

MINUTES
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE
MONDAY, JUNE 14, 2010

1. Professor Nigel Clark, Faculty Senate Chair, called the meeting to order at 3:15 p.m. in Assembly Rooms A/B, NRCCE.

Members Present:

Abate, M.	Boyles, J.	Harner, J.	Nestor, P.	Spleth, J.
Abraham, R.	Brazaitis, M.	Hartman, K.	Nichols, A.	Stack, S.
Ameri, S.	Chalupa, C.	Hash, K.	Oberhauser, A.	Sundaram, M.
Anderson, J.	Clark, B.	Hashmi, M.	Olson, K.	Tallaksen, R.
Anderson, K.	Cottrell, S.	Hileman, S.	Perone, M.	Tuninetti, A.
Atkins, C.	Curtis, R.	Huber, J.	Perry, J.	Turton, R.
Bastress, R.	Davari, A.	Insch, G.	Prudhomme, J.	Vona-Davis, L.
Bergner, G.	DiBartolomeo, L.	Jones, D.	Rafter, J.	Walker, E.
Bilgesu, I.	Etzel, E.	Kirby, B.	Reymond, R.	Wilson, M.
Blake, L.	Famouri, P.	Lofaso, A.	Ryan, K.	Zimmerman, P.
Blaydes, S.	Fleming, S.	Moritz, J.	Schreurs, B.	
Bonner, D.	Funk, A.	Morris, B.	Scott, H.	
Bowen, E.	Graber, S.	Munasinghe, R.	Sherwin, M.	

Members Absent:

Ahern, T.	Davis, S.	Hogan, T.	Peace, G.	Tower, L.
Branch, D.	Elmore, S.	Hornsby, G.	Petty, T.	Whiteman, C.
Bredehoft, T.	Griffith, R.	Hunter, S.	Rockett, I.	Wilcox, G.
Bryner, R.	Hazard, H.	Latimer, M.	Shelton, E.	
Cohen, S.	Higgins, C.	Mucino, V.	Stuchell, R.	

Members Excused:

Banta, L.	Fint-Clark, B.	Kuhlman, J.	Orlikoff, J.	Swartz, S.
Carpenter, R.	Hall, D.	Mancinelli, C.	Parks, E.	Sherlock, L.
Connors, J.	Huffman, V.	Mays, M.	Paul, S.	Stout, P.
Cottrell, L.	Hutson, Z.	Mechstroth, R.	Petronis, J.	Urbanski, J.
Cronin, A.	Kale, U.	Miltenberger, M	Putman, H.	Veselicky, K.
Edwards, B.	Kershner, R.	Nutter, R.	Sand-Jecklin, K.	Wenger, S.

Faculty Senate Officers - Present:

Clark, N. Stolzenberg, A.

2. Chair Clark moved and it was duly seconded to approve the minutes from the Monday, May 10, 2010 Faculty Senate meeting. Motion carried.
3. President Clements said it was a special day because Oliver Luck was selected by the search committee to serve as the new athletic director. The President thanked Professor Sam Ameri for chairing the search committee. A media event to introduce the new AD was held prior to today's Faculty Senate meeting. The President gave an overview of Mr. Luck's successes and accomplishments.

President Clements said grants, contracts, and fund raising are up. Student enrollments are up as well but present a challenge because of the faculty-student ratio. The President said new faculty members are being hired.

4. Oliver Luck, said it is an honor to come back to his Alma Mater and serve as the new athletic director. He said his service on the BOG gave him a chance to see the athletic programs in a different light. It is a great way to come back to Morgantown by serving the University and continuing to build on a solid foundation. Mr. Luck said great things have happened here, and WVU has a solid foundation. He realizes the importance of the program to the university as well as potential liabilities that any athletic program can have.

Mr. Luck said Ed Pastilong is a friend, and he was the university's athletic director when he was an undergraduate at WVU. Mr. Luck said he has a deep and sincere appreciation for academics, and he wants student athletes to realize the academic opportunities they have. He wants students to take advantage of everything available to them. Mr. Luck said he looks forward in building on an already great foundation both academically and athletically, and he looks forward to talking with professors, faculty, and students as he maintains an open door policy.

Mr. Luck said that WVU is in a good position because the geographical location is solid; the history and traditions are good, and the academic profile will help us as we go into the new era of uncertainty. He said there is a good spirit in the larger Mountaineer community, and he looks forward in helping to contribute to a great university.

5. Associate Provost Russ Dean said there have been successful dean searches this past year. Search committees will be started for the College of Creative Arts and the Davis College of Agriculture, Natural Resources and Design. Each committee will have three faculty members, a staff member, a member of the college's visiting committee, and a department chair; a dean colleague will chair each committee. Two external members will include a student and a representative from the dean's office. A staff and faculty list serve have been reviewed and nominations will be requested for people to serve on the committees.

Associate Provost Dean said for the College of Agriculture, Provost Wheatly went to the Faculty Executive Committee and the Staff Council and asked that six names be submitted--three people will be selected. Three names will be submitted for staff, so one name can be selected. The Associate Provost said he and Provost Wheatly will review the variety of names submitted and will do their best to balance representation across the various divisions and constituent groups. Requests are out and nominations should be back shortly so the search committees can be formed in mid-July. When everyone is back in late-August, searches will begin, and hopefully, deans can be chosen late fall or early spring.

6. Chair Clark said Oliver Luck will be missed on the Board of Governors.

The results of the Faculty Senate Executive Committee election have been calculated, and the new members for 2010-2011 include:

Bob Bastress, Law

Ilkin Bilgesu, CEMR
Jan Boyles, Journalism
Boyd Edwards, ECAS
Ruth Kershner, Medicine
Graham Peace, B&E
Joe Urbanski, Institute of Technology.

The Chair said it has been a pleasure to work with President Clements and to see him put his new leadership team, Provost Michele Wheatly and Chancellor Chris Colenda in place.

The BOG has approved a budget for the institution that included 1.4% for salary enhancement. Even though it is a small number, it shows that we have weathered the harsh economic year. In the future, the BOG plans to meet with the Faculty Senate once per year, most likely in the fall.

The Strategic Plan Committee is getting a broad view of the institution and consists of a 100-member Strategic Planning Council, which will be divided into 3 teams. The Chair asked Graham Peace to chair a small committee to look at faculty retention. Several committees are being chaired by Associate Provost Dooley to look at student life and retention issues. Other committees are looking at management and strategic planning within HSC, so information can be gained from the groups and incorporated into the strategic plan. The vision is to be holistic and include HSC with the general campus. The intent will be to look at holes in the fabric; either the Strategic Planning Council will fill the holes or information will be gathered from other sources such as speaking to the Faculty Welfare Committee, Staff Council, administration, and/or hold town hall meetings to chat and learn about areas not covered by the groups. There will be a deadline so a lot of work will be done over the summer.

The Chair said serving as Chair gives you a wonderful vision of the institution and the best thing senators can do is to persuade their colleagues to become senators because he said you get to see the broader institution. Chair Clark said faculty should be less burdened by the student-faculty ratio because the President has realized this problem and has been moving forward to hire the needed 100 faculty positions.

The Chair thanked the senators for serving this year and for the new senators that have joined the Faculty Senate.

7. Ilkin Bilgesu, Chair, SCC, moved for approval and acceptance of the following SCC reports:
 - Annex I, New Courses and Course Changes. Motion carried.
 - Annex II, Mining course Sequence Change was submitted for information.
 - Annex III, 2009-2010 Committee Report. Motion accepted.
 - Annex IV, 2010-11 Committee Goals. Motion accepted.
 - Annex V, The Alteration Report was submitted for information.

8. Beverly Kirby, Chair, GEC, moved for acceptance of the following GEC reports:
 - Annex VI, GEC Committee Report. Motion accepted.
 - Annex VII, GEC Committee Goals. Motion accepted.
 - Annex VIII, GEC Audit Report was submitted for information.

9. Jan Boyles, Chair, Committee on Committees, Membership and Constituencies submitted Annex IX, 2009-10 Committee Report and 2010-11 Committee Goals for acceptance. It was duly seconded. Motion accepted.
10. Amy Hessler, Chair, Faculty Welfare Committee, submitted Annex X, 2009-10 Committee Report and 2010-11 Committee Goals for Acceptance. It was duly seconded. Motion accepted.
11. Terence Ahern, Chair, Library Committee submitted Annex XI, 2009-10 Committee Report and 2010-11 Committee Goals for Acceptance. It was duly seconded. Motion accepted.
12. Wafik Iskander, Chair, Research and Scholarship Committee, submitted Annex XII, 2009-10 Committee Report and 2010-11 Committee Goals, for Acceptance. It was duly seconded. Motion accepted.
13. Lori Sherlock, Chair, Service Committee, submitted Annex XIII, 2009-10 Committee Report and 2010-11 Committee Goals, for Acceptance. It was duly seconded. Motion accepted.
14. Joe Urbanski, Chair, Student Evaluation of Instruction, submitted Annex XIV, 2009-10 Committee Report and 2010-11 Committee Goals, for Acceptance. It was duly seconded. Motion accepted.
15. Jan Boyles, Chair, Student Instruction Committee, submitted Annex XV, 2009-10 Committee Report and 2010-11 Committee Goals, for Acceptance. It was duly seconded. Motion accepted.
16. Steve Graber, Chair, Student Rights and Responsibilities Committee submitted Annex XVI, 2009-10 Committee Report and 2010-11 Committee Goals, for Acceptance. It was duly seconded. Motion accepted.
17. No report was given from the Advisory Council of Faculty representative.
18. Chair Clark presented Annex XVII, 2010-2011 Faculty Senate Committees for information.
19. Chair-elect Stolzenberg said as part of the transition when a chair is departing from the Faculty Senate, he or she is awarded a plaque and gavel in recognition of distinguished service. Chair-elect Stolzenberg presented a plaque and gavel to Chair Clark, saying he (Clark) has done a very good turn while serving the Faculty Senate and the Board of Governors. He said he was glad to give Professor Clark the parting gifts although he will continue to serve on the BOG and as past chair.

Chair Clark passed the gavel to Chair-elect Stolzenberg and wished him the best as he serves as the new Faculty Senate Chair.
20. The meeting adjourned at 4:20 p.m. to reconvene on Monday, September 13, 2010.

Mary Strife
Faculty Secretary

To: Faculty Senate Executive Committee
From: Ilkin Bilgesu, Chair, Faculty Senate Curriculum Committee
Date: May 24, 2010
Re: New Course and Course Changes

Academic Affairs

New Course:

GRAD 710. Scholarly Teaching. 3 Hr. Graduate study of the theory and practice of teaching. Students will experience and create teaching materials employing strategies for active learning, assessment, and consider diversity of learning styles. (Effective Term: Spring 2010) (CIP 131299).

Rationale: This course provides graduate training in teaching for students in discipline-specific graduate programs. This is much needed training for graduate students who will become future faculty, but is typically missing from most graduate training programs.

College of Creative Arts

Art

New Course:

ART 325. Design for Web and Screen. 3Hr. PR: ART 223 and ART 224. Introduction to the technologies and methodologies utilized in graphic design for the web and other screen-based interfaces. This course focuses on an entire design process including information architecture, visual aesthetics and usability. (Effective Term: Fall 2010) (CIP 500409).

Rationale: While web design has been taught as an element of previous courses within the Division of Art and Design, there has long been a need for a semester-long course on the topic. The graphic design industry, since the digital revolutions of the 80's & 90's, has splintered into many new-sub-disciplines. Among these, web design offers the richest arena to investigate the real-world skills required for interaction design. Basic web design skills are also a requirement for students who are developing a portfolio and entering today's job market. This course not only teaches students the technical skills to code HTML pages, but also the planning and pre-production skills required to design for media that is experience in a non-linear fashion. This course focuses specifically on the role of the graphic designer in the developments of web and new media projects.

College of Engineering and Mineral Resources

Engineering

New Courses:

ENGR 150. Academic Success Skills. 1 Hr. The development of academic skills that are needed to be a successful engineering student. (Effective Term: Fall 2010) (CIP 147777).

Rationale: This course is one of the "study skills" course options for freshman probation students. The university requires first time full time freshmen to take one of several "study skill" courses if they are on probation at the end of their first semester. This course meets that need and enables the engineering students to learn these academic success skills, in the context of developing skills (like time management)

that they will use in their professional life, as well as to be taught and mentored by engineering faculty. It helps them strengthen the contact with the Engineering College as we provide the support they need to succeed.

Electrical Engineering

EE 311. Junior Instrumentation Lab. 1 Hr. PR: EE 221 and EE 222. Students learn about industrial automation systems using data collection and control systems. Specific topics include PLCs (basic ladder diagrams, I/O, timers, counters, communications, and applications); measurement principles including standards, transducers, actuators, interference and noise. (Effective Term: Spring 2011) (CIP 141001).

Rationale: The BSEE and BSCpE programs require additional hands-on laboratory experience pertaining to realistic components and systems typically used in industrial environments. Many students and Industrial Advisory Board members have wanted to see topics of PLCs and instrumentation (sensors and actuators) in the curricula for several years now.

College of Human Resources and Education

Curriculum & Instruction

New Course:

RDNG 603. Literature in Elementary School. 3 Hr. A web-based course that provides information about different aspects of children's literature and discusses classroom implementation. (Effective Term: Summer 1 2010) (CIP 131315)

Rationale: The International Reading Association (IRA) has a series of position statements that focus on improving reading instruction for all learners. One of these position statements, *Excellent Reading Teachers* (2000), states that exemplary reading teachers offer students a variety of reading materials and strongly motivate students to become life-long learners. This position aligns with the mission of the teacher education programs at West Virginia University.

Elementary teachers must be aware of the different types of children's literature that is available and how to effectively incorporate this into their pedagogy. Students will engage in learning experiences that incorporate deep, meaningful discussions and activities about children's literature and research-based instruction that focuses on children's literature. Further, students in this course will identify and examine different issues and concerns that surround children's literature and reflect on how this will influence their instruction. Finally, students will work towards a deeper understanding of how to incorporate technology when using children's literature in their instruction.

Specifically, this 100% web-based course will provide students in the Online Initial Certification and Post- B.A. program access to a required course within each of these programs. Also, this course will provide students in the Five-Year Programs, M.Ed. in Reading, and reading Specialist certification programs a choice as they complete elective credits within his/her program. Finally, this course is the only course offered in children's literature for teacher education at the graduate level; there is an undergraduate course offered (Children's Literature).

Eberly College of Arts and Sciences

Biology

New Course:

BIOL 335. Cell Physiology. 3 Hr. PR: BIOL 117. Emphasis on the unity and diversity of cells; membrane structure and function; the role that intracellular compartments, cytoskeleton, and extracellular matrix play in cell physiology. (Effective Term: Fall 2010) (CIP 260101).

Rationale: The selected topics are central in contemporary cell physiology and are only briefly covered or not at all in other undergraduate courses offered at the Department of Biology. The selected topics would help to prepare undergraduate students with career options in biomedical sciences, including preparation for the MCAT, DAT & GRE exams.

Political Science

New Course:

POLS 712. Am. Const. & Pol. Dev. 3 Hr. The development of American political institutions, with emphasis on theoretical underpinnings of American politics and the role of courts and the Constitution in defining the scope of political change in America. (Effective Term: Fall 2010) (CIP 145001).

Rationale: The course will fill a gap in current American politics offerings in the graduate program of the Political Science Department. At present the program does not offer advanced study of the development of American political institutions or American constitutionalism. The Department finds that the study of these topics is essential to prepare graduate students for academic careers that include teaching and research in American politics.

P.I. Reed School of Journalism

Journalism

New Courses:

JRL 450. Writing for Health Promotion. 3 Hr. PR: JRL 101 and PR 215 or ADV 215. Online class develops skills in health promotion writing in mass/digital media for a variety of distinct audiences. (Effective Term: Fall 2010) (CIP 090401).

Rationale: This course is part of a new health promotion minor we are proposing at the School of Journalism.

JRL 452. Applied Health Promotion. 3 Hr. PR: JRL 101 and PR 215 or ADV 215. On-line class examines strategies and theories used to target and influence health promotion audiences using mass and digital messages. (Effective Term: Fall 2010) (CIP 090401).

Rationale: This course is part of a new health promotion minor we are proposing at the School of Journalism.

JRL 454. Health Promotion Campaigns. 3 Hr. PR: JRL 101 and PR 215 or ADV 215. Students in this online course will apply IMC principles, theories, and techniques for multifaceted campaigns designed for health promotion. (Effective Term: Fall 2010) (CIP 090401).

Rationale: This course is part of a new health promotion minor we are proposing at the School of Journalism.

School of Medicine

Occupational Therapy

New Course:

OTH 570. Advanced Theory in OT. 3 Hr. PR: OTH Grad student Standing. This course will provide a holistic approach to theory in occupational therapy including theory development and application of theory to occupational therapy practice. (Effective Term: Fall 2010) (CIP 512308)

Rationale: As part of curriculum restructuring to meet updated accreditation standards as well as forces in the profession of occupational therapy placing an increasing focus on the foundational nature of and need for theoretical concepts in the profession an advanced theory course was identified as necessary. The course will be offered in the fall semester of the final, graduate year of the program following the students' first 3-month clinical fieldwork experience. By this point in the curriculum the students have also been introduced to occupational therapy theories. Offering the course at this time will allow the students to synthesize both classroom and clinical experiences into their understanding and application of theory.

Pathology

Course Change:

From:

PATH 407 Histology Laboratory. 4 Hr. This course consists of rotations in clinical and research histopathology. (Grading will be Pass/Fail).

To:

PATH 407. Histology Laboratory. 6 Hr. This course consists of rotations in clinical and research histopathology. (Grading will be Pass/Fail) (Effective Term: Fall 2011) (CIP510005).

Rationale: Additional credit hours are required to include more hands-on experience within the rotations.

New Course:

PATH 605. Advanced Microanatomy. 2 Hr. Microanatomy of disease states including clinical correlations for students in the pathologists assistant program. (Effective Term: Fall 2010) (CIP 510811).

Rationale: This course has been offered as PATH 693, Special Topics: Advanced Microanatomy for the past two years. Pathologists' assistants are responsible for the gross examination and dissection of surgically removed tissue. The tissue segments are then oriented into cassette trays to prepare microscopic slides from the tissue. A pathologist will then examine the microscopic slides of the tissue to issue a diagnosis. Pathologists' assistants need knowledge of the microanatomy of normal and abnormal (diseased) tissue to be able to accurately dissect the tissue and orient the tissue in the cassette tray.

Physical Therapy

New Course:

PT 771. Survey of Niche PT Practice. 2 Hr. This course is designed to expose students to unique areas in physical therapy that are considered elective and advanced practice. Experiential learning and critical analysis are emphasized than specific skill acquisition. (Effective Term: Fall 2010) (CIP 512308).

Rationale: This course has been offered in the Physical Therapy Doctoral program since 2008 as PT 791: Advanced Topics: Survey of Specialty Practice. This course has been offered three times, and now we are requesting to convert this course to a permanent course number.

School of Physical Activity and Sport Sciences

Athletic Coaching Education

New Course:

ACE 356. Tech. of Coaching: Cheerleading. 3 Hr. Designed to provide students with knowledge, skills, and motivation that will prepare them to become safe and successful cheerleading coaches. (Effective Term: Fall 2010) (CIP 313141).

Rationale: To provide students with the knowledge, skills, and motivation that will prepare them to become safe and successful cheerleading coaches.

ACE 463. Group Fitness Internship. 6 Hr. This course provides a supervised professional experience in teaching group fitness classes under direction of a professional at the site. (Effective Term: Summer 1 2010) (CIP 131314).

Students in the Group Fitness Minor and Personal Trainer Minor were both required to take ACE 476 Fitness Internship. The Group Fitness Minor students need an internship more specific to teaching group fitness classes (step, hi/lo, interval, muscle, cycling, yoga, Pilates, aqua, and kickboxing) which is separate from personal training.

Physical Education

New Course:

PE 129. Spinning. 1 Hr. This course provides a supervised, indoor cycling program in a safe, enjoyable environment. Classes meet ACSM (American College of Sports Medicine) guidelines for safety and effectiveness. Includes a warm-up, cardiovascular segment, cool-down, and stretch. (Effective Term: Fall 2010) (CIP 131314).

Rationale: This course provides a non-impact, cardio respiratory exercise program for students of varying fitness levels who may not be able to participate in moderate to high impact exercise classes.

Physical Education Training

New Course:

PET 369. Teach K-2 Physical Education . 3 Hr. This course enables teacher candidates to plan, organize and conduct physical education instruction for children in K-2. Special emphasis placed on interacting with developmentally appropriate lesson content, learning how to teach and assess student learning. (Effective Term: Fall 2010) (CIP 131314).

Rationale: We are proposing to drop four classes (consisting of 1 and 2 credits) and replace them with two 3-credit hour classes. The content of the four different classes is being re-packaged into two classes which focus on elementary physical education methods but for two different age groups (K-2nd and 3rd-5th). This change is consistent with the trend in physical education. Both courses are completed in the same semester for students enrolled in the "Elementary" block (offered every fall and spring semester.)

PET 379. Teach 3-5 Physical Education. 3 Hr. This course enables teacher candidates to plan, organize and conduct physical education instruction for children in 3-5. Students learn how to interact with developmentally appropriate lesson content and how to teach and assess student learning. (Effective Term: Fall 2010) (CIP 131314).

Rationale: We are proposing to drop four classes (consisting of 1 and 2 credits) and replace them with two 3-credit hour classes. The content of the four different classes is being re-packaged into two classes which focus on elementary physical education methods but for two different age groups (K-2nd and 3rd-5th). This change is consistent with the trend in physical education. Both courses are completed in the same semester for students enrolled in the "Elementary" block (offered every fall and spring semester.)

PET 441. Technology in Physical Education. 3 Hr. Students introduced to technology literacy with a focus on the effective use of technology in physical education settings. Application of technologies related to professional development, advocacy, planning and instruction, and assessment of student learning. (Effective Term: Summer I 2010) (CIP 131314).

Rationale: To meet new State requirements, all teacher education programs must teach content dealing with the infusion of technology to enhance their teacher instruction and K-12 student learning. The PETE faculty have decided the best way to address this state requirement is to include a 3-credit hour course which focuses specifically on the integration of technology specific to PETE. This course will only be taught during the "Capstone" block which all PETE students complete during a summer session.



MEMORANDUM

Date: April 7, 2010

To: Barbara Dunn, Faculty Senate Office

From: Bonnie J. Burchinal, Office Administrator for Academic Affairs

RE: **Curriculum Change: MAE 242 and MAE 243 Course Sequence Change**

The College of Engineering and Mineral Resources requests the approval of the Senate for the following change:

MAE 242 and MAE 243 Course Sequence Change

Contact: Academic Affairs - Dr. Myers- Warren.Myers@mail.wvu.edu
or Bonnie Burchinal - Bonnie.Burchinal@mail.wvu.edu - 293-4334
and Felicia Peng - Felicia.Peng@mail.wvu.edu
and Greg Thompson - Gregory.Thompson@mail.wvu.edu

Background:

The Department of Mining Engineering (the Department) is applying to change the course sequences for MAE 242 and MAE 243 in the Curriculum for BS Mining Engineering. MAE 242 Dynamics is not presently a prerequisite or co requisite course for any courses in Mining Engineering Curriculum. The Department is applying to add MAE 242 as a prerequisite of MINE 483, and to ensure Mining Engineering students take MAE 242 before their senior year. MAE 243 will be changed from Spring Semester of the third year to Spring Semester of the second year, and MAE 242 from Spring Semester of the second year to Spring Semester of the third year. These changes will give more flexible time for mining engineering students to complete MAE 243 course before taking MINE 411. These actions will have no impact on total credit hours for BS Mining Engineering.

Please let me know if you need additional information. Thank you for processing this request.

cc: Gene Cilento, Dean, College of Engineering and Mineral Resources
Gregory Thompson, Chair, CEMR Undergraduate Academic Affairs Committee

Attachments:



West Virginia University

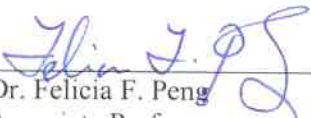
College of Engineering and Mineral Resources

MEMORANDUM


TO: Associate Dean for Academic Affairs
 FROM: Felicia F. Peng, Associate Professor, the Department of Mining Engineering
 DATE: January 26, 2010
 RE: Change Course Sequences in Curriculum for BS Mining Engineering

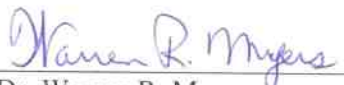
The Department of Mining Engineering (the Department) is applying to change the course sequences for MAE 242 and MAE 243 in the Curriculum for BS Mining Engineering. MAE 242 Dynamics is not presently a prerequisite or corequisite course for any courses in Mining Engineering Curriculum. The Department is applying to add MAE 242 as a prerequisite of MINE 483, and to ensure Mining Engineering students take MAE 242 before their senior year. MAE 243 Mechanics of Materials is a prerequisite course for MINE 411 Rock Mechanics and Ground Control. MINE 411 is a concurrent course for MINE 483 Mine Design-Reserve Mapping. MAE 243 will be changed from Spring Semester of the third year to Spring Semester of the second year, and MAE 242 from Spring Semester of the second year to Spring Semester of the third year. These changes will give more flexible time for mining engineering students to complete MAE 243 course before taking MINE 411. These actions will have no any impact on total credit hours for BS Mining Engineering.

Your promptly attention to the matter and approve will be greatly appreciated.

 3/19/2010
 Dr. Felicia F. Peng Date
 Associate Professor,
 The Department of Mining Engineering
 Representative to UAAC, CEMR

 3/31/10
 Dr. Gregory J. Thompson Date
 Associate Professor
 The Department of Mechanical
 and Aerospace Engineering
 Chair, Undergraduate Academic Affairs
 (UAAC), CEMR

 3/29/10
 Dr. Christopher J. Bise Date
 Chair
 The Department of Mining Engineering

 4/8/2010
 Dr. Warren R. Myers Date
 Associate Dean in Charge of
 Academic Affairs, CEMR

Department of Mining Engineering

365 MR Bldg.
 PO Box 6070
 Morgantown, WV 26506-6070

Phone: 304-293-7680
 Fax: 304-293-5708

**Old Curriculum for
Bachelor of Science in Mining Engineering**

1st Year, Fall Semester		1st Year, Spring Semester	
	Hrs		Hrs
CHEM 115 Fundamentals of Chemistry	4	ENGR 102 Freshmen Engineering Design & Analysis	3
ENGL 101 Composition and Rhetoric	3	GEC Elective	3
ENGR 101 Freshmen Engineering Design	2	MATH 156 Calculus II	4
ENGR 199 Orientation	1	PHYS 111 General Physics	4
GEOL 101 Planet Earth	3	STAT 211 Elementary Statistical Inference	3
GEOL 102 Planet Earth Lab	1		
MATH 155 Calculus I	4	Total Hours:	17
Total Hours: 18			
2nd Year, Fall Semester		2nd Year, Spring Semester	
	Hrs		Hrs
GEOL 342 Structural Geology for Engineers	3	MAE 242 Dynamics	3
MAE 241 Statics	3	MAE 331 Fluid Mechanics	3
MATH 251 Multivarient Calculus	4	MATH 261 Elementary Differential Equations	4
MINE 201 Mine Surveying	3	MINE 206 Surface Mining Systems	4
MINE 205 Underground Mining Systems	3	PHYS 112 General Physics	4
MINE 261 Engineering CAD	2	Total Hours:	18
Total Hours: 18			
3rd Year, Fall Semester		3rd Year, Spring Semester	
	Hrs		Hrs
GEC Elective	3	ENGL 102 Composition and Rhetoric	3
MAE 320 Thermodynamics	3	GEC Elective	3
MINE 306 Mining Exploration & Evaluation	3	MAE 243 Mechanics of Materials	3
MINE 382 Mine Power Systems	3	MINE 331 Mine Ventilation	3
MINE 461 Application of Mineral Computing Methods	3	MINE 427 Coal Preparation	4
Total Hours:	15	Total Hours:	16
4th Year, Fall Semester		4th Year, Spring Semester	
	Hrs		Hrs
GEC Elective	3	AGRN 455 Reclamation of Disturbed Soils	3
MINE 411 Rock Mechanics and Ground Control	4	ENG/SCI Elective**	4
MINE 471 Mine and Safety Management	3	GEC Elective	3
MinE 483 Mine Design-Exploration Mapping	2	GEC Elective	3
MinE Technical Elective*	3	MINE 480 Multidisciplinary Team Project	1
Total Hours:	15	Total Hours:	17
Total Credit Hours for the BSMINE program: 134		Total Credit Hours for the BSMINE program: 134	

**New Curriculum for
Bachelor of Science in Mining Engineering**

1st Year, Fall Semester		1st Year, Spring Semester	
	Hrs		Hrs
CHEM 115 Fundamentals of Chemistry	4	ENGR 102 Freshmen Engineering Design & Analysis	3
ENGL 101 Composition and Rhetoric	3	GEC Elective	3
ENGR 101 Freshmen Engineering Design	2	MATH 156 Calculus II	4
ENGR 199 Orientation	1	PHYS 111 General Physics	4
GEOL 101 Planet Earth	3	STAT 211 Elementary Statistical Inference	3
GEOL 102 Planet Earth Lab	1		
MATH 155 Calculus I	4	Total Hours:	17
Total Hours: 18			
2nd Year, Fall Semester		2nd Year, Spring Semester	
	Hrs		Hrs
GEOL 342 Structural Geology for Engineers	3	MAE 243 Mechanics of Materials	3
MAE 241 Statics	3	MAE 331 Fluid Mechanics	3
MATH 251 Multivarient Calculus	4	MATH 261 Elementary Differential Equations	4
MINE 201 Mine Surveying	3	MINE 206 Surface Mining Systems	4
MINE 205 Underground Mining Systems	3	PHYS 112 General Physics	4
MINE 261 Engineering CAD	2	Total Hours:	18
Total Hours: 18			
3rd Year, Fall Semester		3rd Year, Spring Semester	
	Hrs		Hrs
GEC Elective	3	ENGL 102 Composition and Rhetoric	3
MAE 320 Thermodynamics	3	GEC Elective	3
MINE 306 Mining Exploration & Evaluation	3	MAE 242 Dynamics	3
MINE 382 Mine Power Systems	3	MINE 331 Mine Ventilation	3
MINE 461 Application of Mineral Computing Methods	3	MINE 427 Coal Preparation	4
Total Hours:	15	Total Hours:	16
4th Year, Fall Semester		4th Year, Spring Semester	
	Hrs		Hrs
GEC Elective	3	AGRN 455 Reclamation of Disturbed Soils	3
MINE 411 Rock Mechanics and Ground Control	4	ENG/SCI Elective**	3
MINE 471 Mine and Safety Management	3	GEC Elective	3
MinE 483 Mine Design-Exploration Mapping	2	GEC Elective	3
MinE Technical Elective*	3	MINE 480 Multidisciplinary Team Project	1
Total Hours:	15	Total Hours:	17
Total Credit Hours for the BSMINE program: 134		Total Credit Hours for the BSMINE program: 134	

MINING ENGINEERING CURRICULAR CHANGES

Christopher J. Bise
C. T. Holland Professor and Chairman
Department of Mining Engineering

Recently, the Department of Mining Engineering submitted changes to eight courses in the Mining Engineering curriculum with regard to prerequisite, concurrent, and co-requisite course listings for courses in the major. This major overhaul of the curriculum was driven by a doubling of students majoring in Mining Engineering over the last four years, and the growth of students who are transferring into the major from other majors and locations, such as WVU Tech. Problems, such as not having proper prerequisites or taking MATH or PHYS classes in the senior year, are often encountered.

Since I advise all of the undergraduates in good academic standing, I have witnessed how this growth affects the delivery of course material. As a result, the faculty in our Department held a "mini retreat" at the beginning of Spring Semester, 2010, to review the curriculum on a course-by-course basis to make sure that the prerequisite, concurrent, and co-requisite course listings are reasonable and address these issues. The following changes are being requested from this overall re-evaluation of our curriculum:

- MINE 201 (Mine Surveying): Change the prerequisite for the course to MATH 155 with a "C" or better.
- MINE 205 (Underground Mining): Change GEOL from a prerequisite to a concurrent course to accommodate those students who choose to major in mining engineering at the end of the 1st Year.
- MINE 306 (Mineral Property Evaluation): Move the topic of "statistical quality control" from this course to MINE 471 (Mine and Safety Management) where it is more appropriate to the course content.
- MINE 411 (Rock Mechanics and Ground Control): Since MAE 243 is already a prerequisite for the course, and MAE 241 is a prerequisite for MAE 243, there is no reason to have MAE 241 serve as a prerequisite to MINE 411. Also, GEOL 342 is really a concurrent course for MINE 411.
- MINE 461 (Applied Mineral Computer Methods): The MATH prerequisite has been changed from MATH 156 to MATH 251 because a higher level of MATH preparation is necessary for the course.
- MINE 471 (Mine and Safety Management): This course will incorporate the topic

of “statistical quality control” which will be moved from MINE 306.

MINE 483 (Mine Design-Reserve Mapping): This Fall Semester course represents Part 1 of a two-part 4th-year mine-design group-project course. Thus, to insure that all group members have completed their MATH and MAE sequences by the 4th year so that there is a balance in understanding of required material, MATH 261 and MAE 242 were added as prerequisites. Further, since MINE 411 is only offered during Fall Semester, it is appropriate to list it as a concurrent course.

MINE 484 (Mine Design-Report): This Spring Semester course represents Part 2 of a two-part 4th-year mine-design group-project course. By making MINE 483 a prerequisite for MINE 484, there is no need to list MINE 411 since it is a concurrent course for MINE 483.

MEMORANDUM

TO: FACULTY SENATE EXECUTIVE COMMITTEE
FACULTY SENATE

FROM: FACULTY SENATE CURRICULUM COMMITTEE:

ILKIN BILGESU, CEMR, CHAIR TODD PETTY, DCANRD, CHAIR-ELECT
 JAMES ANDERSON, DCANRD STAN HILEMAN, MED
 LINDA FERRISE, ECAS DAVID MICHAEL, EXT
 RICHARD MONTGOMERY, ECAS NICHOLAS PERNA, CCA
 RHONDA SANSONE, NSG ROBERT WATERSON, HRE
 PAM WHITEHOUSE, HRE LESLEY COTTRELL, MED
 SUSAN ARNOLD, LIB, EX-OFFICIO ELIZABETH DOOLEY, PROVOST'S OFFICE, EX-OFFICIO
 SUZY SLAUGHTER, OFFICE OF THE UNIVERSITY REGISTRAR, EX-OFFICIO

SUBJECT: SENATE CURRICULUM COMMITTEE ANNUAL REPORT 2009-2010

DATE: MAY 24, 2010

During the period of June, 2009 through May, 2010, the Faculty Senate Curriculum Committee met 13 times and reviewed and processed the following requests:

Requested Action	Number Processed in 2009-2010
New Courses	258
Course Changes	14
Course Alterations	105
Course Drops	97
Capstone Courses	CHIN 496, RELG 482, MAE 475
Curriculum Change	Course Sequence Change in BS Mining Engineering: MAE 242 & MAE 243
Curriculum Name Change	Curriculum Change for BSAE, BSME, BSCS
New Major	Pre-Major for Sport & Exercise Psychology
Revisions to Major	Revision in Environmental Protection Major Revision in Recreation, Parks and Tourism Resources Major
New Minors	Criminal Justice Disability Studies Health Promotion (JRL) Japanese Studies Sport Management Strength and Conditioning
Revisions to Minor	Revision to Entrepreneurship Minor
New Subject Codes	EDPS- Education Policy Studies
New Degree Program	Bachelor of Arts in Elementary Education
Rename a Division	Revised title for Athletic Training Program (College of PASS) Revision from Sport Studies to Athletic Training Revision from Educational Leadership Studies to Education Policy Studies (EDPS)
Additional Approvals	Modifications to Printing Management +2 Program School of Nursing requests new number for NSG curriculum

MEMORANDUM

TO: FACULTY SENATE EXECUTIVE COMMITTEE

FROM: SENATE CURRICULUM COMMITTEE
H. ILKIN BILGESU, CEMR, CHAIR
TODD PETTY, DCANRD, CHAIR-ELECT
JAMES ANDERSON, DCANRD
LESLEY COTTRELL, MED
LINDA FERRISE, ECAS
STAN HILEMAN, MED
DAVID MICHAEL, EXT
RICHARD MONTGOMERY, ECAS
NICHOLAS PERNA, CAC
RHONDA SNASONE, NSG
ROBERT WATERSON, HRE
PAM WHITEHOUSE, HRE
SUSAN ARNOLD, LIB, EX-OFFICIO
ELIZABETH DOOLEY, PROVOST'S OFFICE, EX-OFFICIO
SUZY SLAUGHTER, UNIVERSITY REGISTRAR'S OFFICE, EX-OFFICIO

DATE: 5/24/2010

SUBJECT: SENATE CURRICULUM COMMITTEE CHARGE AND GOALS FOR THE
ACADEMIC YEAR 2010-2011

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 the State [Source: West Virginia University Faculty Constitution].

2010-2011 GOALS

1. It is the intent of the committee to continue to work with the testing and promoting of the pilot version of 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: Todd Petty, Chair-Elect
Senate Curriculum Committee

Date: 24 May 2010

RE: Monthly Alterations Report

SUBJECT CODES. The following subject code creations or changes have received administrative approval:

EDPS		130901	<p>Action: Create new subject code. New: EDPS, Education Policy Studies</p>	<p>Rationale: This code is being created to accommodate a series of new courses that are designed to appeal to a different audience, mainly undergraduate, from the primary subject code. EDLS is known as a graduate department that focuses on professional preparation and is not appropriate for the new course that will be proposed.</p>	201008
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ALTERATIONS (Minor Changes). The following alterations (minor changes) have received administrative approval:

CE	416	140801	<p>Action: Change pre-requisites from CE 412 to MAE 243 Old: CE 416. Advanced Concrete Materials. 3HR. PR: CE 412 or Consent. Microstructure and properties of portland cement pastes, rheology, maturity, strength properties, non-linear fracture mechanics, early age volume changes, creep and shrinkage models, transport mechanism and durability of concrete, special concretes. (3 hr. lec.) New: CE 416. Advanced Concrete Materials. 3HR. PR: MAE 243. Microstructure and properties of portland cement pastes, rheology, maturity, strength properties, non-linear fracture mechanics, early age volume changes, creep and shrinkage models, transport mechanism and durability of concrete, special concretes. (3 hr. lec.)</p>	<p>Rationale: This course will provide civil and environmental engineering students with the opportunity to take a technical elective dealing with the advanced study of concrete materials, largest used building materials in infrastructure systems throughout the world. This opportunity for specialized focus is an objective of the new civil engineering curriculum. The CE 416 only needs prerequisite MAE 243</p>	201008
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				which is also a materials course. It does not need the basic CE 412 anymore, as CE 416 already covers the entire CE 412 basics and of course a lot more on the advanced concepts.	
CS	445	110701	<p>Action: Change prerequisite from CS 350 to CPE 271</p> <p>Old: CS 455. Computer Architecture. 3 Hr. PR: CS 350 or consent for non-majors. Computer structure; emphasis on implications for software design; evolution of computers; elementary digital logic; CPU structures; memory and I/O structures; pipelining and memory management; introduction to parallel and high-level architectures. (3 hr. lec.)</p> <p>New: CS 455. Computer Architecture. 3 Hr. PR: CPE 271. Computer structure; emphasis on implications for software design; evolution of computers; elementary digital logic; CPU structures; memory and I/O structures; pipelining and memory management; introduction to parallel and high-level architectures. (3 hr. lec.)</p>	<p>Rationale: Elementary concepts learned in CPE 271 form a basis for the more advanced architecture concepts learned in CS 455. This change also brings consistency across the curriculum, standardizing the prerequisites for all computer architecture courses.</p>	201008
IDT	610	130501	<p>Action: Change course number from IDT 601 to IDT 610</p> <p>Old: IDT 601. Distance Education. 3 Hr. This course addresses the nature of technical communication systems in distance education, their configuration and behavior, and the organizational factors associated with their development, acquisition, use, evaluation, and maintenance.</p> <p>New: IDT 610. Distance Education. 3 Hr. This course addresses the nature of technical communication systems in distance education, their configuration and behavior, and the organizational factors associated with their development, acquisition, use, evaluation, and maintenance.</p>	<p>Rationale: Course number change is needed to meet a new IDT course numbering system, which clarifies curriculum sequencing for both master's and doctoral programs. IDT 610 is a required course in the IDT master's program.</p>	201008
IDT	620	130501	<p>Action: Change course number from IDT 611 to IDT 620. Change course name from "Computer Mediated Communication" to "Social Network Media."</p> <p>Old: IDT 611. Computer Mediated Communication. 3 Hr. Internet. This course will address the fundamental mechanics of using computers to access information networks for application in elementary, secondary, and higher education classroom instruction, as well as other education/business teaching/learning environment.</p> <p>New: IDT 620. Social Network Media. 3 Hr. This course will address the fundamental mechanics of using computers to access information networks for application in elementary, secondary, and higher education classroom instruction, as well as other education/business teaching/learning environment.</p>	<p>Rationale: Course number change is needed to meet a new IDT course numbering system, which clarifies curriculum sequencing for both master's and doctoral programs. IDT 620 is a required course in the IDT master's program.</p> <p>Computer Mediated Communication (CMC) is the foundational term in the IDT field and means "communications between two or mail individuals using computer-based tools." Social Network Media provides a more descriptive title for CMC applications in education and business environments.</p>	201008

IDT	735	130501	<p>Action: Change course number from IDT 744 to IDT 730. Change course name from “Instructional Technologies Integration.” Change in catalog description</p> <p>Old: IDT 744. Instructional Technologies Integration. 3 Hr. Development of advanced applications of high- end instructional technologies that support teaching/learning process. Participants will learn a range of technology based teaching tools, understand the underlying learning theory and pedagogy, and develop instructional modules and prototypes.</p> <p>New: IDT 730. Technology Integration. 3 Hr. Apply the latest theories of learning and instructional design to a range of learning contexts, including public school, higher education, and corporate/institutional needs, and develop technology-based instructional products.</p>	<p>Rationale: Course number change is needed to meet a new IDT course numbering system, which clarifies curriculum sequencing for both master’s and doctoral programs. IDT 730 is a required course in the IDT master’s program.</p>	201008
IDT	740	130501	<p>Action: Change course title and catalog description.</p> <p>Old: IDT 740. Curriculum Development and Technology. 3 Hr. Development of curriculum components for the study of technology.</p> <p>New: IDT 740. Design Studio. 3 Hr. PR: EDP 640. Apply Principles of instructional design, knowledge of learning theories, and experience with technological tools to the design of instructional products and curriculum for actual clients.</p>	<p>Rationale: The IDT doctoral program requires three competencies. This course is the third course required to address the Instructional Design competency. This course, both in its original title “Curriculum Development and Technology” and “IDT Design Studio,” has students develop curriculum with technology-integration. The course title change provides a more relevant curriculum-connection to IDT 750 Prototype Studio, which is where students take the technology-based curriculum designed in IDT 740 and tests this curriculum with actual clients and is revised based on client input.</p>	201008
IDT	750	130501	<p>Action: Change course title, pre-requisites, and catalog description.</p> <p>Old: IDT 750. Web-Based Instructional Design. 3 Hr. PR: TE 611 or consent. Addresses the concepts and applications of Web-based instructional design as they direct the effective integration of Internet activities and resources into a teaching/learning environment.</p> <p>New: IDT 750. Prototype Studio. 3 Hr. PR: IDT 730, 740. Implement and revise design of online educational materials developed in IDT 740 IDT Design Studio. Can be taken more than once.</p>	<p>Rationale: This course builds on the work started in IDT 740 and provides students with an opportunity to pilot test, revise, and evaluate IDT design work with an actual client. This course, both in its original title “IDT 750 Web-Based Instructional Design” and “IDT Prototype Studio,” has students test out online teaching/learning materials with actual clients and make revisions based on client input. The course title change provides a more descriptive curriculum sequence between IDT 740</p>	201008

				Design Studio and IDT 750 Prototype Studio.	
MAE	241	141901	<p>Action: Add Math 155 as pre-requisite.</p> <p>Old: MAE 241. Statics. 3 Hr. PR: Grade of C or better in PHYS 111. Engineering applications of force equilibrium. Vector operations, couples and moments, resultants, centers of gravity and pressure, static friction, free-body diagrams, trusses and frames.</p> <p>New: MAE 241. Statics. 3 Hr. PR: Grade of C or better in PHYS 111 and grade of C or better in MATH 155. Engineering applications of force equilibrium. Vector operations, couples and moments, resultants, centers of gravity and pressure, static friction, free-body diagrams, trusses and frames.</p>	<p>Rationale: Students require knowledge taught in both PHYS 111 and MATH 155. During a normal course progression students must take MATH 155 prior to PHYS 111, however transfer students may not have followed WVU's normal course progression. This addition will affect only a few additional transfer students each year and should not represent a significant additional burden on the math department.</p>	201008
MINE	306	142101	<p>Action: Removal of "statistical quality control" from course description and content.</p> <p>Old: MINE 306. Mineral Property Evaluation. 3 Hr. PR: STAT 211 or STAT 215. Mineral exploration and reserve estimation, statistical quality control, risk management, and engineering economy concepts applied to mineral deposits, including depreciation and depletion.</p> <p>New: MINE 306. Mineral Property Evaluation. 3 Hr. PR: STAT 211 or STAT 215. Mineral exploration and reserve estimation, risk management, and engineering economy concepts applied to mineral deposits, including depreciation and depletion.</p>	<p>Rationale: The topic of statistical quality control will be moved to MINE 471 Mine and Safety Management, where it will better fit into the course material.</p>	201008
MINE	411	142101	<p>Action: Change course name and prerequisites.</p> <p>Old: MINE 411. Rock Mechanics and Ground Control. 4 Hr. PR: MINE 205 and MINE 206 and MAE 241 and MAE 243 and PR or CONC: GEOL 342. Rock properties and behavior, in-situ stress field, mine layout and geological effects; design of entry, pillar, and bolt systems, convergence and stress measurements, surface subsidence, roof control plan, slope stability, and laboratory sessions.</p> <p>New: MINE 411. Rock Mechanics/Ground Control. 4 Hr. PR: MINE 205 and MINE 206 and MAE 243 and CONC: GEOL 342. Rock properties and behavior, in-situ stress field, mine layout and geological effects; design of entry, pillar, and bolt systems, convergence and stress measurements, surface subsidence, roof control plan, slope stability, and laboratory sessions.</p>	<p>Rationale: Prerequisite of MAE 241 for MINE 411 is dropped because MAE 241 is a prerequisite of MAE 243. MAE 243 is a prerequisite of MINE 411. GEOL 342 is a required knowledge for MINE 411. WVTech does not offer this course. Both GEOL 342 and MINE 411 are only offered in Fall semester. In order to accommodate the schedule of WVTech students who are Mining and Civil Engineering majors in the 4 + 1 program, PR and CONC of GEOL 342 is changed to CONC of GEOL 342. The change in course title is to conform to the 30 characters maximum limit.</p>	201008
MINE	461	142101	<p>Action: Change PR from MATH 156 to MATH 251 with C or better.</p> <p>Old: MINE 461. Applied Mineral Computer Methods. 3 Hr. PR: MATH 156. Problem</p>	<p>Rationale: The change in prerequisite is needed to ensure the students have</p>	201008

			<p>solving in mineral processing, mineral resources, mining, and petroleum engineering. Emphasis on Applications using various computing technologies.</p> <p>New: MINE 461. Applied Mineral Computer Methods. 3 Hr. PR: MATH 251 with a grade of C or better. Problem solving in mineral processing, mineral resources, mining, and petroleum engineering. Emphasis on Applications using various computing technologies.</p>	<p>concepts and computational techniques involving algebraic representations of curves and surfaces in space, multiple integrals and some vector analysis to solve various programs in this course.</p>	
MINE	471	142101	<p>Action: Addition of “statistical quality control” to course content and change in course description.</p> <p>Old: MINE 471. Mine and Safety Management. 3 Hr. PR: MINE 205 and MINE 206. Economic, governmental, social, regulatory cost, labor, environmental, and safety aspects of mining as related to the management of a mining enterprise.</p> <p>New: MINE 471. Mine and Safety Management. 3 Hr. PR: MINE 205 and MINE 206. The nature of federal and state laws pertaining to coal mine and safety; emphasis on achieving compliance through effective mine planning, design, statistical quality control, and mine health and safety compliance.</p>	<p>Rationale: The course content of MINE 471 is rewritten to reflect a better description of the materials being covered. Statistical quality control in MINE 306 will be moved to MINE 471, where it will be a better fit into the course material. Addition of statistical quality control material in MINE 471 is less than a 20% change in course content.</p>	201008
MINE	483	142101	<p>Action: Change in prerequisites.</p> <p>Old: MINE 483. Mine Design-Exploration Mapping. 2 Hr. PR: MINE 261 and PR or CONC: MINE 306 and senior standing. Student and instructor select a mineral or coal deposit for the capstone mine design project. Geologic, demographic, quality, and market data are integrated with computer mapping software into a map set and exploration report.</p> <p>New: MINE 483. Mine Design-Exploration Mapping. 2 Hr. PR: MATH 261 and MAE 242 and MINE 261 and MINE 306 and CONC: MINE 411. Student and instructor select a mineral or coal deposit for the capstone mine design project. Geologic, demographic, quality, and market data are integrated with computer mapping software into a map set and exploration report.</p>	<p>Rationale: MINE 483 and MINE 484 are the 2 course senior mine design project for mining engineering students, and truly define the students as seniors in the major. Prerequisite of “senior standing” is dropped because the “senior standing” defined by the University often does not truly define the students as seniors majoring in Mining Engineering. MATH 261 and MAE 242 are basic engineering courses that are required in the major, but they are not prerequisites for any other courses. In order to enforce that the Mining Engineering students have completed their “basic” courses before they start their senior mine design course, MATH 261 and MAE 242 are added as prerequisites. MINE 411 is a required knowledge in senior mine design projects. However, it is offered only in fall semester. Therefore MINE 411 is added as CONC from MINE 483.</p>	201008
MINE	484	142101	<p>Action: Change prerequisites.</p>	<p>Rationale: MINE 483 and MINE 484</p>	201008

			<p>Old: MINE 484. Mine Design-Report. 4 Hr. PR/CONC: MINE 411 and PR: MINE 483 and senior standing. Capstone mine design project report and presentation based on the mineral or coal reserve characterized in MINE 383. Includes an integrated mine plan, schedule, equipment selection, processing plant, mine services, product description and engineering economics.</p> <p>New: MINE 484. Mine Design-Report. 4 Hr. PR: MINE 483. Capstone mine design project report and presentation based on the mineral or coal reserve characterized in MINE 383. Includes an integrated mine plan, schedule, equipment selection, processing plant, mine services, product description and engineering economics.</p>	<p>are the 2 course senior mine design project for mining engineering students, and truly define the students as seniors in the major. Prerequisite of “senior standing” is dropped because the “senior standing” defined by the University often does not truly define the students as seniors majoring in Mining Engineering. PR/CONC of MINE 411 for MINE 484 is dropped because MINE 411 is a concurrent course for MINE 483.</p>	
ORTH	628	510401	<p>Action: Change in course title.</p> <p>Old: ORTHO 628. Early Treatment. 1 Hr. PR: Consent. Diagnosis and treatment of young patients that require early orthodontic and orthopedic treatment.</p> <p>New: ORTHO 628. Early Orthodontic Treatment. 1 Hr. PR: Consent. Diagnosis and treatment of young patients that require early orthodontic and orthopedic treatment.</p>	<p>Rationale: Change in course name is needed to better reflect the course content.</p>	201008
ORTH	629	510401	<p>Action: Change in course title.</p> <p>Old: ORTHO 629. Patient Management. 1 Hr. PR: Consent. Addresses the skills needed to effectively manage an orthodontic practice.</p> <p>New: ORTHO 629. Orthodontic Patient Management. 1 Hr. PR: Consent. Addresses the skills needed to effectively manage an orthodontic practice.</p>	<p>Rationale: Change in course name is needed to better reflect the course content.</p>	201008
ORTH	632	510401	<p>Action: Corrections made to the course description.</p> <p>Old: ORTHO 632. Dentofacial Orthopedics. 1 Hr. PR: Consent. Diagnosis and treatment of young patients that require orthopedic treatment.</p> <p>New: ORTHO 632. Dentofacial Orthopedics. 1 Hr. PR: Consent. Detailed study of the variety of appliances and their respective modalities in orthodontic treatment.</p>	<p>Rationale: Course description needs to be corrected.</p>	201008

Amnesty Changes

BIOC	785	N/A	Action: Moving from flexible title to permanent number.	Rationale: Amnesty	201101
DTHY	482	510602	Action: Moving from flexible title to permanent number.	Rationale: Amnesty	201005
EXPH	100	26.0908	Action: Moving from flexible title to permanent number.	Rationale: Amnesty	201101
LAW	602	220101	Action: Moving from flexible title to permanent number.	Rationale: Amnesty	201101
LAW	604	220101	Action: Moving from flexible title to permanent number.	Rationale: Amnesty	201108
LAW	605	220101	Action: Moving from flexible title to permanent number.	Rationale: Amnesty	201101
LAW	606	220101	Action: Moving from flexible title to permanent number.	Rationale: Amnesty	201108
LAW	620	220101	Action: Moving from flexible title to permanent number.	Rationale: Amnesty	201108
LAW	629	220101	Action: Moving from flexible title to permanent number.	Rationale: Amnesty	201101
LAW	630	220101	Action: Moving from flexible title to permanent number.	Rationale: Amnesty	201108
LAW	632	220101	Action: Moving from flexible title to permanent number.	Rationale: Amnesty	201101
LAW	633	220101	Action: Moving from flexible title to permanent number.	Rationale: Amnesty	201101
LAW	650	220101	Action: Moving from flexible title to permanent number.	Rationale: Amnesty	201108
LAW	651	220101	Action: Moving from flexible title to permanent number.	Rationale: Amnesty	201101
PATH	323	N/A	Action: Moving from flexible title to permanent number.	Rationale: Amnesty	201108
PHAR	752	512001	Action: Moving from flexible title to permanent number.	Rationale: Amnesty	201101
PHAR	783	512001	Action: Moving from flexible title to permanent number.	Rationale: Amnesty	201101

PHAR	787	512001	Action: Moving from flexible title to permanent number.	Rationale: Amnesty	201101
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Action: Course Drops

IDT 600. Development of Instructional Materials
 IDT 601. Distance Education
 IDT 611. Computer-Mediated Communication
 IDT 700. Contemporary Problems in Transportation
 IDT 701. Technical Developments in Transportation
 IDT 702. Rural Telecommunications
 IDT 710. Contemporary Problems in Communication
 IDT 711. Technical Developments in Communication
 IDT 720. Contemporary Problems in Production
 IDT 721. Technical Developments in Production
 IDT 730. Introduction to Technology
 IDT 731. Interdisciplinary Seminar-Technology and Culture
 IDT 732. Technology: Its History and Development
 IDT 733. Readings in Technology and Culture
 IDT 734. Innovation and Invention
 IDT 741. Design in Technology
 IDT 744. Instructional Technologies Integration
 IDT 751. Internet for Educational Research
 MTEC 600. Seminar
 SS 167. Introduction to Sports Studies
 SS 170. Champs/Life Skill
 SS 210. Professional Issues
 SS 271. Sport in American Society
 SS 272. Psychological Perspectives of Sport
 SS 293. Special Topics
 SS 370. Sport Finance
 SS 373. African Americans in Sports
 SS 374. Sport Studies Research Methods
 SS 380. History and Philosophy of Sport
 SS 383. Exercise Psychology

SS 385. Social Psychology of Sport
SS 420. Sport Performance Enhancement
SS 425. Facility Planning
SS 426. Liability in Sport
SS 485. Sport Management
SS 486. Sport Marketing
SS 487. Issues in Sports Studies
SS 490. Teaching Practicum
SS 492. Directed Study
SS 495. Independent Study
SS 496. Senior Thesis
SS 498. Internship
SS 615. Research Methodology in Physical Education
SS 616. Sport Marketing Research Methods
SS 620. Individual Interaction in Sport and Physical Activity
SS 627. Legal Issues in Sport Administration
SS 635. Sport Management Processes
SS 640. Psychology of Sport and Physical Activity
SS 646. Sport Marketing
SS 650. Paciolan Computer Systems
SS 660. NCAA Compliance and Current Issues
SS 670. Sport Finance
SS 680. History and Philosophy of Sport
SS 685. Internship-Sport Management
SS 686. Internship-Sport Behavior
SS 690. Teaching Practicum
SS 692. Directed Study
SS 693. Special Topics
SS 694. Seminar
SS 695. Independent Study
SS 696. Graduate Seminar
SS 697. Research
SS 698. Thesis
SS 699. Graduate Colloquium
SS 719. Group Influences in Sport
SS 720. Psychological Sport Performance Enhancement

- SS 721. Counseling College Student-Athletes
- SS 723. Psychological Aspects of Sport Injury
- SS 724. Sport Psychometrics
- SS 726. Advanced Measurement and Research in Physical Education
- SS 765. Dissertation and Thesis Seminar
- SS 790. Teaching Practicum
- SS 792. Directed Study
- SS 793. Special Topics
- SS 795. Independent Study
- SS 796. Graduate Seminar
- SS 797. Research
- SS 798. Dissertation
- SS 799. Graduate Colloquium

General Education Curriculum Oversight Committee
Annual Report
 May 24, 2010
 Beverly A. Kirby, Chair

The primary goal of the 2009-2010 General Education Oversight (GECO) Committee was to review new courses for approval in the General Education Curriculum and complete five-year reviews of existing GEC and W courses.

The GECO Committee was made up of the following members:

Sandy Baldwin	Gary Insch
Cynthia Chalupa	Jennifer Merrifield (Potomac)
Lesley Cottrell	Vernon Odom
Lisa DiBartolomeo (Chair Elect)	Mike Vercelli
Lisa Ferrara (WVU Tech)	Bob Whitmore
Keith Garbutt	Christopher Wilkinson

Administrative support was provided by Linda Cunningham. Her help was very valuable.

The GECO committee met 11 times and plans a final meeting May 4, 2009. The Committee reviewed 67 courses with 9 additional courses still in process. Some actions were taken via Email, but most deliberations were made during face-to-face meetings.

GECO deliberation outcomes stand as follows:

- General Education Curriculum Oversight Committee review activity 2009-2010:

Reviews due 2009-2010	
GEC audits approved	40
W audits approved	19
GEC courses removed at request of Department Chair	2
Courses removed because of audit non-compliance	2
 New GEC courses approved	 3
 New W courses approved	 5
 Total	 71
 Course reviews postponed until 2009-2010 academic year (8 of these are to be submitted electronically)	 12

- 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. An electronic database was developed to eventually replace the Giant Spreadsheet for all but historical purposes.
- The GECO Committee had a smaller workload this year than last. Last year's record number of courses reviewed resulted in being current in the audit process with no backlog. There were also fewer new courses submitted for approval. The Committee continued to make every effort to assist faculty in revising their syllabi to meet the requirements.
- The GECO Committee continued to work on clarification of the GEC requirements by formally amending the language in the GEC document.

**General Education Curriculum Oversight Committee
Committee Goals for 2010-2011**

May 24, 2010

Beverly A. Kirby, Chair

The goals of the 2010-2011 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 100 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. A trial of the electronic submission process for GEC audits and applications will proceed in the Fall 2010 semester.
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 2010-2011 academic year.

Memorandum

Date: May 24, 2010

To: Senate Executive Committee

From: Beverly Kirby, Chair, General Education Curriculum Oversight Committee

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

The GEC Oversight Committee met on May 4th and passed the following courses for GEC Audit:

GEC Successful Audits:

LARC 212, Landscape Architecture History (Obj. 3 & 5)

Writing Requirement Successful Audits:

ENVP 460, Environmental Impact Assessment

SEP 374, Sport Studies Research

Deletions from GEC for failure to submit audit by deadline:

GEOG 209, Economic Geography (Obj. 4 & 9)

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)

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

Jan Lauren Boyles, Chair and Senator

The chair would like to extend her deepest appreciation to the following individuals who served on this Committee:

Carolyn Atkins, Chair-Elect and Senator
Richard Turton, Senator
Robert Griffith, Faculty Representative
Jean Woloshuk, Faculty Representative
Nigel Clark, Senate Chair
Alan Stolzensberg, Senate Chair-Elect
Mary Strife, Faculty Secretary

This group's charge is to "(a) secure capable committee members and committee chairs who have experience on their respective committees and to achieve a balance between senior and junior faculty members and among the various schools and colleges, and; (b) review and report to the Senate upon constituencies to be represented within the University Assembly."¹

Response to Last Year's Annual Report

Committee members defined the following goals for AY 2009-2010:

- Conduct an annual poll to determine accurate faculty representation.
- Develop a guide for committee chairs to orient their service.
- Assist in filling vacancies on University-wide bodies.
- Canvass all chairs to ensure appropriate membership on Senate bodies.

In response, we:

- Completed the annual poll. With the dedicated assistance of Senate staff, including Linda Cunningham, we assessed faculty population changes within the University's various schools and colleges. From this count, Senate membership was adjusted for the 2010 election.
- Implemented guidelines for Senate chairs. At the beginning of the academic year, the Committee on Committees chair sent a document to incoming committee leaders, suggesting best practices for keeping minutes and notes and passing along institutional knowledge from year to year.
- Filled all vacancies on University-wide bodies. The chair worked to expeditiously appoint faculty to serve in various campus capacities.

¹ Faculty Senate Committee Web site, facultysenate.wvu.edu.

- Informally canvassed chairs to assess membership. The Committee did not formally ask chairs for membership composition modifications, but the Committee did discuss how the Senate constitution may better address issues associated with membership numbers.

Beyond these continuing endeavors, the Committee on Committees moved forward with the following initiatives:

Senate Committee Selections

As standard practice, the Committee filled vacancies on all Senate bodies. We met as a group, and discussed the best methodology by which to fill the posts. Each Committee member was assigned a group to populate.

Procedural Timeline

In past years, the Senate did not solicit volunteers for committee vacancies until the middle of the spring semester. This year, the Committee on Committees chair worked with Linda Cunningham to expedite the process. Inquiry sheets were distributed to faculty in January, and the vast majority of committee volunteers were determined by March. This revised timeline enables committees to be filled earlier in the academic year, which will ensure a smoother transition between chairs and chairs-elect.

Non-Senate Vacancies

The Committee on Committees is often charged with finding volunteers for non-Senate bodies/councils/task forces. This year, the Committee on Committees chair worked to obtain a list of all such appointments. This membership list has been passed along to the Senate office, and should be posted on the Senate's Web site soon.

Future Plans

In the coming year, we will:

- Post non-Senate committee appointments to the Senate Web site.
- Ensure minutes/notes are effectively passed between committee chairs.
- Examine any other issues forwarded by our constituents and colleagues.

We look forward to continued service to the Senate, and would welcome any and all feedback for the next academic year.

Respectfully submitted,
Jan Lauren Boyles, Chair

MEMORANDUM

To: Nigel Clark
WVU Faculty Senate Chair

From: Amy Hessel, Chair
WVU Faculty Senate Welfare Committee

Subject: Faculty Welfare Committee: Annual Report for 2009-2010

Date: May 1, 2010

The Faculty Senate Welfare Committee members were:

Amy Hessel, ECAS, Chair
Chair-Elect, Marie Abate, PHARM
Sam Ameri, CEMR
Neil Bucklew, BE
Donald Hall, ECAS
Leslie Tower, ECAS
J. Vernon Odom, MED
Ted Price, HRE
Bonnie Stewart, JOURN
Roy Tunik, HRE
Mary Brandt, Presidents office, Ex-Officio
Bill Coffindaffer, Retired Faculty Rep., Ex-Officio
Alan Stolzenberg, Chair-Elect, Senate Executive Committee, Ex-officio
Staff Welfare Committee, Ex-officio

The Welfare Committee recommended the followings goals for the 2009-2010 academic year:

1. Continue to explore Domestic Partnership benefits with HR and the President's office.
2. Explore the issue of background checks for faculty hires and reassignments. (*This idea was dropped in 2010, so the faculty welfare committee did not pursue it further*).
3. Work with the new President and Provost to establish a productive working relationship.

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4. Pursue alternatives to PEIA to enhance coverage and give WVU employees more choices and more reasonable fees.
5. Analyze the findings of the Climate Survey to identify areas that need the committee's attention.
6. Discuss/consider retirement benefits issues such as employee/university percentage contributions to retirement accounts such as TIAA/CREF.

The WVU Faculty Welfare Committee's major activities for the year include the following:

Faculty Climate Survey. Leslie Tower presented the findings of the 2009 WVU Faculty Climate Survey to the Faculty Senate Welfare Committee. The results from this survey were used to inform our priorities ([see attachment #1](#)).

Campus Smoking Policy. In October 2009, the Faculty Welfare Committee Chair followed up with the President's office regarding the initiation of a campus tobacco task force. The tobacco task force met for the first time in January 2010 and has met on a bimonthly basis since. The Faculty Welfare Committee Chair is a member of that committee. Since January 2010, the Tobacco Task Force has primarily been gathering information, but will be exploring policies and implementation of those policies during the 2010- 2011 academic year.

PEIA. The faculty welfare committee met with Jen Fisher of the President's office and Margaret Phillips, Vice president of Human Resources, to discuss faculty and administration concerns regarding the price structure and level of service provided by PEIA. Based on the faculty climate survey, 88% of WVU faculty felt that health insurance was either an important or extremely important issue that needed to be addressed ([see attachment #1](#)). ***The Faculty Senate Welfare Committee supports the administration's efforts to explore all possible options for medical and health insurance plans to allow optimal benefits to be obtained at competitive premium costs.***

Paid Parental Leave Policy. Members of the Faculty Senate Welfare Committee met with Jen Fisher (President's office), Tony Christian (WVU Benefits), Robert Bastress (WVU Professor of Law) and the House and Senate Judiciary, Subcommittee on Education to discuss a paid parental leave policy for nine-month faculty at WVU. We also researched peer institutions' policies on paid parental leave and developed a draft paid parental leave policy. A parental leave task force has been established by the Provost's office and the Faculty Senate Welfare Committee chair is a member of that

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task force. ***The Faculty Senate Welfare Committee urges the administration to develop a clear policy for parental leave that is nationally competitive.***

Domestic Partnership Benefits. Representatives from the Faculty Senate Welfare Committee continued a dialogue with the president's office and Human Resources on the need for domestic partnership benefits at WVU. We consulted with the new lesbian and gay staff/faculty group (Common Ground) which has also initiated a dialogue with HR on this need. ***The Faculty Senate Welfare Committee urges the administration to provide domestic partnership or sponsored adult benefits, as is increasingly common at universities across the nation.***

Retirement Benefits. In January 2010, the Faculty Senate Welfare Committee met with J. Mahoney of TIAA-CREF and Tony Christian of WVU Benefits to discuss retirement benefits at WVU. Based on the faculty climate survey, 85% of WVU faculty felt that retirement benefits were either an important or extremely important issue that needed to be addressed ([see attachment #1](#)). At other campuses, the percentages were even higher. ***The Faculty Senate Welfare Committee urges the administration to increase matching contributions to WVU employee retirement plans to nationally competitive levels.***

Faculty Salaries. The Faculty Senate Welfare Committee collected data on faculty salaries at WVU relative to our peer institutions ([see attachment #2](#)). These data were presented to the Faculty Senate Executive Committee on March 15 and to the Faculty Senate as a whole on May 10. Faculty salaries at West Virginia University are currently in the 5th, 0th, 11th and 0th percentile rank relative to our WVHEPC peer institutions for Assistant Professors, Associate Professors, Full Professors, and Instructors respectively. ***We encourage the administration and the state to raise faculty salaries to at least the 50th percentile of our peer institutions across all levels (assistant, associate, full professors, and instructors) in the next 10 years.***

Faculty Welfare Committee Goals 2010-2011:

- 1) Encourage participation on Faculty Senate Welfare Committee by divisional campuses.
- 2) In collaboration with the President's office and benefits, continue research on PEIA:
 - a) Explore the legality of opting out of PEIA.
 - b) Encourage the University to pursue legal action under the Freedom of Information Act to get data on PEIA expenditures and income from WVU.

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- c) Articulate what we as faculty need from health insurance and what needs to change.
- 3) Develop a task force of faculty, administration, and staff to carefully review information flow on policies across administrative units and divisional campuses.
- 4) Research how many faculty leave the university and why.
- 5) Continue to research current faculty salaries at WVU, on divisional campuses, and on the health sciences campus relative to peers and trends over time.

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Faculty Senate

Library Committee Report

Terence C. Ahern, Ph.D., Chair

- **Evansdale Remodel**

The first floor of the Evansdale library was totally remodeled and updated. The facility now boasts new carpet, an enhanced snack area as well as a consolidated checkout and reference area. The library for the first time has Macintosh computers available both in self-service carousels and for checkout. Further the library has made available display areas for student projects. Currently they are hosting Fashion and Interior Design Students spring projects. Other programs such as engineering are being encouraged to participate.

- **Information Literacy course enhancement**

Last summer the library provided a summer stipend of \$3000 for faculty to meet with library personnel to create and integrate information literacy material for their students. The primary purpose was to help undergraduate students differentiate specific research content areas.

- **WVU Faculty Academy**

The Down library hosted the Information Literacy Showcase at the Wise Library on May 10, 2010. The goal was to highlight the development of effective information and literacy skills for undergraduate education.

- **Purchases**

The Library bought the online Elsevier Full Edition Collection. Additional eContent are also possible with 700 more journals targeted for Nursing, engineering etc.

- **Awards**

West Virginia Regional History Campaign

The Library received a \$40,000 planning grant from Institute of Museum and Library Services (IMLS). The money will be used to create and conduct a survey and report of the historical objects, photos, maps etc.

The goal is to develop a West Virginal Regional History Center.

- **Plans**

Strategic Campaign

Remodel the second floor of Evansdale. Also the librarians talked about adding the final floor on the Evansdale Library building.

eBooks

The library is looking into providing eBooks for online students. The way it works now is that they have 1 copy of a book that students could “virtually check out” but only 1 at a time. They are looking for better models of how to do this.

They are also investigating the notion of leasing books, possibly for the semester.

Memorandum

To: Nigel Clark, Faculty Senate Chair

From: Wafik Iskander, Chair, Faculty Senate Research and Scholarship Committee

Date: May 1, 2010

Subject: Faculty Senate Research and Scholarship Committee's Annual Report for 2009-2010 and Goals for 2010-2011

The members of the 2009-2010 WVU Senate Research and Scholarship Committee were:

- Wafik Iskander, Chair
- Angel Tuninetti, Chair Elect
- Sandy Baldwin
- Ilkin Bilgesu
- Elaine Bowen
- Scott Fleming
- Jason Huber
- Mike Miller
- Ann Oberhauser
- Mario Scuri
- Curt Peterson, Ex-officio
- Alan Martin, Ex-officio
- C.B. Wilson, 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 three times during the 2009-2010 academic year. Meetings were held on November 18, 2009, February 18, 2010, and March 4, 2010. 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 B Evaluation and funding of the Faculty Senate Travel Grants.

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

Activity #3 B 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 2009-2010 academic year, the committee processed four rounds of travel grant applications totaling 265 requests divided as follows:

- 80 applications in the 1st round (September 2009)
- 48 applications in the 2nd round (November 2009)
- 61 applications in the 3rd round (February 2010)
- 76 applications in the 4th round (April 2010)

This number is up from the 252 reviewed in the previous year.

According to the current regulations, each faculty member is eligible for \$600 to support travel to present research or scholarly works at professional meetings. An additional \$300 is permitted for those presenting at international meetings. A total of 226 out of the 252 requests were approved. This approval rate of about 90% was very high, compared to only 80% for the previous year. This is mainly due to the improvements made to the Senate Travel Grants web page, which made the requirements spelled out clearly. 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. This allowed using the meeting times to discuss more important issues rather than conducting a tedious review of the travel applications. 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.

The committee continued the use of color-coded Excel spreadsheets for communicating with Amanda Griffith the outcomes of the evaluations. A green color was used for the approved applications, a red for the applications for which funding was denied, and a yellow color for applications that require adjustments or additional information and/or documentation.

The following resolutions/recommendations were made by the Committee regarding travel grants:

- Travel to Hawaii or Alaska should be treated the same way as travel within the Continental U.S.A.
- Support to travel to participate in panels should depend on whether a presentation is made, as a panel participant, or not. The abstract of the presentation must be given in the application.

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

Summary of Activities:

The committee reviewed 53 Senate Research and Scholarship Grant proposals. This number is about twice the number reviewed in the previous year (28). A total of 13 proposals were funded for a total of \$160,000.

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 fairly smoothly and was conducted in one 5-hour meeting on March 4, 2010. Currently, the Committee has not made any recommendation to change in the evaluation process for the Senate Research Grant proposals. However, the Chair-elect has new ideas that he is planning to discuss with the Committee at the beginning of next year.

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

Summary of Activities:

One point of discussion was the issue of “accountability” of faculty who receive research grants, and follow up with results and deliverables (e.g. reports, publications, follow-up research, etc.) This has been a concern for the Committee for some time, however, no resolution was made. This issue will hopefully be addressed by the Committee in the next year. The Committee recommends that one of the charges for next year’s committee would be to review the current reporting system, and modify or develop a mechanism to follow up on the research performed.

The Committee also noted that the amount of \$160,000 allocated to research grants is very low, and has not increased in a long time. For this funding source to grow, it is important that we show how these research grants lead to larger research and scholarly activities.

**Annual Report of the
Faculty Senate
Service Committee**

Lori A. Sherlock, Chair and Senator

The chair would like to extend her deepest appreciation to the individuals who served/assisted this Committee.

The committee was charged with awarding a total of \$50,000 in service grant funding to applicants. There were 24 applicants this year, nearly three times the amount from last year, and a total funding request of \$251,194. The \$50,000 funding was divided amongst 10 applicants (as listed below). The remaining applicants received a rejection letter thanking them for their application and including suggestions for future submission.

2010 Grants for Public Service Funding Recipients

Joel Beeson, Journalism – Kimball African-American Veterans Memorial Exhibit
Elaine Bowen, EXT Families & Health – Taking Charge of Your Health & Safety
Louise Donato, EXT Families & Health – Woodlawn Walking Club
Mark Doty, EXT Fire Service – State Fire School
Kristina Hash, ECAS Social Work – West Virginia is Aging
Margaret Miltenberger, EXT 4-H Youth Development – Reading Partners: Families and Communities Supporting Children's Literacy Development
Yong-Lak Park, ANRD Plant & Soil Sciences – Educational Outreach with WVU Insect Zoo Programs
Terry Patterson, EXT Jackson's Mill – WVU Jackson's Mill Farmstead and History Hitting the Road
Katy Ryan, ECAS English – Appalachian Prison Book Project

The committee will continue their efforts to select the service grant applications that will support and further our community.

Submitted by,
Lori A. Sherlock
Service Committee Chair

SEI Committee Report – 2009-10

Members:

Joseph V. Urbanski, WVU-Tech, Chair
Mark Brazaitis, ENGLISH
Kari Sand-Jecklin, NUR
Johnna Bolyard, HR&Ed
Mike Klishes, CEMR
Allison Nichols, Extension
Marie Abate, PHAR
Jensen Moore, JOUR
D. Brumfield, WVU Student
C. Russell, WVU Student
D. Garrett, WVU Student
C. B. Wilson, Faculty Development, Ex-officio
Rob Hastings, OIT, Ex-officio
Sara Bishop, OIT, Ex-officio

The SEI Committee has spent much of this year developing eight questions for student evaluation that will be used by “online” courses since the eight questions normally used for in-class teaching was slanted to the lecture method of teaching. The Committee also looked into the variation of use of the SEI in faculty promotion and tenure by the different Colleges and Departments in the measurement of teaching.

The Chair of the Committee found that there was not enough time to compile what information it had acquired about the use of the SEI’s from the different colleges that the committee discontinued this direction since the work could not be finished in this year. There was a diversity of use, not only by college, but also by departments and the assimilation of this information would have taken many meetings. As well be seen, it is a recommendation for next year. The SEI Committee needs to get a **very early start** next year in compiling this information.

The SEI Committee has worked with Rob Hastings and Sara Bishop to have the eight questions for evaluation automatically default to the online evaluation if a Faculty member had not ordered or had not chosen online questions for their evaluation. This should go into practice in the Fall of 2010.

As noted above, the SEI Committee was joined by three WVU students who had an impact on the writing of the “online” questions. They joined with the committee with their views and ideas as to what the questions should measure.

The following are some of the questions that have been carried over from last year and had arisen this year that next year's SEI Committee should check:

- A study needs to be carried out to find if there is any difference between paper evaluations and online evaluations, relative to the lecture classes.
- Since methods of use of the SEI's is so diverse throughout the university, a small committee of the SEI Committee is needed to collect and present an outline to both the SEI Committee and the Executive Council.
- The re-norm of the SEI's as the norm calculations were done a decade ago, and there is a need to have a better understanding of the differences between large classes and small classes.
- The new online questions need to be normalized.
- A need and understanding of the value of SEI's are relative to current usage to the P&T process.

Annual Report of the Faculty Senate Committee on Student Instruction

Jan Lauren Boyles, Chair and Senator

The chair would like to extend her deepest appreciation to the following individuals who served/assisted this Committee:

Lori Sherlock, Chair-Elect and Senator
Larry Banta, Senator
Katherine Karraker, Faculty Representative
Mary Stamatakis, Faculty Representative
Charles Yuill, Faculty Representative
Meghan Flinn, Student Representative
Taylor Richmond, Student Representative
Tom Sloane, Student Affairs, Ex-officio
Elizabeth Dooley, Provost's Office, Ex-officio
Fred Butcher, Health Sciences, Ex-officio
Laura Brady, Ad Hoc Committee on Writing Liaison
Valérie Lastinger, Ad Hoc Committee on Writing Liaison

This group's charge "includes but is not limited to the study and review of policies and practices with regard to instructional problems concerned with the student body."¹ Consequently, this Committee tackled topics raised by our respective constituencies.

Response to Last Year's Annual Report

Committee members defined the following goals for AY 2009-2010:

- Continue cooperation toward the Evansdale GEC transition.
- Review facets of the Graduate Student Academy.
- Partner to further revise the UNIV 101 course.
- Examine any other issues forwarded by our constituents and colleagues.

In response, we:

- Reviewed/assessed implementation of additional GEC courses on the Evansdale campus. In Fall 2009, nearly 1,800 students enrolled in the expanded GEC offerings. SGA representatives Taylor Richmond and Meghan Flinn reported high levels of student satisfaction among Evansdale-based majors (engineering, creative arts) for this initiative. Because of the engaging response, Evansdale offerings will be expanded for AY 2010-2011.

¹ Faculty Senate Committee Web site, facultysenate.wvu.edu.

- Guided progress of the Graduate Teaching Academy. In Spring 2010, the Committee hosted a forum to provide feedback on the GTA.
- Continued dialogue on UNIV 101 changes. We partnered with UNIV 101 staff regarding its student satisfaction survey. As a Committee, we reviewed course assessment data. Our engagement led to a revised course text for AY 2010-2011. In addition, many course modules have been redesigned to better meet student needs.

Beyond these continuing endeavors, the Student Instruction Committee also pursued two new projects:

Writing Portfolio Pilot Implementation

In Fall 2009, Senate Chair Nigel Clark approached our Committee, and asked that we explore methods by which to “raise the academic bar.” After extensive brainstorming, the membership identified enhancement of student writing skills as the primary focus of our efforts.

The Committee subsequently revisited the commendable work completed by the Senate’s Ad Hoc Committee on Student Writing. This group, which was populated by the Senate in 2007, spent more than one year intensely studying the effectiveness of the University’s “W” requirement. They conducted student and faculty forums, posted an online survey and examined best practices from other institutions.

In January 2009, the Ad Hoc Committee issued its report. The findings suggested that “W” courses are incredibly effective in some disciplines (journalism, English). However, in other cases, students graduate without learning how to write within the major field.

The report’s chief proposal called for pilot implementation of a writing portfolio, which could serve as an alternate to the “W” requirement. As conceived by the Ad Hoc Committee, the portfolio would encompass 20-30 pages of polished writing from prior courses in the major – as well as other supporting documents as determined/required by the department (CV, cover letter, etc.). In this light, the portfolio could be used as a credential for future employment, as the student could effectively demonstrate writing proficiency within the discipline.

In Spring 2009, the entire Senate voted upon the report’s recommendations, including pilot implementation of the portfolio concept. Upon reviewing the Ad Hoc Committee’s report, as well as extensive dialogue within our own meetings, we strongly endorsed the report, and began the process toward pilot implementation.

Using the Ad Hoc Committee’s work as a launching pad, the Student Instruction Committee sought an academic unit for pilot implementation. The art history

department instantly responded with energetic enthusiasm. All faculty within the department are fully committed to participation in the pilot.

Consequently, the Student Instruction Committee proposed the creation of an implementation task force. This body would fully conceive how the portfolio would function in practice. The Student Instruction Committee populated the task force – which includes members from the Ad Hoc Committee, the art history department and other interested faculty across campus.

In April 2010, the Senate Executive Committee discussed the task force creation and its implementation framework. In AY 2010-2011, this group will interface with the art history department to develop a detailed plan. The task force will then share its findings with the Senate no later than January 2011.

Credit Hour Definition

In March 2010, the Senate Executive Committee charged the Student Instruction Committee with exploration of how the institution defines an academic credit hour. Working with Sue Day-Perroots, the Committee began by classifying the various instructional forms, including: lectures, labs, seminar/colloquium, field experience, research, study abroad and online courses. The Committee is currently working with departments across campus to develop solid definitions to bring before the Senate in AY 2010-2011.

Future Plans

In the coming year, we will:

- Support the work of the Writing Portfolio pilot implementation task force.
- Create credit hour definitions for various instructional forms.
- Examine any other issues forwarded by our constituents and colleagues.

We look forward to continued service to the Senate, and would welcome any and all feedback for the next academic year.

Respectfully submitted,
Jan Lauren Boyles, Chair

WVU Student Rights and Responsibilities Annual Report 2009-10

Chairperson: Steve Graber

Cases Heard by Student Conduct Board

Fall 2009

Academic: 2

Non-Academic: 15

Total: 17

TOTAL FOR YEAR: 47

Spring 2010

Academic: 2

Non-Academic: 28

Total: 30

Pending Cases – Spring 2010

Academic: 0

Non-Academic: 9

Total: 9

Academic Total by Violation Type & Outcome:

Violation:

Academic Dishonesty/Plagiarism

Total:

3

Academic Dishonesty/Cheating

1

Not Meeting Program Requirements

0

Violating of IRB

0

Academic Fraud

0

Violation Total:

4

Student Conduct Board Outcomes/Sanctions:

Total:

Unforgivable Failure (UF)

1

Reduced Grade for Assignment

2

Failed in Course

0

No Participation Points for Class

0

Program Dismissal

0

Charges Dropped

0

On Appeal

0

No Penalty

0

University Suspension/Expulsion

1

Student Conduct Board Outcomes/Sanctions Total:

4

Academic Departments Filing Charges:

Finance 2

Journalism 1

English 1

Total 4

Non-Academic Total by Violation Type & Outcome:

Violation:	Total:
Illegal Burning	20
Sexual Assault	3
Alcohol Related Offenses/Abuse	3
Destruction of Property/Public Intoxication	3
Internet Abuse/Harassment	0
Drug Abuse	2
Physical Assault	4
Manufacturing IDs/Theft	2
Malicious Assault	4
Terroristic Threats	0
Forgery/Fraud/Misrepresentation	0
Reckless Driving/DUI/DUI with Injury	2
Violation Total:	43

Student Conduct Board Outcomes/Sanctions:

Expulsions	6
Suspensions	10
Deferred Suspension	9
University Probation	18
Community Service/Referral/Student Assistance Program	21
Professional Treatment Programs	4
On Appeal	0
Not Responsible	7
Student Conduct Board Outcomes/Sanctions Total:	75

Gender Breakdown:

Females: 9 Males: 38

GPA Statistics of the Accused:

Mean 2.45	Minimum 0.86
Std. Deviation 0.71	25% Percentile 1.84
Std. Error 0.11	Median 2.47
N = 44	75% Percentile 2.91
	Maximum 3.77

D'Agostino & Pearson omnibus normality test

K2 1.076 P value 0.5840

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

Goals for 2010-2011

Implement the revised *University Student Conduct Code*.

Work with the Office of Student Judicial Affairs on a pro-active campaign to reduce and eventually eliminate fire-related incidents off campus.

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.

**WVU Faculty Senate
2010-2011 Committees**

**Committee on Committees, Membership and
Constituencies (3,2,0,0,3)**

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*Richard Turton, CEMR, Chair-Elect
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Student Evaluation of Instruction Committee (4,4,0,3,2)

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**Student Rights and Responsibilities Committee
(11,9,0,15,1)**

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