emeritus Faculty

The Committee discussed the current benefits available to retired faculty and is exploring the faculty emeritus policies and guidelines at WVU's peer institutions. There is evidence that the current policy approved in 1996 is not entirely understood and consistently applied across the schools and colleges within WVU. Therefore, a report indicating the status of emeriti requirements and benefits at WVU's peer institutions is presently in progress. The report is expected by Fall Semester, 2011. **The Faculty Welfare Committee will need to review the report, determine if any policy or procedural changes in the current policy are necessary, and recommend changes for adoption.**

E. Tuition Benefits for Dependents & Spouses

The Committee discussed tuition benefits for faculty dependents residing in West Virginia through the Promise scholarship program, although out-of-state faculty residents would not be eligible. Committee member Marilyn Francus began to research the tuition benefits available at fourteen of WVU peer institutions (Addendum A; data not yet obtained for a few institutions). Although the Committee was not able to meet to discuss this information, most institutions appear to provide tuition benefits for dependent children and spouses and there appears to be an emerging trend of tuition benefits for domestic partners and retired faculty. **The Faculty Welfare Committee needs to discuss the information in the Addendum and consider drafting a policy to move the University forward in a direction comparable to our peers.**

F. Faculty Retention & Recruitment

The Committee discussed and began the development of an exit survey to determine why faculty leave WVU. Since the ADVANCE center was similarly working on an exit interview survey, the Committee reviewed their draft and provided recommendations for change. There is also a need to determine the success of department heads in recruiting new faculty and in learning the extent to which projected faculty retirement rates are of concern. Work has begun on such a survey. **The Faculty Welfare Committee should continue its work to gather data related to faculty recruitment.**

G. Leave Time/Work Reassignments for 9 Month Faculty

Faculty with nine-month appointments do not accrue sick or annual leave. The Faculty Welfare Committee recognized that under certain circumstances such as illness of the faculty member, a member of their immediate family, or in other emergency situations, a faculty member may need flexibility in their work assignments. Currently such situations are handled on a case-by-case basis at the department and college level through negotiations between the faculty member, the department chair and the dean. Some faculty have expressed concern that these situations might not be handled equitably across WVU and more formal guidelines might be necessary. The Faculty Welfare committee formed a subcommittee to evaluate the need for such guidelines.

Tasks for this subcommittee include:

1. Review current procedures across university departments and colleges by which faculty members may request and be granted a modification of faculty work assignments for emergency or unexpected situations involving the faculty member or a member of their family.
2. Review policies and procedures at other peer institutions regarding 9 month faculty leave and modification of work assignments.
3. Review WVU existing policies, guidelines and procedures such as the Faculty Effort memorandum, Parental Work Assignment guidelines and other documents that may provide a framework for the development of uniform guidelines.
4. Survey the opinions of faculty across the campus regarding the need for guidelines.
5. Evaluate the financial implications of such guidelines.

Thus far, the subcommittee reviewed the recently approved Parental Work Assignment guidelines and the Full-Time Faculty Effort memorandum that are anticipated to provide a foundation upon which other work reassignment guidelines may be built. **The Faculty Welfare Committee should continue to work on the tasks outlined above and develop recommendations or a guideline for work reassignments for 9 month faculty faced with urgent medical or family situations.**

H. Communications

The Committee examined several considerations related to University communications and drafted a resolution (Addendum B) to enable WVU to continue to build upon the existing strong foundation in this area. **The Faculty Welfare Committee needs to follow-up on the status of the resolution and any tasks necessitated by its passage or defeat.**

I. Resources to Promote Interdisciplinary Collaboration (Teaching, Research, Service)

Lesley Cottrell began work to compile listings of resources that could be centralized to better allow faculty to identify those resources (e.g., expertise, tools, instruments, etc) of potential benefit to their own work and responsibilities. Information was gathered on existing interdisciplinary groups for research and Jonathan Cummings was consulted about a potential structure to "house" interdisciplinary programs related to certain topic areas (e.g., obesity and metabolic disease, health economics). We also started to gather

information on educational opportunities (i.e., training programs, workshops) that currently exist. Lists such as this will be compiled as a start from which to identify gaps for future collaboration opportunities, infrastructure development, etc. Much additional work in this area is needed. **The Faculty Welfare Committee should continue to work on this task and explore other ways in which interdisciplinary faculty collaboration could be facilitated.**

Recommended Faculty Welfare Committee Goals for 2011-2012

The following goals are recommended for next year:

1. Monitor the status of a University-wide smoking/tobacco policy and work with the University to assist with the implementation of such a policy
2. Continue to monitor the status of PEIA and work with the Benefits office to provide input into the types of benefits of most interest to faculty
3. Provide input to TIAA/CREF related to the benefits desired by faculty and work on continuing to enhance communications between TIAA/CREF and the faculty about available services and benefits.
4. Review and recommend any changes needed in the policies and procedures involving retired and emeritus faculty.
5. Continue to examine options for providing a variety of tuition benefits and consider developing a policy for the availability of such benefits.
6. Complete the work on a survey to determine issues or concerns of department heads related to faculty recruitment and provide additional input as needed to ADVANCE related to the exit interview survey.
7. Develop recommendations/guidelines for more consistent handling across the University of work reassignments for 9 month faculty faced with urgent or emergency personal or family situations.
8. Follow-up with the communications resolution and work on any tasks that would result from its adoption.
9. Continue to work on centralizing or otherwise assisting faculty in identifying resources available across the University that could promote interdisciplinary collaboration.

Faculty Senate Library Committee Report (2010-2011)

Sam F. Stack Jr., Ph.D., Chair

Dean O'Brien presented the committee with information on the goals and accomplishments of the WVU Libraries. These goals include providing high-quality library services to an increasing student enrollment and active faculty researchers; establishing new models of library instruction to contribute to student learning; building and maintaining the library technology infrastructure responsive to changing needs of students and faculty; and preserving rare and unique materials through the West Virginia Regional Collection. Significant accomplishments include enhancing reference services, the completion of the Evansdale Library renovations, online book renewal, increasing open access publishing in the sciences, offering teaching sections in library instruction and highlighting library services such as information literacy to faculty and students. The library has purchased new software called Summon to enhance the Voyager online catalog and has absorbed the selected software applications formerly housed in the White Hall computer lab. Interlibrary loan continues to be a strong asset at WVU and the library is currently a member of a consortium with 45 other libraries who have the capacity to interact with each other for interlibrary loans.

One of the library's future goals is to extend access and protect the rare book and unique materials in the West Virginia Collection. Plans are to work with the Golden Horseshoe project to help K-12 teachers in the instruction of West Virginia history. Seeking to improve access to West Virginia History many photos in the West Virginia Collection are now digitized for easier access to researchers. The National Archives is working with an engineering professor to document previous computer formats no longer in use.

The library currently has membership through fees in five areas for open access journals. These are generally in the field of medical and hard sciences. The library has hosted informational sessions to help faculty become more knowledgeable of open access journals. NIH policies have stimulated more attention to open access journals.

The library now has an extensive Isaac Asimov collection, over 600 volumes donated by WVU alumnus Larry Shaver. As part of that recognition, Dr. James Gunn made a presentation entitled, *Isaac Asimov: Science Fiction to Science Fact*.

Plans are also underway to remodel the second and lower floors of the Evansdale Library to coincide with improvements made last year to the first floor.

The WVU libraries' information literacy initiative is in its second year. This program supports faculty in working with librarians in helping students improve their research skills, becoming more critical in discerning information. Information literacy is defined as the ability to find, evaluate, and effectively use information. It is important for faculty to articulate how important the library is for an institution that desires to increase its research productivity as part of the 2020 Strategic Plan.

Goals for 2011-2012

1. Assist the library staff in addressing the university's 2020 Strategic Plan.
 - a. This includes addressing the priorities for international education and research such as greater accessibility and knowledge of materials to help faculty integrate global concepts into the curriculum.
 - b. The library is central to the higher research aspirations articulated in the 2020 plan so the committee will seek to be an advocate for enhancing our library's acquisitions in comparison with our peer institutions.
2. To assist the library staff through the use of faculty expertise in assessment to improve library procedures and services.
3. To significantly enhance lines of communication between the library staff and the senate library committee. One current example is the need for greater faculty input for the purchase of eBooks.

Respectfully submitted,

Sam F. Stack Jr. Professor
Chair, Senate Library Committee

Memorandum

To: Alan Stolzenberg, Faculty Senate Chair

From: Ángel Tuninetti, Chair, Faculty Senate Research and Scholarship Committee

Date: May 23, 2011

Subject: Faculty Senate Research and Scholarship Committee's Annual Report for 2010-2011 and Goals for 2011-2012

The members of the 2010-2011 WVU Senate Research and Scholarship Committee were:

Ángel Tuninetti, ECAS, Chair
Jason Huber, Pharm, Chair-Elect
Bernard Schreurs, Med
Margaret Miltenberger, Ext
Susan Hunter, ECAS
Gwen Bergner, ECAS
Xiadong Shi, ECAS
Jim Rye, HRE
Mitch Finkle, Med
Sarah Selmer, HRE

3 Research Corp Board Representatives:
Jonathan Cumming, Provost's Office, Ex-officio
Curt Peterson, Assoc VP for Research, Ex-officio
Alan Martin, Sponsored Programs, Ex-officio

The Committee extends its thanks to Amanda Griffith from the Office of Sponsored Programs for all her help and dedication.

The WVU Senate Research and Scholarship Committee met two times during the 2010-2011 academic year. Meetings were held on November 15, 2010, and March 4, 2011. Most of the Committee's businesses were conducted through e-mail.

There were no changes in the charge for the Committee at the beginning of the year. As in the previous year, the Committee mainly oversees the following activities:

Activity #1 - Evaluation and funding of the Faculty Senate Travel Grants.

Activity #2 - Evaluation and funding of the Faculty Senate Grants for Research and Scholarship.

Activity #3 - Formulation of recommendations regarding maintaining and enhancing the university's environment for research, scholarship, and creative endeavors.

The sections below will describe each of the activities.

1 - Evaluation and funding of the Faculty Senate Travel Grants

Summary of Activities:

During the 2010-2011 academic year, the committee processed four rounds of travel grant applications totaling 284 requests divided as follows:

- 99 applications in the 1st round / 97 funded (September 2010)
- 46 applications in the 2nd round / All funded (November 2010)
- 53 applications in the 3rd round / 50 funded (February 2011)
- 86 applications in the 4th round / All funded (April 2011)

This number is up from the 265 reviewed in the previous year.

Two recommendations made last year by the Committee regarding travel grants were approved and implemented:

-keep the \$600 limit for travel to Continental USA, but allow up to \$900 for travel to Hawaii, Alaska, Canada and Mexico.

-To encourage collaboration and interdisciplinary research, support applications by two or more faculty members presenting or performing together at the same venue.

A total of 279 out of the 284 requests were approved. This approval rate of about 98% was very high. Everyone who satisfied the requirements for the grant was approved.

Operational Processes/Recommendations:

This year the format of delegating the discussion of the faculty travel only to a subset of members of the Committee was continued. A 4-person team evaluated the travel grant proposals for each cycle. The team consisted of the Committee Chair, Chair-elect, and two different members for each cycle. For each cycle, the travel grant applications were divided into two halves, with one half evaluated by the Chair and one member, and the other half by the Chair-elect and a second member. This reduced the reviewing time and got all the Committee members involved in the review process. The teams would bring any questionable or debatable issue to the rest of the committee if the need arises.

2 - Evaluation and funding of the Faculty Senate Grant for Research and Scholarship

Summary of Activities:

The committee reviewed 56 Senate Research and Scholarship Grant proposals. This number is slightly higher than the previous year (53). The available funds were raised from \$160,000 to \$260,000. Thanks to this increment of funds, 24 proposals were funded (42%); only 13 proposals (24%) were funded the previous year.

Operational Changes/Recommendations:

No major operational changes relative to the evaluation of the Senate Research proposals were introduced this year. The same “Primary/Secondary Reviewer” approach used in recent years was followed. The Committee agreed on setting ranges for the scores given to “good”, “average”, and “poor” proposals, in order to minimize the variation between the different reviewers. This has proven to be a very good approach. The scores given by the external reviewers were not used in assigning the final scores for the proposals, but along with the external reviewers’ comments, they provided a necessary peer-review and helped the committee members in evaluating the quality of the proposed research, particularly in areas for which the committee members lack in expertise.

The Committee followed the same procedures as last year in distributing and evaluating proposals. Following the reception of the reviews from the external reviewers, the entire package

of proposals was distributed to each member of the Committee sometime around the end of January. Therefore, each member of the Committee had a chance to see all the proposals. The “Primary/Secondary Reviewer” approach worked well. Each member of the Committee evaluated 10 or 11 proposals as either the “Primary” or the “Secondary” Reviewer. Following a presentation by the Primary and/or Secondary reviewer, each proposal was discussed and evaluated by the entire Committee leading to the final ranking of the proposals and selection of those that were funded. The selection of the proposals proceeded smoothly and was conducted in one 5-hour meeting on March 4, 2011.

3 - To formulate recommendations regarding maintaining and enhancing the University’s environment for research, scholarship, and creative endeavors.

Summary of Activities:

The Office of the Provost, represented by Dr. Nigel Clark, in collaboration with the Committee (with input from the Chair of the Faculty Senate) has been working on the regulations and mechanisms for research grants. The main change will be the split of the grants in two main categories: seed grants (for areas of research in which there are opportunities for external funding) and scholarship grants (for areas without sources of external funding). The committee would decide how the total amount of funds available is distributed in these two categories. The main goal for the committee next year will be to implement and evaluate the new Research Grant guidelines.

2011 REPORT
COMMITTEE OF RETIRED FACULTY
 STANDING COMMITTEE OF THE WVU FACULTY SENATE

COMMITTEE'S CHARGE

- TO CONSIDER ROLES AND STIPENDS OF RETIRED FACULTY IN GRADUATE OR UNDERGRADUATE EDUCATION;
- TO EXAMINE AVENUES OF SUPPORT FOR RESEARCH AND SCHOLARSHIP OF INTERESTED RETIRED FACULTY FROM THE ADMINISTRATION AS WELL AS THE FACULTY MEMBERS' DIVISIONS, COLLEGES, OR DEPARTMENTS;
- TO KEEP CURRENT LISTS OF RETIRED FACULTY WITH NAMES, ADDRESSES, TELEPHONE NUMBERS;
- TO PROVIDE REPRESENTATIVES TO COMMITTEES, COUNCILS, BOARDS, AND PANELS, PARTICULARLY PRESIDENTIAL AND PROVOST SEARCHES WHERE THEIR PAST EXPERIENCE CAN MOST BENEFIT WVU;
- TO PROVIDE ANOTHER INSTITUTIONAL MEMORY WHENEVER NECESSARY;
- TO STUDY AND PROVIDE RECOMMENDATIONS TO THE SENATE ON MATTERS PERTAINING TO RETIRED FACULTY;
- TO PROVIDE TWO MEMBERS OF THE GOVERNING BOARD OF THE COMMITTEE OF RETIRED FACULTY SELECTED BY THE BOARD AS VOTING MEMBERS OF THE FACULTY SENATE;
- TO PROVIDE ADVOCACY FOR ISSUES AFFECTING RETIRED FACULTY;
- TO HOLD SESSIONS ON ISSUES OF IMPORTANCE AND INTEREST TO RETIRED FACULTY AND THEIR FAMILIES.

GOVERNING BOARD, 1989-

SOPHIA B. BLAYDES, A&S
 PHIL COMER, A&S
 CAROLYN NELSON, A&S

BILL L. COFFINDAFFER, EXT.
 ED E. FLOWERS, IA
 PAUL E. NESSELROAD, A&F
 CAROLYN J. ZINN, A&S

STAN COHEN, A&S
 RUMY HILOOWALLA, MED
 MARY E. TEMPLETON, A&F

EX OFFICIO

ROBIN L. YORTY, PRES. OFFICE
 DEB MILLER, WVUF

EMERITI

WAYNE MUTH, STATISTICS
 DAVE SATTERFIELD, CCA

IN MEMORIAM

BEN BAILEY, HRE
 LEONARD DAVIS, A&S
 DAVE MORGAN, MED

BOB BIDDINGTON, DENT
 RUEL FOSTER, A&S
 NATHANIEL RODMAN, MED

DONOVAN BOND, J
 HARRY HEFLIN, HRE
 FRED WRIGHT, B&E

CRF PROJECTS

- * PROPOSAL TO ELIMINATE RETIRED FACULTY TUITION AND FEES FOR WVU CLASSES
- IDENTIFICATION OF RETIRED FACULTY:
 - **689** IN DATABASE; **268** HAVE E-MAIL; **575** LIVE IN WV; OF THE 575, **475** LIVE IN MORGANTOWN
 - NEED TO HAVE EFFICIENT AND ACCURATE WAY TO ADD FACULTY RETIREES TO DATABASE
- ELIMINATION OF TUITION AND FEES FOR WVU CLASSES FOR RETIRED FACULTY

COMMITTEE OF RETIRED FACULTY PARTNERSHIPS

(ESTABLISHED FEBRUARY 2010)

WVU FOUNDATION: WAYNE KING AND STAFF PRINT AND MAIL THE CRF'S BI-MONTHLY NEWSLETTERS. THEY ALSO HAVE PROVIDED A DONOR FOR THE REFRESHMENTS AT THE MONTHLY SPEAKERS' PROGRAMS. FINALLY, THEY MAINTAIN THE CURRENT DATABASE.

ATHLETIC DEPARTMENT: FORMER ATHLETIC DIRECTOR ED PASTILONG AND THE ATHLETIC DEPARTMENT'S MARKETING STAFF INITIATED A PARTNERSHIP THAT OFFERS FREE PASSES TO RETIRED FACULTY AND THEIR FAMILIES FOR ALL ATHLETIC CONTESTS EXCLUDING FOOTBALL AND BASKETBALL. THE POLICY HAS BEEN ADOPTED BY ATHLETIC DIRECTOR OLIVER LUCK. THE 2011-12 PASSES WILL BE MAILED IN LATE SUMMER.

SPEAKERS AND TOPICS

JANUARY 2010 - MARCH 2011

622 ATTENDED 17 WORKSHOPS, AVERAGING 37 PER MEETING

- 28 JANUARY, THURSDAY: NIKKI BOWMAN, EDITOR OF *WEST VIRGINIA LIVING*--30
- 2 FEBRUARY, TUESDAY: FOREST (JACK) BOWMAN, *THE DEATH OF PRESIDENT LINCOLN*—45
- 24 MARCH, WEDNESDAY: JAN LONG POWELL, *PEIA AND HUMANA*—60
- GREG VAN ZANT, *FORTHCOMING BASEBALL SEASON*
- 7 APRIL, WEDNESDAY: MARIE ABATE, *DRUG AND HEALTH INFORMATION*—23
- 13 MAY, TUESDAY: RUTH KERSHNER, *HEALTH ISSUES AS WE AGE*—36
- 4 JUNE, FRIDAY: MARK HOPKINS, *TRAVELERS' WORLD CARD*—32
- 6 JULY, TUESDAY: JOYCE ICE, *CAC'S MUSEUM GALLERY*—30
- 10 AUGUST, TUESDAY: MARGARET ALBRINK, *TO LIVE STRIVINGLY*—38
- 24 AUGUST, TUESDAY: JAN LONG POWELL, *POLICIES OF PEIA AND HUMANA*—78
- 13 SEPTEMBER, MONDAY: DICK GARDNER, *THE US IN JAPAN*--22
- 5 OCTOBER, TUESDAY: RUMY HILOOWALLA, *MICHAELANGELO'S APOLLO AND PATHOS: THE HUMAN FORM*—
- 30
- 5 NOVEMBER, FRIDAY: TONY WINSTON, *NINETEENTH-CENTURY PHOTOGRAPHY*--34
- 1 DECEMBER, WEDNESDAY: KEITH MORRIS, *THE UNDERGRADUATE FORENSIC SCIENCE MAJOR*—32
- 18 JANUARY, TUESDAY: DWIGHT HARSHBARGER, *HAWKS NEST*—32
- 9 FEBRUARY, WEDNESDAY: OLIVER LUCK, *WVU ATHLETICS*—56
- 22 MARCH, TUESDAY: CHRIS HEDGES, ASSISTANT ATTORNEY GENERAL, *SCAMS / FRAUDS*—42
- 6 APRIL, WEDNESDAY: ROBERT BRAGG AND HELEN MATHENY, BRNI, *ALZHEIMER'S RESEARCH*—43
- 3 MAY, TUESDAY: DAVE WHITE: "FORESTER, SPARE THAT POEM! PHYSICIAN, EMBRACE NARRATIVE
MEDICINE—GENERAL EDUCATION FOR PROFESSIONALS—
- 16 JUNE, THURSDAY: JEANNE GOODMAN, EXECUTIVE DIRECTOR, *ARTHURDALE*—
- JULY: DOUG MARLOWE, GARY CADDOCK, YOLANDA HINES, *TIAA-CREF'S TEAM FOR WVU*—
- SEPTEMBER OR OCTOBER: CHARLES R. DI SALVO, *GANDHI*--

Annual Report of the SEI Committee and Committee Goals for 2011-2012

Prepared by SEI Committee Chair Mark Brazaitis

The SEI Committee held two meetings (11/17/2010 and 3/14/2011) and an SEI subcommittee held one meeting (12/15/2010) in the 2010-2011 academic year.

This year's SEI Committee addressed concerns about the SEI instrument and the way SEI results are being used in tenure and promotion cases.

The SEI Committee, relying on outside data as well as anecdotal evidence from WVU, concluded that the SEI instrument may not be the most effective evaluator of teaching excellence. Moreover, the current SEI instrument may be promoting less rigorous teaching because it encourages the rewarding of higher grades.

The SEI Committee agreed to form a subcommittee to consider improvement of the measure, guidance re use of SEIs in tenure and promotion cases, and additional evaluative approaches to inform summative evaluations.

Goals for 2011-2012

- Craft and/or revise a statement regarding evaluation of instruction for use in tenure and promotion decisions, and work to get that statement incorporated into WVU Policies and Procedures documents.
- Modify current "Interpretive Guide" to better describe best practices for use of SEI and eSEI in both formative and summative evaluation.
- Modify current SEI Instrument to minimize collection of extraneous and/or misleading data and maximize its usefulness for both formative and summative evaluation purposes.

Date: 5 May 2011

To: Faculty Senate

From: Larry Banta, Chair
Committee on Student Instruction

Re: Report for 2010-11

The committee met twice in the Fall Semester and once in Spring semester, and conducted some interim discussions/work via e-mail. Fall meetings were held on 10/25/2010 and on 11/29/2010, and the Spring meeting was held on 2/23/2011. The principal issues discussed were as follows:

- The Registrar's Office had requested input concerning a draft policy for handling courses repeated under either the D/F Repeat provision or simply repeated at the option of the student. The Committee found some of the wording confusing and suggested alternate wording for the policy, but voted to approve the policy in principle.
- A request by WellWVU to allow professors to schedule programs on wellness issues for their classes in cases when the regular instructor could not attend. The Committee voted to leave this up to individual instructors but chose neither to endorse nor discourage the practice.
- The definition of a credit hour, which was a "holdover" issue from Spring 2010. The issue is that there is inconsistency in what constitutes a credit hour among different types of classes (e.g. lecture, lab, practicum, etc) and sometimes within departments. The issue is important because there is "interest" in the Department of Education for consistency due to the perceived abuse of scholarship funds by some institutions. Our recommendation is for the following:
 - a) The faculty-at-large should be made aware of the issue and its relevance to us with regard to transfers, degree requirements, credibility/reputation and etc.
 - b) The Faculty Senate Curriculum Committee should be requested to include consideration of these standards when evaluating new courses or course changes and to include these suggested standards in their guidelines to college and departmental curriculum committees.
 - c) Faculty Senate Executive Committee consider whether the development of a more formal opinion and if communication with the HEPC is warranted for the sake of encouraging uniformity across higher education institutions within West Virginia. It is possible that WVU could find itself at a competitive disadvantage if other colleges award more credit for similar work.
- An article in the *Chronicle of Higher Education* on the "Shadow Scholar"—an expose of the "term paper for hire" industry and its pervasive use in higher education. Most of us were not aware of the extent to which this type of academic dishonesty occurs. Our recommendations with respect to this issue are:
 - a) Recommend to Senators that they read the article if they have not yet already done so, and make it available to their constituents;
 - b) Encourage faculty to be alert to this type of activity and to attempt to thwart it insofar as possible by using in-class writing assignments where possible, by using "progressive" writing assignments, where sections or drafts are submitted sequentially, or by whatever means are feasible. We recognize that it will be impractical for all classes to avoid the use of term papers.
 - c) Faculty Senate or perhaps the Provost's Office could develop a workshop for faculty on these topics and how to deal with "cyber scholarship".

- Another article in the *Chronicle* reviewed the book, *Academically Adrift*, which caused much discussion on campuses across the US. Larry Banta purchased and read the book, and forwarded related materials to committee members for discussion. Most of the February meeting consisted of discussion of the book and its relevance. No action items resulted.
- A request came from FS Chair Stolzenberg to provide volunteers to serve on an Ad Hoc committee working on assessment of the GEC program. Three members of our committee volunteered to serve: Dr. Tauger, Dr. Boone and Dr. Banta. Dr. Tauger is now serving as Co-Chair of the Ad Hoc committee. That committee met twice during Spring semester.

No additional items were received by the committee for consideration, and scheduling conflicts prevented one of the four regularly attending members of the committee from being present in March, so the March meeting was cancelled by the chairman. Again in April, no new business was put before the committee and the scheduled meeting was to occur during Dead Week, when all were busy. Chairman Banta cancelled the April meeting as well.

Goals for 2011-12

1. Revisit the "definition of a credit hour" issue and examine it in more detail. Come up with some recommendations for the Senate to promote as guidelines for all departments and colleges to use in assigning course credit for new courses. Recommend that instructors be made aware of the guidelines and that course catalogs be reviewed by departmental curriculum committees to insure that appropriate levels of credit are being assigned in existing courses.
2. Continue to support the GEC Assessment Committee in its work to develop assessment tools and procedures for the General Education Curriculum. This committee is currently co-chaired by Dr. Mark Tauger, who is a member of the Student Instruction Committee, and Drs. Banta and Boone are also members of the Assessment Committee.

WVU Student Rights and Responsibilities Annual Report 2010-11

Chairperson: Stephen Graber, Ph.D.

Cases Heard by Student Conduct Board

Fall 2010

Academic: 1

Non-Academic: 16

Total: 17

TOTAL FOR YEAR: 41

Spring 2011

Academic: 0

Non-Academic: 24

Total: 24

Pending Cases – Spring 2011

Academic: 0

Non-Academic: 15

Total: 15

Academic Total by Violation Type & Outcome:

Violation:

Academic Dishonesty/Plagiarism

Academic Dishonesty/Cheating

Not Meeting Program Requirements

Violating of IRB

Academic Fraud

Violation Total:

Total:

1

0

0

0

0

1

Student Conduct Board Outcomes/Sanctions:

Unforgivable Failure (UF)

Reduced Grade for Assignment

Failed in Course

No Participation Points for Class

Program Dismissal

Charges Dropped

On Appeal

No Penalty

University Suspension/Expulsion

Student Conduct Board Outcomes/Sanctions Total:

Total:

0

0

0

0

0

0

0

0

1

1

Academic Departments Filing Charges:

History 1

Total 1

Non-Academic Total by Violation Type & Outcome:

Violation:	Total:
Illegal Burning	6
Sexual Assault	5
Alcohol Related Offenses/Abuse	2
Theft	2
Hazing	11
Drug Use, Possession or Delivery	11
Physical Assault	2
DUI	1
Violation Total:	40

Student Conduct Board Outcomes/Sanctions:

Expulsions	3
Suspensions	6
Deferred Suspension	5
University Probation	15
Community Service	11
Student Assistance Program	11
Professional Treatment Programs	3
Restitution	3
Educational Presentations	8
Reflection Paper	2
On Appeal	0
Not Responsible	10
Student Conduct Board Outcomes/Sanctions Total:	77*

*(students found responsible often receive more than one sanction)

Gender Breakdown:

Females: 2 Males: 39

GPA Statistics of the Accused:

Mean 2.40	Minimum 0.27
Std. Deviation 0.74	25% Percentile 1.91
Std. Error 0.12	Median 2.54
N = 40 (1 accused had no GPA)	75% Percentile 2.87
	Maximum 4.00

D'Agostino & Pearson omnibus normality test

K2 4.457 P value 0.1077

Passed normality test (alpha=0.05)? Yes P value summary ns

Goals for 2011-2012

- Continue to hold students accountable for their behavior on and off campus through an educational discipline process.
- Increase the awareness among committee members of the range of sanctions imposed for similar violations of the Student Conduct Code.
- Work with the Office of Student Conduct to improve and increase reporting of academic dishonesty incidents.
- Work with the Office of Student Conduct to follow-up on violations of the University Student Conduct Code revealed in cases heard by the Student Conduct Board.

FOR FINAL INPUT Senate Research Grant Process

Background

Funding for Senate Research Grants is being increased. It is suggested that the process is changed to:

- Encourage multidisciplinary applications.
- Assure that funding is available equitably both (i) to the arts, humanities, pure sciences, or disciplines in which external funding is uncommon, and (ii) for “seed grants” in disciplines where external funding is the norm.
- Ensure that there is an academic outcome as a result of the grant.
- Encourage faculty in all disciplines to seek external funding to match the Senate Research Grant funds.

Suggested Process

The general process for submission and award of Senate Research Grants should remain similar, with the following exceptions.

1. Allow the salary paid to a faculty member to be 1.5 months (status quo) or \$8,000 (an increase), whichever is smaller.
2. Oblige applicants to provide a short description of expected outcomes from the project. Examples of valuable academic research outcomes include the authorship of a journal paper, the presentation of a paper or work of art at a reputable forum, the production of an archival data set which will support substantive future research, or the submission of a proposal.
3. Allow the size of awards to be augmented in the following ways:
 - a. Allow interdisciplinary awards that have two or more investigators from different fields to receive a base budget of up to \$24,500, rather than the \$16,500 budget cap in place for single investigator applications.
 - b. Provide for up to \$5,000 per award in additional funding to match Chair, Dean or Director real dollar contributions. For example, a \$16,500 award might be enlarged to \$21,500 of Senate Research Grant funding. Applicants in their budget submission will be required to declare the Chair/Dean/Director match and provide documentation from the Chair/Dean/Director.
 - c. Provide for up to \$5,000 per award in additional funding to match qualified external contributions. These external funds should not

be associated with an existing award. For example, a \$16,500 award might be enlarged to \$21,500 of Senate Research Grant funding. Applicants will be required in their budget submission to present details and proof of the external match.

- d. Provide an option for the recipient to receive an additional sum of up to \$2,000 in support (for any reasonable costs, including travel, page charges, supplies or personnel time) to present a paper (with proceedings) or publish results (in archival media) or exhibit his/her work (in a major forum). This option will encourage a visible academic research outcome from the grant. A copy of the paper or account of the exhibition will serve as a final report for the grant. Faculty who do not elect to pursue this option must produce a final report, but are not eligible to receive the additional funding. Faculty who receive this additional support would not be eligible for a Senate Travel Grant to present their conclusions from the Senate Research Grant.
 - e. Pursuant to b, c and d, the maximum funding provided by the Senate Research Grant for an application will be \$23,500 for a single investigator project and \$31,500 for a multi-investigator interdisciplinary project.
4. Require that awards are either (i) in areas of scholarship or research which do not traditionally attract external funding (Scholarship Grants), or (ii) oriented to acquiring data, performing analysis, or pursuing research targeted at seeking substantial external funding (Seed Grants). In addition, require that an applicant designates the type of grant sought and addresses the pathway for seeking future funding if the application is for a Seed Grant.
 5. Promote a review and evaluation process that
 - a. Manages the balance between Seed Grants and Scholarship Grants by allocating a proportion of funds to each, with residual funds allocated to the best remaining proposals, or to truly outstanding proposals, at the discretion of the committee. As guidance, a ratio of 40% funding for Scholarship Grants, 40% funding for Seed Grants, and 20% funding for awards at the discretion of the committee is recommended.
 - b. Provides for highly efficient and effective submission, review and selection, but continues to use the faculty-driven selection process.

- c. Employs selection criteria to support outcomes that truly enhance faculty success in scholarship or institutional visibility and stature in research.
- 6. Conduct an efficient annual review of the program by
 - a. Recording metrics such as: *number of Scholarship submissions, number of Seed submissions, number of Scholarship submissions funded, number of Seed submissions funded, average Seed award amount, average Scholarship award amount, and number of publications or presentations in prior year.*
 - b. Employing the metrics to re-align the program with University priorities.
 - c. Considering the caps to award amounts and level of institutional investment in the program.

INTEROFFICE MEMORANDUM

TO: Faculty Senate Executive Committee

FROM: Jonathan Cumming, Associate Provost for Graduate Academic Affairs



RE: Satisfactory/Unsatisfactory Grading Policy for Graduate Students

DATE: April 24, 2011

CC: Steve Robinson, Registrar

The following grading policy pertaining to “Satisfactory/Unsatisfactory Grading” shall be activated in concert with the enforcement of the “I” grading policy in the current Graduate Handbook. This new language was approved by Graduate Council on April 21, 2011.

Existing language:

“Satisfactory-Unsatisfactory Grading

Courses graded satisfactory or unsatisfactory (S/U) are approved by the associate provost for academic programs. Approved requests are forwarded to the Office of Graduate Education and Life and the Office of the University Registrar.”

New language:

“Satisfactory-Unsatisfactory Grading

At the graduate level, the satisfactory-unsatisfactory (“S/U”) grading option is used only for the course numbers 697/797 “Research.” The “S” and “U” grades for 697/797 are not applied to the calculation of the GPA. “S/U” shall be the only grading option available for 697/797.

Other courses for which faculty wish to use a binary grading option should use the pass-fail (“P/F”) grading option, which does apply to the GPA.”

Rationale:

By uncoupling “S/U” from the GPA, academic units may then assign grades to 697/797 courses that reflect appropriate standards for graduate study without unduly influencing a student’s GPA. The 697/797 “Research” course thus becomes a more viable option for assessing student progress over multiple semesters without recurring “I” grades.

The “S/U” grades for 697/797 shall be applied for the semester in which the student has registered for the course. The practice of maintaining “I” grades on transcripts for prolonged periods until students defend theses/dissertations shall end with the adoption of this policy.

Office of Graduate Education & Life

249 Mountainlair

PO Box 6897

Morgantown, WV 26506-6897

Phone: 304-293-7173

Fax: 304-293-8657

Equal Opportunity/Affirmative Action Institution

In alignment with expectations of graduate student performance in research, programs should adopt guidelines that define appropriate progress for an “S” grade and that link the issuance of “U” grades in research to probation, suspension, and dismissal. For example, the issuance of one “U” grade in 697/797 places a student on academic probation. One subsequent “U” for masters students or two subsequent “U” grades for doctoral students may lead to suspension or dismissal of students by academic programs. Individual colleges should also develop specific policies related to student financial support during the probationary period.

This change in grading policy will commence with the fall 2011 semester.

INTEROFFICE MEMORANDUM

TO: Faculty Senate Executive Committee

FROM: Jonathan Cumming, Associate Provost for Graduate Academic Affairs



RE: Incomplete Grading Policy for Graduate Students

DATE: April 24, 2011

CC: Steve Robinson, Registrar

The following incomplete grading policy outlined in the West Virginia Graduate Catalog will be operationalized in the fall 2011 semester to reduce the prevalence of incomplete ("I") grades on student transcripts. This new language was approved by Graduate Council on April 21, 2011.

It is the goal of the Offices of the Provost and Registrar to limit the use of the "I" grade at the graduate level to cases where coursework is unavoidably incomplete. The grade of "I" should not be used as a routine placeholder for grades for the graduate courses 697/797 ("Research").

The language of the **existing policy**, below, has led to the long-term maintenance of "I" grades on transcripts:

"Incompletes

The grade of "I" is given when the instructor believes that the coursework is unavoidably incomplete or that a supplementary examination is justifiable. Before any graduate degree can be awarded, the grade of "I" must be removed either by finishing the incomplete sometime or by having it recorded as a permanent incomplete. Only the instructor who recorded the "I" or, if the instructor is no longer at WVU, the chairperson of the unit in which the course was given may initiate either of these actions. When a student receives a grade of incomplete and later removes that grade, the grade point average is recalculated on the basis of the new grade. If you do not remove the "I" grade within the next semester, the grade of "I" is treated as an "IF" (failure). The Academic Standards Committee of the appropriate college or school may allow you to postpone removal of the "I" grade if you can justify a delay."

The language of the **new policy**, below, requires quicker resolution of "I" grades and emphasizes their use only in "unavoidably incomplete" coursework:

"Incompletes

The grade of "I" is given when the instructor believes that the coursework is unavoidably incomplete or that a supplementary examination is justifiable. Resolution of the grade of "I" will occur in the semester following its issuance and before any graduate degree can be awarded. If the "I" grade is not removed within the following semester, the grade of "I" is treated as an "IF"

Office of Graduate Education & Life

249 Mountainlair

PO Box 6897

Morgantown, WV 26506-6897

Equal Opportunity/Affirmative Action Institution

Phone: 304-293-7173

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(failure). Only the instructor who recorded the “I” or, if the instructor is no longer at WVU, the chairperson of the unit in which the course was given may initiate either of these actions. When an “I” grade is replaced, the grade point average is recalculated on the basis of the new grade. The Academic Standards Committee of the appropriate college or school may postpone the removal of the “I” grade given significant justification.”

Rationale:

This change in grading will commence with the fall 2011 semester.

Treatment of “I” Grades Currently on Transcripts

Long-standing “I” grades currently on transcripts will begin to be converted to permanent incompletes (“INC”) by course instructors (or chairs/deans where instructors are no longer at the institution). Beginning in the fall 2011 semester, all existing “I” grades older than the fall of 2009 will be converted to “INC.” In subsequent years, “I” grades that are two and one years old will be converted (see table below) to grades or to “INC” by course instructors until university records come into alignment with the enforcement of this existing policy.

No “I” grades should be issued for courses starting in the Fall 2011 semester except for reasons for which the “I” grade is intended where “coursework is unavoidably incomplete.”

<i>Semester</i>	<i>Semester in which “I” grades will convert to “INC”</i>
Fall 2011	All grades preceding fall 2009
Fall 2012	Fall 2009, spring 2010
Fall 2013	Fall 2010, spring 2011

The Office of the Registrar will produce “I Reports” that will be distributed to Academic Deans at the beginning of the grade conversion period. These reports will allow academic units to assess the standing “I” grades, generate grade modification forms where appropriate, or allow grades to lapse to “INC.”

DRAFT

Auditors

A student may register for a course as an audit and receive the grade of “X.” Although the student does not receive credit for the course, the credit hours count towards the number of hours attempted both with regard to tuition and fees charged and determination of full time status. The “X” grade is indicated on a student’s transcript but does not calculate into the grade point average. A student may change his or her status from audit to grade or grade to audit only during the registration period. Students should make arrangements with their instructor concerning course participation expectations. Instructors may request that an “X” grade be changed to a “W” for students who do not meet course expectations.

WEST VIRGINIA UNIVERSITY FACULTY for CITIZENS' RIGHTS

We, the undersigned, representing the group henceforth called the WVU Faculty for Citizens' Rights (WVUFCR), urge the West Virginia State Legislature to enact laws that provide protection of its citizens' public and private drinking water supplies and air quality and prevent risks to public health, public safety and public welfare from the potential hazards of the aggregate impact of shale drilling. We urgently ask the Acting Governor to call for a special legislative session to establish regulations that assure these fundamental rights of the citizens of West Virginia University, the City of Morgantown and the State of West Virginia. We believe that anything short of this protection is simply unacceptable.

Potential hazards exist in the following categories.

- Toxic Fracking Chemicals
- Toxic Flowback Water and Gases
- Hazardous Hydrocarbons
- High Brine Water Concentrations
- Methane and Chemical Release
- Faults with Casings and Cement
- Leaks, Fires and Explosions
- Extended Off Gas Flaring
- Noise, Odor and Bright Lights
- Equipment Failure, Blowouts
- Toxic Waste Control
- Traffic Congestion
- Diesel Emissions
- Damage To Roads and Bridges
- Proximity to Schools
- Extremely Limited Number of State Inspectors
- Damage to aquifers

We believe the public has a right to clean water, clean air, and the protection of its safety and welfare. We also believe these hazards are a long-range concern for WVU and an immediate concern for the WVU community, as the faculty, staff, students, hospital patients, and their families comprise over 40,000 people who will be affected by the two wells just upstream from the water intake for the city of Morgantown.

WVU's ability to recruit and retain faculty, students, and research sponsors could be adversely affected by continued liabilities from hazards associated with hydraulic fracturing, which is currently unregulated by our State government.

We respectfully urge the Faculty Senate of West Virginia University to endorse this Statement, or a similar one, at the earliest opportunity, given the imminent nature of the activities near the Morgantown Industrial Park, where Marcellus shale drilling has already begun.

Eve Faulkes, Professor of Graphic Design, Division of Art and Design

John Goldwasser, Professor of Mathematics

Jerry McGonigle, Professor Acting/Directing, Division of Theatre and Dance

Ann Oberhauser, Associate Professor of Geography, Director of Center for Women's Studies

Jan Palmer, MD, Director of WELL WVU Student Health, Associate Professor of Family Medicine